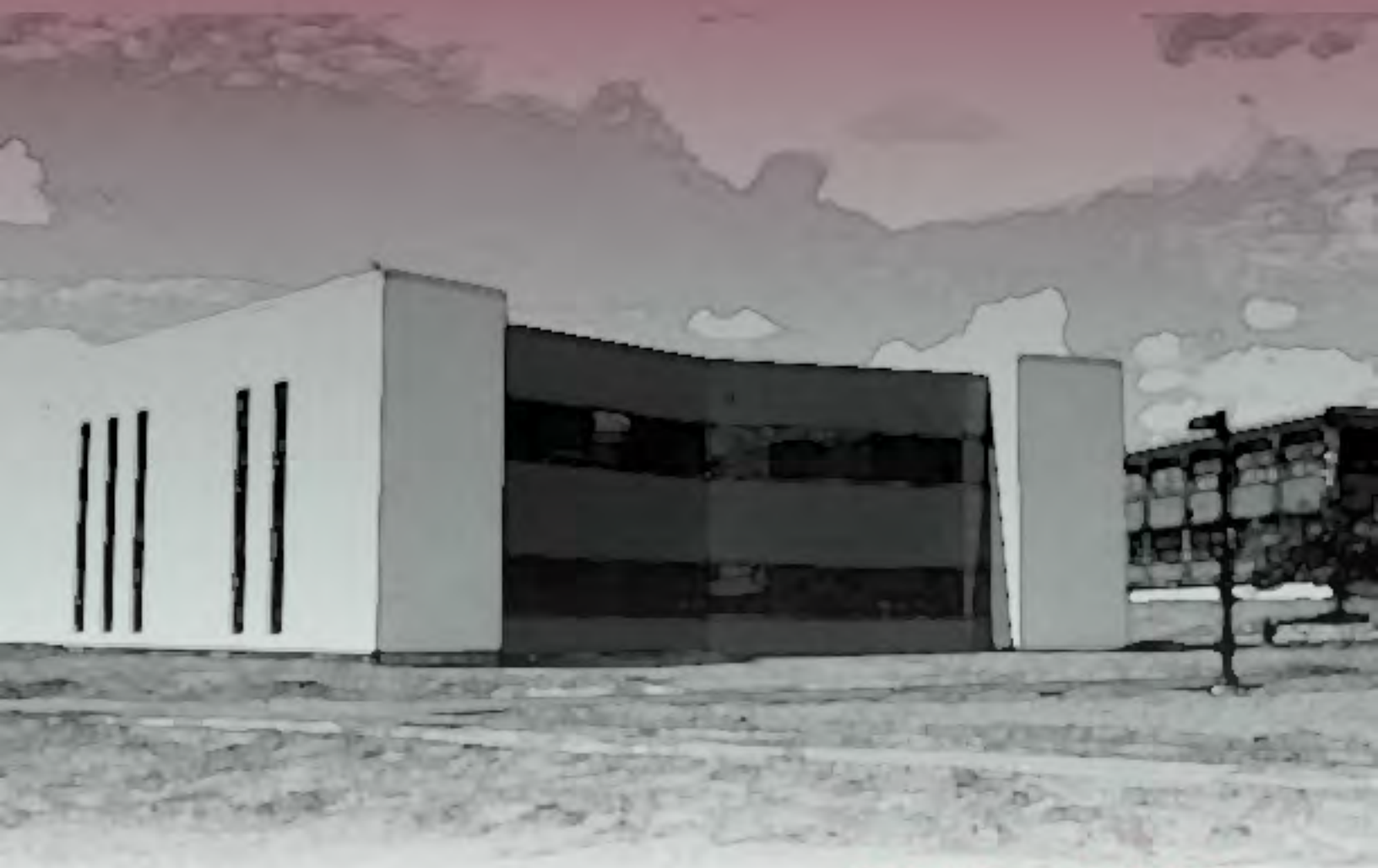


JEFFERSON COMMUNITY COLLEGE  
COLLEGE CATALOG



**2018 - 2019**  
Effective July 2018

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Information contained in this catalog is effective as of August 2018. Changes made after this college guide was printed are available on the Jefferson Community College website, [www.sunyjefferson.edu](http://www.sunyjefferson.edu), as well as in the office of the Vice President for Academic Affairs and Enrollment Services.

Jefferson Community College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, JCC also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX of the Education Amendments of 1972, JCC prohibits sex discrimination, including sexual harassment. For concerns arising under Title IX, contact the College's Title IX Coordinator for employees at (315) 786-2279 or Title IX Coordinator for students at (315) 786-6542. For student related disability discrimination concerns, contact the Disability Services Coordinator at (315) 786-2288. For all other concerns, including those related to employment, contact JCC's Affirmative Action/Diversity Officer at (315) 786-2401.

## Fall Semester 2018

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

Faculty Report Back .....	Monday, August 20
Instruction Begins.....	Monday, August 27
Labor Day (No Classes) .....	Monday, September 3
Recess (No Classes) .....	Friday, October 5 & Monday, October 8
Classes Resume .....	Tuesday, October 9 - 8 a.m. (Monday Schedule)
Mid-Semester Grades Due.....	Thursday, October 18 - Noon
Last Day for Withdrawal.....	Tuesday, November 13
Thanksgiving Recess Begins .....	Tuesday, November 20 - 10 p.m.
Classes Resume .....	Monday, November 26 - 8 a.m.
Instruction Ends .....	Monday, December 10 (Friday Schedule)
Reading Day .....	Tuesday, December 11
Examinations.....	Wednesday, December 12-Tuesday, December 18
COMMENCEMENT CEREMONIES.....	Friday, December 14
Final Grades Due .....	Friday, December 21 - Noon

## Spring Semester 2019

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

Faculty Report Back .....	Wednesday, January 16
Instruction Begins.....	Tuesday, January 22
Winter Recess Begins.....	Saturday, February 16 - 7 p.m.
Classes Resume .....	Wednesday, February 20 (Monday Schedule)
Mid-Semester Grades Due.....	Thursday, March 14 - Noon
Spring Recess Begins.....	Saturday, March 23 - 7 p.m.
Classes Resume .....	Monday, April 1 - 8 a.m.
Last Day for Withdrawal.....	Tuesday, April 16
Instruction Ends .....	Wednesday, May 8
Reading Day .....	Thursday, May 9
Examinations.....	Friday, May 10-Thursday, May 16
COMMENCEMENT CEREMONIES.....	Friday, May 17, 7:00 p.m.
Final Grades Due .....	Monday, May 20 - Noon
Last Reporting Day for Faculty .....	Thursday, May 23

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

### Enrollment Services:

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

### Office of Admissions

Email: [admissions@sunyjefferson.edu](mailto:admissions@sunyjefferson.edu)

### New Student Advising

Email: [advising@sunyjefferson.edu](mailto:advising@sunyjefferson.edu)

### Office of Financial Aid

Email: [financialservices@sunyjefferson.edu](mailto:financialservices@sunyjefferson.edu)

### Student Records

Email: [studentrecords@sunyjefferson.edu](mailto:studentrecords@sunyjefferson.edu)

### Office of Housing and Residence Life:

Tel: 315-755-0411  
Email: [reslife@sunyjefferson.edu](mailto:reslife@sunyjefferson.edu)

### Transfer Services:

Collaborative Learning Center  
Tel: 315-786-2288  
Email: [lsc@sunyjefferson.edu](mailto:lsc@sunyjefferson.edu)

# General Information

## Our Vision

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

## Our Mission

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

## Core Values

Student success is our purpose at Jefferson Community College. To meet that purpose we strive for excellence through the following core values.

- **Learning:** We view learning as a life-long process and education as a shared experience; we are a community of learners.
- **Accountability:** We accept responsibility for our actions and their consequences.
- **Creativity:** We embrace innovation, exploration, and imagination in the classroom and in day-to-day campus life.
- **Access:** We believe that education should be available to all those who value and desire it.
- **Community:** We recognize Jefferson as part of a larger, dynamic community and commit ourselves to both our immediate College community and the community at large.
- **Sustainability:** We use resources in responsible ways to achieve balance among our economic, environmental, and social practices and policies.

## 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

## Strategic Directions

Theme 1: Student Success and Completion

Embrace a student-centric culture where student success remains the highest priority of the institution, anchored by excellent academic programs and student services.

### Theme 2: Educational Opportunities

Proactively identify and respond to evolving educational opportunities as comprehensively as possible by providing affordable, quality learning opportunities in the locations, timeframes, and formats that best serve student and community needs.

### Theme 3: Growth and Infrastructure

Improve the capacity and flexibility of the college infrastructure to accommodate higher enrollment, new programs, and evolving student needs.

### Theme 4: Sustainability

Ensure long term sustainability by managing expenses and revenues responsibly without compromising educational outcomes.

### Theme 5: Organizational Excellence

Cultivate a culture that values and promotes excellence and furthers a climate that empowers our workforce, tolerates risk, embraces change, and seeks continuous improvement.

## 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.
- Providing opportunities for lifelong learning and for specific job training through certificate, 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, [www.msache.org](http://www.msache.org). The College's accreditation was re-affirmed by the Middle States Association on June 25, 2015.

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

Furthermore, the College's Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs, 25400 US Highway 19 N., Suite 158, Clearwater, FL 33763, [www.caahep.org](http://www.caahep.org), upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75088, 214-703-8445, [www.coaemsp.org](http://www.coaemsp.org).

Jefferson is a member of the Servicemembers Opportunity College (SOC) Degrees Network System. Jefferson is also a founding member of the higher educational consortium, SUNY Colleges in the North Country.

## General Education

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

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

## Objectives of General Education

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

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

Graduates shall be able to utilize effective communication skills in reading, writing, speaking and listening.

Graduates shall be able to solve problems through logical reasoning and the scientific method and they shall be able to discern thought patterns and beliefs in their own decisions and in the works of others.

Graduates shall be mathematically competent to interpret, compute and apply quantitative data.

Graduates shall demonstrate the ability to select and use the most appropriate technological tool(s) and understand technology's impact on self and society.

Graduates shall have the ability to access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic.

Graduates shall demonstrate knowledge of diverse peoples and their cultures.

## SUNY-Based General Education Objectives

In December 1998, and modified in 2010, the SUNY Board of Trustees adopted a resolution establishing a 30 credit hour General Education requirement for all baccalaureate degree candidates to begin with the freshman class entering in the fall of 2000. The resolution requires all students earning SUNY baccalaureate degrees to complete general education course work in:

- Mathematics
- Basic Communication

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

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

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

- Critical Thinking
- Information Management

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

## Statement of Student Development

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

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

## About the College

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

The College is supervised by the State University of New York and sponsored by Jefferson County. Its service area is largely rural, with agriculture and tourism the dominant industries. In 1985, the US Army posted the 10th Mountain Division at nearby Fort Drum, bringing some 30,000 new residents to the area and doubling the population of the Watertown metropolitan area. The Fort Drum area has experienced even more recent growth.

Jefferson admitted 119 full- and 221 part-time students to its first class in September of 1963. In the fall 2017 semester, Jefferson's total headcount was 1,973 full-time and 1,630 part-time students.

The College offers 17 A.A.S. career curricula, 20 transfer A.A. or A.S. curricula, and 9 certificate programs. Six degree programs and three certificate programs are available entirely online. To ease transfer, Jefferson has articulation agreements with colleges and universities across the United States, as well as two jointly registered programs (Business Administration and Liberal Arts—Childhood Education) with SUNY Potsdam. Additionally, through Jefferson's Higher Education Center initiative, the College has partnered with several four-year institutions to offer more than 17 bachelor's and advanced degree programs locally.

Along with its credit-bearing programs, the College offers a variety of workshops, seminars, and workforce training opportunities. Cultural events, open to the public, routinely include film and theatrical events, lectures, seminars, and art exhibitions. Library resources are open to the public and community members are encouraged to use them. Personal, academic, and vocational counseling are provided to both students and the community.

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

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

In February 2017, the College opened a Health & Wellness Center on campus designed to provide privacy and convenient access to healthcare services. The Health & Wellness Center was made possible with capital support from the Jefferson Community College Foundation and leveraged State University of New York Community Schools Grant funding. In addition to supporting the Health & Wellness Center, the \$500,000 Community School Grant made provision for the development of Jefferson Community School (JCS). With the purpose to expand existing health services, proffer new ones, and collaborate with community organizations as needed, JCS provides an array of services to students to eliminate non-academic barriers and increase achievement. For instance, emergency daycare and transportation, tax preparation, personal counseling and more.

If the history of the College interests you, read *Past to Present*, available online at [www.sunyjefferson.edu](http://www.sunyjefferson.edu).

## Campus Facilities

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

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

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

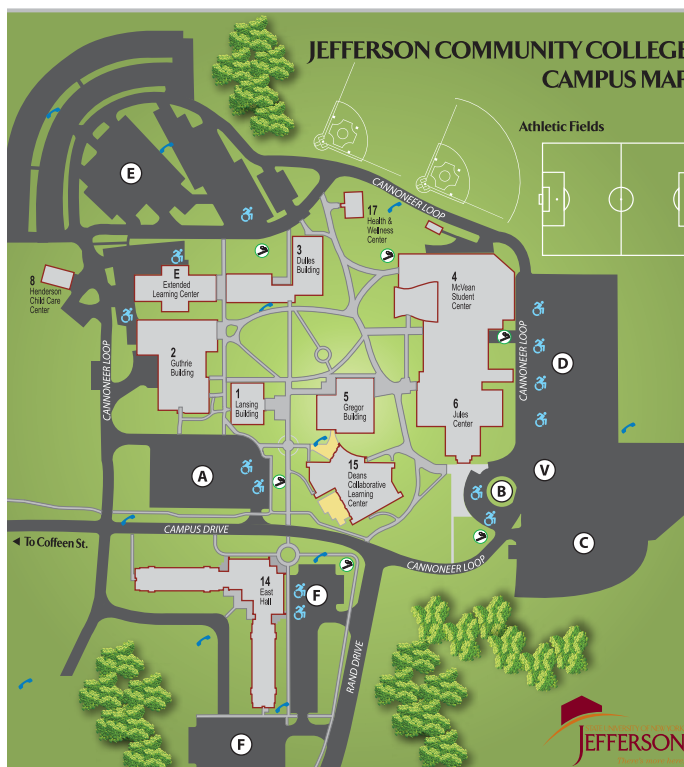
**The James E. McVean Student Center (4)** houses a large multipurpose gymnasium, including locker rooms, showers and offices. The building provides space for Student Activities, New Student Services, an instructional music room, the Walker Instructional Dining Room and Kitchen, the Courtyard cafeteria,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

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

**The Jules R. Samaan Instructional Resource Center (6)** houses fourteen general classrooms, five computer classrooms, and a 130-seat amphitheater, all of which are electronically smart. The Jules Center is also the location for the art lab, a 72-station open access computer resource center, meeting rooms, the Boardroom, the Public Relations Office, Corner Cafe and College Bookstore. Also housed in the Jules Center is Enrollment Services including the offices of Admissions, Financial Aid, Student Records, Advising, and Educational Opportunity Program.

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

**The Extended Learning Center (E)** contains seven classrooms including a distance learning classroom, a seminar room, and a student



lounge. The Extended Learning Center houses the Faculty Student Association offices, the Continuing Education Division, Higher Education Center initiative partner institutions, and the New York State Small Business Development Center.

**East Hall (14) (H)**, the College's residence hall opened in 2014, houses 294 students and includes two classrooms, a large group meeting room, security desk, technology nook, two large study/social lounges on the main floor and study lounges on each floor in both wings. The offices of Housing and Residence Life directors and staff are located here. East Hall is owned by the Faculty Student Association 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 many student centered offices including, on the first level, campus safety and security, veteran services and veterans lounge, career planning and job placement services, STAR/TRiO services, retention and accommodative services, and placement testing. The second floor houses the College Library, local history collection and tutoring services. In addition, the CLC boasts student space with technology for group study and meetings, quiet study space and two classrooms.

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

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

## Library and Tutoring Center

*Deans Collaborative Learning Center, 2nd Floor / 315-786-2225 / [library@sunyjefferson.edu](mailto:library@sunyjefferson.edu)*

Located on the second floor of the John W. Deans Collaborative Learning Center (Building 15), the library and tutoring center supports students to succeed with resources and tutoring for the courses and curricula of Jefferson Community College.

**General Collections** - The Library contains approximately 38,000 book volumes and 2,269 microfilm reels, and currently subscribes to 116 periodicals and newspapers. Library databases provide access to over 82,000 full text periodical titles. Library users also have access to more than 366,000 electronic books. The Media Center owns 3,000 DVDs and other audio visual materials and 433 music CDs that support classroom instruction. Additionally online databases provide access to more than 45,500 streaming video titles.

JCC Library's discovery service, known as Search Almost Everything, provides single search access to the vast majority of the library's resources both online or in the library, including articles, videos, print and electronic books. CannonCat, the library's online catalog, provides access to JCC's print collection, periodicals, and media holdings. The library is able to request research material (e.g. books and periodical articles, etc.) from other libraries via interlibrary loan. The library participates in the IDS project and interlibrary loan materials are delivered daily electronically or via courier.

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

**Tutoring Center** - The Library is also home to the Tutoring Center. Professional and peer tutors provide free one-on-one and group tutoring sessions in a variety of subjects. Drop-in group tutoring sessions for different courses are scheduled throughout the week. Students may make appointments for individual tutoring sessions with a professional tutor in math, English and reading. A drop-in math lab runs most of the day from 9a.m. to 4 p.m. For more tutoring information, call 315-786-2321.

## Jefferson Community College Foundation

*Lansing Administration Building, Room 1-112 / 315-786-2291 / [foundation@sunyjefferson.edu](mailto:foundation@sunyjefferson.edu)*

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



## **Alumni Association**

*Lansing Administration Building, Room 1-114 / 315-786-2327 / [alumni@sunyjefferson.edu](mailto:alumni@sunyjefferson.edu)*

The mission of the Jefferson Community College Alumni Association is to foster support for Jefferson Community College and its educational mission by building supportive relationships with students and alumni through communication and alumni programming.

The College's Alumni Office is open year round to assist alumni with questions about career planning, placement, and educational information. The Alumni Association sponsors a number of activities throughout the year for the College alumni, and maintains a comprehensive list of graduates.

## **SUNY North Country Consortium**

*McEwen Library and Education Center, 4300 Camp Hale Road, Fort Drum / 315-773-9007 / [www.sunynorth.edu](http://www.sunynorth.edu)*

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

- Jefferson Community College
- College of Technology at Canton
- Empire State College
- Upstate Medical University at Syracuse
- State University College at Oswego
- State University College at Potsdam

## 2016-2017 Graduates of Associate of Science and Associate of Arts Degree Programs "Transfer Programs"

Curriculum	Continuing Ed		Returning		Employed in field of study		Employed out of field of study		Military service		Not seeking employment		Seeking Employment		Other		Non-respondents		Total
Accounting A.S.	10	76.9%	3	23.1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	13
Business Admin A.S.	27	57.4%	2	4.3%	0	50%	0	0%	0	0%	0	0%	0	0%	0	0%	17	36.2%	47
Computer Info Sys. A.S.	1	100%	0	0%	0	18.2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
Criminal Justice A.S.	17	32.1%	6	11.3%	0	0%	0	0%	0	0%	0	0%	1	1.9%	0	0%	27	50.9%	53
Computer Science A.S.	3	60%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	40%	5
Creative Writing A.A.	2	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	50%	4
Engineering Science A.S.	8	88.9%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	11.1%	9
Human Services A.S.	17	54.8%	1	3.2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	11	35.5%	31
Individual Studies A.A.	5	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	5	50%	10
Individual Studies A.S.	28	41.2%	8	11.8%	0	0%	1	1.5	1	0%	0	0%	1	1.5%	1	1.5%	28	41.2%	68
Liberal Arts/ Childhood Education Teacher Ed Trsf	4	40%	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	3	30%	10
Liberal Arts/ Psychology	5	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	20%	7
Liberal Arts/English Literature	2	20%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
Liberal Arts/ Humanities and Social Sciences A.A.	49	56.3%	4	4.6%	0	0%	0	0%	0	1.1%	1	1.1%	1	1.1%	0	0%	29	33.3%	87
Liberal Arts/ Mathematics and Sciences A.S.	20	47.6%	9	21.4%	1	2.4%	0	0%	0	0%	0	0%	0	0%	1	2.4%	9	21.4%	42
Physical Education A.S	7	70%	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	20%	10
Early Childhood A.S	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	2
Sports Management A.S	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	6
<b>All Transfer Programs</b>	<b>212</b>	<b>52.1%</b>	<b>35</b>	<b>8.6%</b>	<b>1</b>	<b>.2%</b>	<b>1</b>	<b>.2%</b>	<b>1</b>	<b>.2%</b>	<b>1</b>	<b>.2%</b>	<b>3</b>	<b>.7%</b>	<b>2</b>	<b>.5%</b>	<b>139</b>	<b>34.2%</b>	<b>407</b>

## 2016-2017 Graduates of Associate of Science and Associate of Arts Degree Programs "Career Programs"

Curriculum	Continuing Ed		Returning		Employed in field of study		Employed out of field of study		Military service		Not seeking employment		Seeking Employment		Other		Non-respondents		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Accounting A.A.S.	1	20%	0	0%	0	0%	0	0%	0	0%	0	0%	1	20%	0	0%	3	60%	5
Accountin Certificate	1	50%	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2
Animal Science A.A.S.	3	27.3%	0	0%	2	18.2%	0	0%	0	0%	0	0%	0	0%	0	0%	6	54.5%	11
Business Admin A.A.S.	5	22.7%	3	13.6%	0	0%	3	13.6%	0	0%	0	0%	0	0%	0	0%	11	50%	22
Business Agriculture A.A.S.	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	4.5%	1
Chemical Dependency A.A.S.	6	28.6%	1	4.8%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	14	66.7%	21
Computer Info. Systems A.A.S.	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Computer Info. Technology A.A.S.	1	25%	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	50%	4
Criminal Justice Cert.	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%	2
Early Childhood A.A.S.	1	14.3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	6	85.7%	7
EMT-Paramedic A.A.S.	1	25%	0	0%	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%	2	50%	4
EMT - Intermediate Cert.	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	3
Energy Cert.	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1
Fire Protection Tech. A.A.S.	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	2
Fire Protection Tech. Cert.	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1
Hospitality & Tourism A.A.S.	4	19%	1	4.8%	0	0%	1	4.8%	0	0%	0	0%	1	4.8%	0	0%	14	66.7%	21
Hospitality & Tourism Cert.	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Individual Studies A.A.S.	17	34%	12	24%	1	2%	0	0%	1	2%	1	2%	0	0%	0	0%	18	36%	50
Nursing A.A.S.	2	8%	0	0%	4	16%	0	0%	0	0%	0	0%	0	0%	0	0%	19	76%	25
Office Tech. A.A.S.	2	22.2%	0	0%	0	0%	1	11.1%	0	0%	0	0%	0	0%	0	0%	6	66.7%	9
Office Studies Cert.	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Teaching Assistant Cert.	0	0%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	4	67%	6
Paralegal A.A.S.	1	33.3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	66.7%	3
Wine Cert.	0	0%	2	50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	50%	4
GENS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
All Career Programs	47	23%	23	11.3%	9	4.4%	6	2.9%	1	.5%	1	.5%	2	1%	0	0%	115	56.4%	204

# 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 for, however the College accepts and encourages applicants from other counties as well as other states.

## General Admission Requirements

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

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

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

## How to Apply for Admission

Enrollment Services, Jules Center, Room 6-010 / 315-786-2437 / [admissions@sunyjefferson.edu](mailto: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](http://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 the Health & Wellness Center.

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

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

## College Placement Testing, Advising, Registration

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 the academic advisor 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.

## Information for Transfer Students (Admission with Advanced Standing)

Students who have attended another college and wish to transfer credits to Jefferson must follow the same application procedures as a new student. Official college transcripts must be requested by the student and sent directly to Enrollment Services. Transfer credit cannot be granted unless an official transcript is provided.

## Transfer Credit

Transfer credit may be granted for courses completed at an accredited college provided the courses are applicable to the degree or certificate program at SUNY Jefferson. A minimum grade of 2.0(C) is required for transfer credit to be awarded. To earn a degree or certificate at SUNY Jefferson, a minimum of 50% of the required course work must be completed through SUNY Jefferson. Students applying for admission with advanced standing must follow the application procedures and have an official transcript sent to the Enrollment Services. Once matriculated (enrolled into a degree program), the transcript will be evaluated for credit. Transfer credit will not be used in calculation of the student grade point average at SUNY Jefferson.

## Evaluation of Military Training and Experience

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

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

- Army, Navy, Marines and Coast Guard: <https://jst.doded.mil/>
- Air Force: <http://www.au.af.mil/au/ccaf/certifications.asp>

## Credit by Examination

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

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

Score reports from tests administered at the high school must be forwarded to Enrollment Services.

## Information for Home-Schooled Students

Students who have completed a home school education are welcome to continue their studies at SUNY Jefferson. In order to be eligible to enroll with matriculated status, the applicant must:

1. Complete the free electronic application for admission available at [www.sunyjefferson.edu](http://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
5. student's completion of a program of home instruction that is the equivalent of a four-year high school course of instruction and meets the requirement of Section 100.10 of the Regulations of the Commissioner of Education.

## Ability to Benefit Provision

An applicant who has left high school prior to graduation and has not earned a New York State High School Equivalency diploma may be considered for admission if one of the following conditions are met:

- a. Applicant's high school class has graduated or
- b. Applicant is at least nineteen years of age or
- c. Applicant provides letter of support from high school superintendent.
- d. Applicant must successfully meet satisfactory scores on the approved testing for admission

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

## General Equivalency Diploma (24-Credit Hour Rule)

The New York State High School Equivalency Diploma Based on Earned College Credit may be awarded to candidates who have completed 24 credit hours as a recognized candidate for a degree or a certificate at an approved institution.

The 24 credits must be distributed as follows:

- 6 credits in English language arts including writing, speech and/or literature
- 3 credit hours in mathematics
- 3 credit hours in natural science
- 3 credit hours in social science
- 3 credit hours in humanities
- 6 credit hours applicable to the student's program of study

Credit for courses taken solely for personal and/or cultural advancement, and not required as part of an approved degree or certificate program, may not be used to obtain an equivalency diploma. To qualify for the 24 credit hour rule, the student must be matriculated in a program of study. More information about the High School Equivalency Program is available through the New York State Education Department (NYSED) website, [www.nysed.gov](http://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 need an I-20 but do not need a visa, and could apply later than students coming from other countries. More information and the international student application are available at [www.sunyjefferson.edu](http://www.sunyjefferson.edu).

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

International Student Application requirements:

1. Complete the International Student Application for Admission, [www.sunyjefferson.edu](http://www.sunyjefferson.edu)
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. Send an autobiographical statement of interest
5. Provide a copy of the TOEFL scores of 61 or higher applicants for whom English is not their first language
6. Proof of immunity to measles, mumps and rubella

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

## Information for Military-Related Students / Special Programs

McEwen Library Education Complex, 4300 Camp Hale Road, Fort Drum, NY / (315) 786-6566  
[GoArmyEd@sunyjefferson.edu](mailto:GoArmyEd@sunyjefferson.edu)

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

Servicemembers Opportunity Colleges Degree Network System (SOC DNS) Program

In 1985, Jefferson Community College became a member of the Servicemembers Opportunity Colleges Degree Network System (SOC DNS) Program. SOC DNS is a worldwide system composed of an ever growing number of colleges united together to form a network designed to facilitate the education of service members.

As a SOC DNS College serving the educational needs of service members at Fort Drum, JCC commits itself to criteria and requirements defined in the College's formal SOC DNS Agreement. The College agrees to require no more than twenty-five percent of approved SOC DNS degree programs in residence, guarantees transfer among colleges in the SOC DNS network, completes an official evaluation for each student enrolled, and accepts appropriate credit for non-traditional programs and Military Occupational Specialty (MOS) experience as recommended by the American Council on Education (ACE Guide).

### MyCAA

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

### GOARMYED ([www.GoArmyEd.com](http://www.GoArmyEd.com))

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

## Veterans' Services

Collaborative Learning Center, 1st Floor / 315-786-2288 / [cmcnamara@sunyjefferson.edu](mailto:cmcnamara@sunyjefferson.edu) or [sschulz@sunyjefferson.edu](mailto:sschulz@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 Education Benefits, feel free to contact the SUNY Jefferson Education Coordinator for Veterans. If you have questions regarding your eligibility for your VA Education Benefits, you may call the VA hotline at (888) 442-4551.

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

To view the various Veterans Benefits offered through the VA, visit <http://www.sunyjefferson.edu/military-veterans/veteran-services/education-benefits>.

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

## **Programs for High School Juniors/Seniors (Early Admissions)**

Enrollment Services, Jules Center, Room 6-010 / 315-786-2437 or 888-435-6522 / [admissions@sunyjefferson.edu](mailto:admissions@sunyjefferson.edu)

The Early Admissions program allows motivated high school students an opportunity to enroll in college level courses and earn college credit while still in high school. College level courses may also be taken for personal enrichment. Courses may be completed during the school day, online or on campus.

### **Eligibility**

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

### **Approval to Attend Jefferson Courses During the School Day**

An Early Admissions application must be completed, signed by the applicant, parent or guardian, and a high school representative. Applications are available online, at the high school counseling office or by calling SUNY Jefferson Enrollment Services. Before admission is approved, Applicants for Early Admission may be asked to complete placement testing. High school students who enroll at SUNY Jefferson while completing requirements for their high school diploma are not eligible for any federal aid, including student loans. Students in this category may apply for New York State TAP awards if they are enrolled full-time and have successfully completed ability-to-benefit testing.

### **High School Based Coursework**

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

### **Computerized Placement Testing (CPT)/Assessment**

SUNY Jefferson is committed to assessment testing as an essential element in the enrollment process. The College assesses the reading, writing and math skills of new students in order to determine appropriate course placement.

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

Upon admission to SUNY Jefferson, if required, you will be asked to schedule an assessment testing appointment through the testing center located in the John W. Deans Collaborative Learning Center, Building 15. If it has been recommended that you take the CPT test and cannot come to the College, the CPT test can also be completed online.

CPT results provide important information regarding appropriate course placement and may be used as part of the advising process in helping a student develop educational and career goals.

The College reserves the right to place students in courses based on CPT results and/or high school preparation. Non-matriculated (not enrolled in a degree program) students registering for either English or math courses must be tested prior to registration unless otherwise exempt.

## **Readmission**

Previously enrolled SUNY Jefferson Community College students in good standing are welcome to re-enroll and may contact Enrollment Services to schedule an appointment for registration. If it has been 5 or more years since attending, it is necessary to re-apply in order to update student records.

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

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

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

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

### **Services for Prospective Students**

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

### **Admissions Information Appointments**

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

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

### **Campus Tours**

Campus tours are designed to allow a student the opportunity to explore campus first-hand, talk with faculty members, and attend a club meeting or campus event. Please contact Enrollment Services to schedule your tour! Student ambassadors work in Enrollment Services and lead campus tours. Whenever possible, new students are paired with student ambassadors who have similar interests and majors in order to maximize campus tour experiences.

### **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, Room 6-010 (Jules Center), with questions or concerns.



# Student Housing

## Housing and Residence Life

East Hall, Room 104 / 315-755-0411 / [reslife@sunyjefferson.edu](mailto:reslife@sunyjefferson.edu)

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

East Hall is owned by the JCC Faculty Student Association, 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 Housing and Residence Life Handbook.

### 2018-2019 Room Costs

Triple Bedroom:

\$3,095 per student per semester or \$6,190 annually

Double Bedroom:

\$3,595 per student per semester or \$7,190 annually

Single Bedroom:

\$4,575 per semester or \$9,150 annually

Minimum Required Meal Plan:

\$4,284 per student annually or \$2,142 per semester

Additional meal plans available.

Meal Plan: As a resident in College housing, you are required to purchase a minimum meal plan at a cost of \$4,284 annually, or \$2,142 per semester.

# Tuition, Fees and Financial Aid

## Student Financial Aid

Enrollment Services, Jules Center, Suite 6-010 / 315-786-2437 / [financialaid@sunyjefferson.edu](mailto:financialaid@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. **Cost of Attendance - EFC = Financial Need**

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

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

## Types of Financial Aid

*Scholarships, Federal, Veterans, New York State, Childcare Subsidy*

### Scholarships

Through the Jefferson Community College Foundation and the generosity of its donors, scholarships are available to academically gifted students and students in financial need at Jefferson Community College. Scholarships are available for freshmen, continuing, nontraditional and active duty military students. Awards range from \$100 to full tuition; the amounts and availability of the awards are subject to change. The scholarship application is available at [www.sunyjefferson.edu/scholarships](http://www.sunyjefferson.edu/scholarships).

**Freshmen** scholarship applications are available in December and due in March for the following academic year. High school seniors may apply at [www.sunyjefferson.edu/scholarships](http://www.sunyjefferson.edu/scholarships).

**Continuing Students** scholarship applications are available no later than the start of the January semester. These scholarships are for the following academic year and available online or by contacting Enrollment Services. The deadline is March 1. The scholarship application is available at [www.sunyjefferson.edu/scholarships](http://www.sunyjefferson.edu/scholarships).

**Nontraditional Student and Active Duty** scholarships applications are generally due August 1 for the Fall semester. Visit [www.sunyjefferson.edu/scholarships](http://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](http://www.sunyjefferson.edu) for additional information.

#### **Pell Grant and the Supplemental Educational Opportunity Grant (SEOG)**

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

SEOG funds are awarded to the students in most need and funds are limited. Apply by March 1 for full consideration for the following academic year. Pell Grant funds are not limited. You may apply for Pell at any time, although we encourage everyone to apply early. At least thirty percent of all FAFSA applicants are selected to complete a process known as verification. Verification means that the student (and family) must provide documentation of selected application information (IRS tax transcript, W-2s, verification statements, etc.) prior to receiving any federal funds. If discrepancies are found, the Enrollment Services will correct the data. In addition, JCC may select students for this process to clarify conflicting or confusing information.

### **Work-Study Program**

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

- Apply for financial aid with the Free Application for Federal Student Aid (FAFSA). JCC FAFSA code: 002870
- Check financial aid award letters to see if they are work-study eligible. Work-Study will be included in financial aid packages if students were eligible and they indicated on the FAFSA that they wanted to participate in the program. If not, students should contact our office.
- Check the employment listings on the Cannonlink Employment Network (<http://jeffersoncc-csm.symplicity.com/>) and on the Career Planning and Job Placement and Enrollment Services bulletin boards.
- Contact the employer for a job that interests the student.
- Interview for the position.
- The employer will contact students if they are hired. Students will be required to come to Enrollment Services to complete personnel paperwork.

### **Student and Parent Loans**

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

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

Direct Loan Entrance Counseling: [www.studentloans.gov](http://www.studentloans.gov)

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

### **VA Educational Benefits**

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

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

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

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

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

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

#### **Chapter 31 Vocational Rehabilitation:**

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

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

- Copy of your VA application 22-5490
- Copy of your Certificate of Eligibility
- JCC VA application

- VA Form 22-5495 (if you have ever used education benefits before, or unable to provide copy of VA Form 22-5490 and you have COE, or if VA Form 22-5490 is incorrect)

**Guest Students (Earning a degree from another school):**

- JCC VA Application
- Parent Letter (for each course register in every semester that you attend)
- Copy of your Certificate of Eligibility
- Copy of Member Copy 4 of your DD214 (if applicable)
- Consortium Agreement (if applicable)

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

**Eligibility and Entitlement**

**Montgomery GI Bill Chapter 1606:** The Montgomery GI Bill - Selected Reserve program may be available if the student is a member of the Selected Reserve including Army Reserve, Navy Reserve, Air Force Reserve, Marine Corp Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. Students may use this educational assistance program for degree and certificate programs.

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

**Post 9/11 GI Bill Chapter 33:** The Post 9/11 GI Bill provides students with up to 36 months of education benefits for degree and certificate programs. Generally, benefits are payable for up to 15 years following release from active duty. Post 9/11 GI Bill benefits include tuition and fees (up to the maximum amount set by VA), a monthly housing stipend (based on the BAH rate of an E-5 with dependent at the location of the school), and book stipend (\$41.80 per credit hour not to exceed \$1000 per academic year). ONLY tuition and fee money is paid directly to the school all other payments are made directly to the student. All benefits under the Post 9/11 GI Bill are prorated based on the eligible tier percentage and the number of credit hours.

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

**Vocational Rehabilitation Chapter 31:** The Vocational Rehabilitation program provides services and assistance necessary for service-connected disabled veterans to achieve independence and to obtain and maintain suitable employment. Vocational Rehabilitation services include, in part, assessment, counseling, training, subsistence allowance, and employment assistance. VA also will assist the student in job placement. While the student is enrolled in a Vocational Rehabilitation program, VA pays the cost of tuition, fees, required books, supplies and equipment. If eligible for Vocational Rehabilitation benefits, the student may receive up to 4 years of rehabilitation services. Generally, a rehabilitation program must be completed within 12 years from the date VA notifies the veteran of entitlement to compensation benefits.

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

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

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

## New York State Veterans Programs

**Veterans Tuition Award Supplement:**

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

*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 will be considered duplicative of any VTA award students may have received. However, payments received under the Montgomery GI bill do not duplicate the VTA award. Combined tuition benefits available to a student cannot exceed the actual tuition. Students attending high tuition schools may be eligible to receive both the Federal and State benefits. Additionally, students whose "Percentage of Maximum Benefit Payable" under the Chapter 33 Program is less than 100% of tuition may also receive both Federal and State benefits.

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

#### **What Is The Duration?**

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

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

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

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

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

These students must also:

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

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

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

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

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

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

### **Eligibility for New York State Aid for Veterans**

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

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

For more information, call the NYS National Guard at (800) 356-0552 or (518) 786-4681, or visit their web site at [www.dmna.state.ny.us](http://www.dmna.state.ny.us).

### **Veterans Services**

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

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

## **How to Apply for Aid**

The financial aid application process begins with the Free Application for Federal Student Aid (FAFSA). To file the FAFSA, you may apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). We recommend that you contact our office for a full financial aid packet. It is important to apply for financial aid no later than March 1 for the following academic year in order to receive full consideration for all financial aid.

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

Very late applicants - those who apply after July 1 for the Fall semester, December 1 for the Spring semester, and April 1 for the Summer semester - should follow the late applicant instructions.

2. If you file the FAFSA online and are a NY resident attending a NY school, you will automatically be taken to TAP on the web if you click on the "New York Residents" section of the FAFSA confirmation page. If you miss this opportunity, you may apply for TAP online at [www.tapweb.org](http://www.tapweb.org) approximately two weeks after your FAFSA has been processed. You will need a federal PIN. Our TAP school code is 2220. TAP is for full time students only; part time students may apply for Aid for Part Time Study (APTS). Contact us for an APTS application.
3. If you need a student loan, you will receive instructions with your award letter. Please contact Enrollment Services or visit [www.sunyjefferson.edu](http://www.sunyjefferson.edu) for more information. Please note: If you are applying for a student loan, please let the Enrollment Services office know if you also pay for childcare to attend classes as this may have an impact on your student loan.
4. After you have been accepted, the Jefferson Community College Enrollment Services will send an Award Letter explaining your financial aid package. The U.S. Department of Education will send a Student Aid Report (SAR) to your e-mail account (or mail, if you did not specify an e-mail account on your FAFSA) after you file the FAFSA. New York Higher Education Services will send a TAP Award Notification to your email.

5. Check out the online Cannonlink Employment Network (<http://jeffersoncc-csm.symplicity.com/>) if you are interested in campus Work Study or Student Aid employment opportunities. Jobs are also posted on the bulletin boards of Career Planning and Job Placement Services and Enrollment Services.

### **Late Application Information**

A student is a late applicant if the student wants to use financial aid to pay his/her bill and it is after:

- July 1 and you want to start classes during fall semester (August)
- December 1 and you want to start classes during the spring semester (January)
- April 1 and you want to start classes during the summer semester (June)

### **Late Applicants should follow these instructions:**

- Complete the FSA ID username and password online at [FSAID.ed.gov](http://FSAID.ed.gov).
- Complete the application worksheet (available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or in Enrollment Services) and then enter your application at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- Print the application and confirmation page and bring these to Enrollment Services prior to your registration appointment. We will estimate your financial aid awards based on your confirmation page. Important: We do not process late applications once classes begin, you must apply and provide your information to Enrollment Services prior to the start of classes.
- Your estimated financial aid will be posted to your account and you may check your award online in SOAR.
- **CAUTION:** You may be selected for verification. If selected, Enrollment Services will contact you by mail. You will be required to provide an IRS tax return transcript (and if necessary, your parents') before your aid can be finalized. If you do not have copies of your IRS tax return transcript order a free copy NOW from the IRS at 1-800-829-1040.

### **Transfer Students**

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

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

**Step 2** - Change your TAP school code to Jefferson for the appropriate semester. Our TAP school code is 2220. This will adjust and transfer your state financial aid such as the Tuition Assistance Program (TAP) to JCC. You may change this code online at [www.hesc.ny.gov](http://www.hesc.ny.gov). Since you are limited to 8 TAP payments as an undergraduate (unless you are in an Educational Opportunity Program), and six at Jefferson, we do not recommend TAP for summer semesters.

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

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 send you a financial aid award letter indicating your expenses and your eligibility for financial aid.

### **Special Conditions**

Significant changes in income for uncontrollable reasons (lost job, illness, etc.) may allow Enrollment Services to make adjustments to a student's prior year income. Please contact Enrollment Services for a "Special Conditions Application". Documentation is required.

## **New York State Aid Programs**

### **Tuition Assistance Program**

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

New York residents who will attend full time may apply for the Tuition Assistance Program (TAP) online after filing the FAFSA online. Select 'NY Residents' on the FAFSA confirmation page to apply for TAP. If the student misses this opportunity, they can file a TAP application online by going to [www.tapweb.org](http://www.tapweb.org) five days after submission of the FAFSA. JCC TAP code is 2220. Please note the following:

- If there are errors on a student's TAP application, NY. State Higher Education Services Center (NYSHESC) will ask the student to correct the errors. Please respond to any requests from NYSHESC as TAP cannot be awarded until all problems are resolved.
- TAP awards are not issued until the state budget is finalized. Students receive an award letter in the mail from NYSHESC when award is completed. JCC will receive the award electronically and post it to student's account.
- TAP is for full-time students and part-time students who meet the Part-Time TAP eligibility requirements. Other part-time residents may contact our office for an Aid to Part Time Study (APTS) application.
- A variety of NYS financial aid programs are available to residents. See [www.hesc.ny.gov](http://www.hesc.ny.gov) for more information.

### ***Excelsior Scholarship***

The Excelsior Scholarship, launched in April 2017, covers 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 or certificate program, enrolled in college full-time and average 30 credits per year (including Summer and Winter sessions). The Excelsior Scholarship is set to be phased in over the course of three years. It first applies to family who earn \$100,000 or less in 2017, then to those who earn \$110,000 or less in 2018, and eventually reaching \$125,000 or less in 2019. 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. For more information, visit [www.hesc.ny.gov](http://www.hesc.ny.gov) or call JCC Enrollment Services at (315) 786-2437.

## **Course Selection and Financial Aid**

To be eligible for financial aid, the student must be matriculated and taking courses applicable to a chosen degree. Full time students must have a minimum of 12 credits applicable to the Jefferson Community College program. The following courses are included in the 12-credit requirement:

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

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

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

To avoid this problem, students should work closely with faculty advisors when making class selections. Students should make sure that they are enrolled in the right degree program and all transfer credit from other colleges has been evaluated. Use SOAR at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) to check that all courses are applicable to the student's degree.

## **Student Refunds**

Four to six weeks into the semester, the College begins the financial aid refunding process. All amounts due the College are first deducted from the awards. The balance is issued to students in check form, depending on the availability of State and Federal Funds. Students should be prepared to cover early semester expenses with non-financial aid funds (their own funds). Examples of these expenses may be transportation, rent, living expenses or childcare.

### ***Exigency Loan Fund***

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

### ***Maintaining Your Financial Aid***

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

#### ***Federal Satisfactory Academic Progress Guidelines***

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

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

#### ***Quantitative Progress Standards Credit Progression:***

#### **Credit Progression**

Students must make satisfactory academic progress towards their degree. All students must meet the cumulative standards. Satisfactorily

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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.

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

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

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

**New York State Pursuit and Progress**

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

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

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

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

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

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

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

Before being certified for this payment	1 <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	.3	1.5	1.8	2.0	2.0
And have accrued this many credits towards graduation	0	6	15	27	39	51

## Special Circumstances Affecting Financial Aid Eligibility

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

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

\*For Federal aid purposes, a student may repeat a passing grade one time and receive aid.

**Developmental Courses:** Developmental courses (non-credit remedial) are not included in the assessment of Progress for New York State aid.

Students must complete a minimal number of college level credits each semester to retain state aid eligibility.

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

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

## Total Withdrawals

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

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

## Financial Aid Warning

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

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

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

### Financial Aid Probation

Students who have previously lost financial aid and are eligible for reinstatement may be placed on Financial Aid Probation. Students with GPAs below 2.0, low course completion rates, and multiple dismissals or withdrawals, will be considered for probation. Students will be notified of the probation status in writing. Students placed on financial aid probation must complete 75% of coursework each semester.

## Waivers and Appeals

### Waiver for Reinstatement of Financial Aid Eligibility

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

### Request for Review of Academic Record

Students are expected to complete a program in fewer than 150 percent of the degree requirements. For example, students who are

matriculated in a degree program requiring 60 credits for graduation should attempt no more than 90 credit hours. When a student exceeds the maximum number of credits, the file may be reviewed for continued federal financial aid eligibility at the student's request. This review must include a plan of action for completing the program and the review will take into account program changes, previous degrees, non-applicable transfer credit, and developmental course work.

## Ineligibility

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

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

## Tuition and Fee Schedule

### 2018/2019 Academic Year

Tuition and fees are due and payable at the time of registration and may be paid by MasterCard, VISA, Discover, AMS Tuition Pay, cash, or money order. Checks should be made payable to "Jefferson Community College."

Students are not enrolled officially until all charges have been paid. Tuition and fees are subject to change by the College without prior notification.

**Senior Citizen Policy:** Citizens, 60 years of age or older, who wish to audit credit courses on a space available basis may do so tuition free. Outstanding Financial Obligations: Checks returned by the bank for any reason will be assessed a \$20.00 service fee. Unpaid financial obligations will, in due course, be assigned to an external collection agency. All collection and related legal costs will be added to the amount of indebtedness.

### Tuition Refund Policy

#### Full Semesters:

Semesters that last longer than 8 weeks.

Withdrawal Date	% Tuition Refund
First week...	75%
Second week...	50%
Second week...	No refund

Third week...	25%
Fourth week...	No refund

#### Early, Late, & Intersession Semesters:

Semesters that last 8 weeks or less.

Withdrawal Date	% Tuition Refund
First week...	25%

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

## Certificate of Residence

### Residents of Jefferson County

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

### Other New York State Residents

Students admitted to the College are responsible to submit an Application for Certificate of Residence. Applications are available at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) and in Enrollment Services, Room 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 2018-2019 Cost of Attendance at Jefferson Community College based on full time attendance for the fall and spring semesters.

Key:

**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).

	A	B	C	D
Tuition	\$4,752	\$4,752	\$4,752	\$9504
Fees	\$672	\$672	\$672	\$672
Room	\$1,100 <sup>+</sup>	\$9,150	\$9,150	\$9,150
Board	\$1,500 <sup>+</sup>	\$4,476 <sup>+</sup>	\$4,476 <sup>+</sup>	\$4,476 <sup>+</sup>
Books	\$1,500 <sup>+</sup>	\$1,500 <sup>+</sup>	\$1,500 <sup>+</sup>	\$1,500 <sup>+</sup>
Transportation	\$1,350 <sup>+</sup>	\$1,350 <sup>+</sup>	\$1,350 <sup>+</sup>	\$1,350 <sup>+</sup>
Miscellaneous	\$1,000 <sup>+</sup>	\$1,000 <sup>+</sup>	\$1,000 <sup>+</sup>	\$1,000 <sup>+</sup>
Totals (per year)	\$11,874	\$22,900	\$22,900	\$27,652

+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 2018-2019

Tuition (2018-2019)	Part Time/ Credit Hour	Full Time/ Semester
New York State resident from sponsorship area or non-residents of sponsorship area who present a certificate(s) of residence.	\$198	\$2,376
New York State resident not from sponsorship area and not presenting a certificate of residence.	\$396	\$4,752
Non-New York State resident.	\$396	\$4,752

#### Student Fees

Student Fee	Charge
Alumni Fee	\$10 (per semester)
Student Comprehensive Fee	\$15 (per credit)
Technology Fee	\$13 (per credit)
Nursing Program Fee	\$250 (per semester)
Nursing ATI Materials Fee	\$350 (per semester)
Energy 110 Course Fee	\$165 (certification)
Energy 142 Course Fee	\$20
Energy 146 Course Fee	\$35
FTP 105 Course Fee	\$150 (certification)
FTP 205 Course Fee	\$50 (certification)

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

#### Explanation of Fees

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

#### Additional Fees

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

# Academic Policies

## Academic Fresh Start Policy

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

1. Any student having an absence from the College of three years or more and a cumulative GPA below 2.0 may apply for an Academic Fresh Start.
2. No coursework prior to the date Academic Fresh Start becomes effective will impact the student's cumulative grade point average (GPA). Once Fresh Start is granted, the cumulative GPA will be reset to 0.00.
3. Students will receive credit toward graduation requirements for all coursework successfully completed prior to the granting of the Academic Fresh Start provided the grade is not a D.
4. All prior coursework and grades will remain on the transcript to reflect an accurate academic history; however, courses taken only after the granting of Academic Fresh Start will constitute the new cumulative GPA.
5. Only one Academic Fresh Start will be granted during a student's academic career at Jefferson. Once the Academic Fresh Start is established, it will not be reversed.
6. The Vice President for Academic Affairs is responsible for overseeing this policy.

## Academic Honesty Policy

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

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

### A. Plagiarism

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

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

### B. Cheating

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

### C. Theft

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

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

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

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

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

## Academic Honors Policy

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

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

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

**Part-Time Student Academic Honors Criteria:** Eligibility for honors recognition by the compilation of a President's List and a Dean's List will occur after completion of 12, 24, 36, 48, and 60 credit hours, using the same grade point index criteria as indicated for full-time students.

## **Admission and Enrollment for Students Below the Age of Compulsory Attendance Policy**

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

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

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

### **Admission to a degree program.**

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

### **Permission to attend as a non-degree student.**

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

## **Attendance Policy**

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

Definitions:

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

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

Statement of Policy:

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

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

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

## Course Audit Policy

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

## Course Placement Policy

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

1. Each content area/department is responsible for establishing guidelines for course placement in their respective academic areas.
2. Each content area/department is responsible for establishing guidelines to determine which students are required to take placement tests in their respective academic areas.
3. The Academic Vice President (AVP) is responsible for overseeing this policy.

## Credit by Examination Policy

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

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

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

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

## Credit for Participation in an Intercollegiate Sport Policy

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

Students may not take a physical education activity course that duplicates the intercollegiate sport for which they received credit.

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

## Directed Study Policy

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

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

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

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

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

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

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

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

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

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

## Grading Policy

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

### Definitions:

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

7. Semester hours of credit are awarded by the “Carnegie Unit” method. A semester credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week for a semester of not less than fifteen weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction or its equivalent with a normal expectation of two hours of outside study for each class session.
8. The semester GPA is determined as follows:
  - a. Allow 4 points for an A, 3.5 points for a B+, 3 points for a B, 2.5 points for a C+, 2 points for a C, 1.5 points for a D+, 1 point for a D, and 0 points for an F or Y, multiply the number of points equivalent to the letter grade received in each course by the number of credit hours for the course to obtain the quality points earned in each course.
  - b. Add the quality points obtained in all courses taken during the semester.
  - c. Calculate semester GPA’s by dividing the sum of the quality points by the sum of the credit hours carried including grades of F and Y. The quotient represents the GPA for the semester.
9. The cumulative GPA is determined in the same manner as the semester grade GPA, except that all of the student’s work at the College is taken into account. The only exception is in cases of course repetition, when only the more recent grade will be used.

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



### Statement of Policy:

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

### College Academic Record Designations

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	Exam credit - A designation used when a student successfully completes a departmental examination for credit.
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

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

**Degree Requirements:** A degree candidate must fulfill these general requirements:

10. Complete successfully a minimum of 60 credit hours of course work. Physical Education activity classes are not considered as part of this 60 hours.
11. Complete successfully all course requirements as listed under the degree program for which the candidate is matriculated.
12. Complete a minimum of 30 semester hours of credit at Jefferson Community College. (SOCAD: 15 academic credit hours)
13. Attain a minimum cumulative grade point average of 2.00 upon completion of the program.
14. Satisfactorily meet all College financial obligations.
15. Receive recommendation for graduation by the faculty of Jefferson Community College.

**Certificate Requirements:** A certificate candidate must fulfill these general requirements:

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

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

- a. written consent of the AVP responsible for that curriculum
- b. an interview and written approval from the AVP

### Waiver of Degree Requirements

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

### Candidates for a Degree or Certificate

In addition to general requirements, candidates for a Degree or Certificate must complete and submit an "Application for Degree/Certificate" during their last semester. Forms and deadline dates may be obtained from the Student Records Office.

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

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

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

For information about secondary degrees or certificates which are excluded, see the Guidelines for Matriculation in Additional/ Concurrent Degree or Certificate Programs posted on the website.

## Honors Program Policy

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

**Definitions:**

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

**Statement of Policy:**

1. In order to apply to the Honors Program, all applicants must

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

## Honor Society Policy

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

## Matriculation Policy

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

### Definitions:

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

A matriculated student is one who has been accepted by the Jefferson Community College Admission Office and is enrolled in a degree or certificate program.

A non-matriculated student is enrolled in College classes but has not been admitted formally to a degree/certificate program, or has lost matriculated status because of unsatisfactory academic performance or as otherwise set forth in this policy.

### Statement of Policy:

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

## Pass-Fail Option Policy

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

## Registration and Withdrawal Policy

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

### Definitions:

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

Registration refers to the procedure by which a student enrolls in coursework.

A registered student refers to a student enrolled in coursework for the current academic session.

The term “in good academic standing” means that a student is eligible and has been allowed to register for and undertake academic coursework.

The census date is the date set by the college, which typically marks the end of the add/drop period and the beginning of the withdrawal period.

### Statement of Policy:

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

## Repeating a Course Policy

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

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

## Standards for Academic Progress Policy

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

### Definitions:

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

- The term “in good academic standing” means that a student is eligible or has been allowed to register for and undertake academic course work as a matriculated student for the semester in question.
- A College Professional is an academic advisor.
- An Academic Success Plan is a written formulated process to degree completion.

**Statement of Policy:**

1. Academic progress will be evaluated each fall and spring semester.
2. All matriculated students who have attempted a minimum of 12 credits/equivalent credits at Jefferson Community College are subject to this policy.
3. If a 2.00 cumulative grade point index is not maintained, a student is subject to Academic Warning, Academic Probation or Academic Dismissal. In determining this index, a grade of "Y" is considered to be an "F." Grades of "S" or "U" in noncredit developmental courses may be considered by the Academic Standards Committee in end-of-semester academic decisions regarding warning, probation or dismissal.
4. A student on Academic Warning or Academic Probation is considered to be in good academic standing.
5. Standards for Academic Progress

**a. Academic Warning**

A student will be placed on Academic Warning if the student fails to earn a semester and/or cumulative GPA of 2.00 or higher. Any student below a 1.5 will be required to attend a session with a College Professional. Failure to attend a session with a College Professional will disqualify a student from attending classes for the current semester. Students that are equal to or above a 1.5 will receive a letter indicating they are on warning and encouraged to speak to a College Professional. If the student complies with what he/she is directed to do, they will remain in good academic standing.

**b. Academic Probation**

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

**c. Academic Dismissal**

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

**d. Academic Probation after Academic Dismissal**

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

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

**Academic Standards of Progress\***

	<b>Academic Warning</b>	<b>Academic Probation</b>	<b>Academic Dismissal</b>	<b>Dismissal/Probation **</b>
<b>Definition</b>	Semester and/or cum < 2.0.	After a semester of Academic Warning, semester and/or cum < 2.0.	After a semester of Academic Probation, cum < 2.0.	Students returning after Academic Dismissal or were granted appeal from Academic Dismissal.
<b>Required Student Action</b>	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.	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.	Students are required to sit out at least one semester and recommended to sit out three (3) years and apply for Academic Fresh Start.	If returning from dismissal, a student is on Dismissal/Probation and will need to develop an Academic Success Plan with a College Professional. These identify specific steps students will take to improve and need to be filed with VPAA's office prior to starting classes.

\* The Academic Standards of Progress is based on SUNY North Country Community College's Academic Standing Policy adopted by their Senate in 2015

\*\* After sitting out at least one semester or being granted an appeal, if the Semester GPA >= 2.0 and cum < 2.0 the student remains on academic probation

# General Campus Policies & Regulations

## Accommodation Policy

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

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

### Requests for Accommodation

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

## Compliance Officer Designation

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

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

## Change of Name or Address

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

## Children on Campus

Children are not to be left unattended on campus, including the grounds and parking facilities. Children will not be allowed in class unless accompanied by an adult and permission is granted by the instructor.

## Copyright Policy

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

## Immunization Policy

Jefferson Community College intends to fully uphold and enforce the provisions of Public Health Law, Article 21, Title VI, Section 2165 regarding immunization against measles, mumps, and rubella.

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

### Statement of Policy

No student will be permitted to attend Jefferson Community College unless one of the following documents has been submitted:

- A certificate of immunization.
- A certificate that shows the student is in the process of completing the requirements.
- A statement from a health care provider, certifying in writing that one or more of the required immunizations may be detrimental to the student’s health or is otherwise medically contraindicated.
- A written and signed statement from the student, or in the event that the student is less than 18 years old, from their parent or

guardian, that they hold sincere and genuine religious beliefs which prohibit immunizations of the student. The college may require supporting documents.

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

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

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

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

## **Inclement Weather Policy**

### **Cancellation or Delay of Classes**

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

1. Hazardous driving conditions exist in the County that would cause a large percentage of the College student body to be absent.
2. The College is unable to clear the drives and parking lots in time to accommodate normal requirements.
3. Weather projections are such that it is likely (1) or (2) will occur prior to the end of the daily College schedule.

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

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

### **Class Make-Up Requirements**

- A. Individual Class Cancellations: The College expects that classes cancelled on an individual basis because of faculty illness, 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.
- B. Make-Up of Cancelled Classes: The Vice President for Academic Affairs will publish a schedule for make-up of classes cancelled due to inclement weather. In the event the make-up schedule necessitates utilization of days or times outside the published academic calendar, the College President, the President of the Faculty Association, the President of the Student Government Association, and the Chairman of the Board of Trustees will be responsible for identifying the method of make-up.
- C. Individual Student Absences: It is recognized that during inclement weather conditions some students may encounter localized hazardous driving conditions even though classes are being held as scheduled. Absences from class for this reason are legitimate and acceptable. Students will be held responsible for any work missed, as is the case for any other excused absence, and they are encouraged to consult with their instructors or their classmates as soon after their return to classes as possible in order to make up such work.

## **Motor Vehicle Regulations**

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

**Speed Limit** - The campus speed limit is 20 MPH on campus roadways and parking lots.

**Parking** - Driving and parking on campus are privileges granted by the President of the College and revocable by the President if prescribed rules and regulations are not followed.

The following parking rules apply:

1. Students shall not park in those areas reserved to staff and visitors at any time. It is of particular importance that the visitors parking area be kept clear of vehicles.
2. There shall be no parking in those areas designated as service and freight entrances.
3. All traffic signs and markings located on the campus are to be followed.
4. All vehicles will be parked within the marked spaces.

### **Enforcement Policy**

1. Tickets may be issued for violations of campus regulations.
2. Offenders are subject to a fine of \$25 or \$50 for parking in reserved handicap space without a permit. Student violators may be subject to disciplinary action for repeated violations.

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

Tickets must be presented at Enrollment Services within 5 working days with payment. In addition, a \$2.00 late fee will be charged for failure to appear within the time limit.

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

## Photographs

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

## Smoking Policy

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

### Implementation

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

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

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

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

### Enforcement

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

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

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

### Reporting and Tracking Violations

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

### Adjudication

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

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

All other cases will be handled by the Vice President for Administration and Finance.





DEGREE REQUIREMENTS	CREDIT HOURS
<b>Core Requirements (21 Credit Hours):</b>	
English	6
Economics Elective	3
Mathematics: MTH 125: Intermediate Algebra, MTH 155: Algebra, Functions, & Modeling or higher	3
BUS 112: Introduction to Business	3
BUS 211: Business Law 1	3
BUS 160: Spreadsheet Applications	3
<b>Accounting Requirements (29 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
ACC 201: Intermediate Accounting 1	4
ACC 202: Intermediate Accounting 2	4
ACC 208: Cost Accounting	4
ACC 209: Management Accounting	3
ACC 220: Accounting Information Systems	3
Accounting Elective **	3
<b>Electives (14 Credit Hours):</b>	
Mathematics or Science Elective	3
Science Elective	3
Social Science Elective	3
Liberal Arts Elective	3
Free Elective***	2
<b>TOTAL</b>	<b>64</b>
*Students who intend to seek CPA licensure should note that ACC 207-Tax Accounting does not fulfill the federal taxation curricular requirement for the CPA License.	
**It is recommended that SUNY transfer students use the free elective to fulfill an additional SUNY General Education requirement.	
A student who wishes to take the Accounting Internship must successfully complete the prerequisite course ACC 157: Professional Development and Skills Seminar in the preceding semester.	
<b>HEGIS Code 5002</b>	

## The Program

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

### Student Learning Outcomes:

- Develop the ability to utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business.
- Demonstrate the ability to organize, analyze, manage, and disseminate information.
- Demonstrate communication, interpersonal, research, and organizational skills, and the ability to work as part of a team.

### Career Opportunities

Accounting is one of the fastest growing professions in the United States. The A.A.S. degree in Accounting is designed to prepare people for employment in accounting. An accountant examines, analyzes, and interprets accounting data for the purpose of giving advice and preparing financial statements. The

analyses and reports are relied upon by individuals and organizations to make financial decisions.

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

**Career Potential:** Account Manager, Account Specialist, Accounts Payable/Receivable Clerk, Bookkeeper, Cost Accountant, Management Accountant, Payroll Accountant, Public Accountant and Staff Accountant. and Tax Accountant.

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

### Employment Outlook

Employment in the accounting field is expected to have steady growth for the next several years. Proficiency in accounting and auditing computer software, or expertise in specialized areas such as international business, specific industries, or current legislation may be helpful in landing certain accounting and auditing jobs. In addition, employers increasingly seek applicants with strong interpersonal and communication skills.

### Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

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

## MORE INFORMATION

Linda Dening, Professor of Accounting  
[ldening@sunyjefferson.edu](mailto:ldening@sunyjefferson.edu)  
 315-786-2320

Richard E. Merryman, Associate Professor of Accounting  
[rmerryman@sunyjefferson.edu](mailto:rmerryman@sunyjefferson.edu)  
 315-786-2320

Application and Admissions Information  
 Enrollment Services  
[admissions@sunyjefferson.edu](mailto:admissions@sunyjefferson.edu)  
 315-786-2437 or Toll Free 1-888-435-6522

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Business Requirements (26 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
BUS 112: Introduction to Business	3
BUS 124: Marketing	3
BUS 160: Spreadsheet Applications	3
BUS 211: Business Law 1	3
ECO 101: Macroeconomics	3
ECO 102: Microeconomics	3
<b>Liberal Arts Requirements (25 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
MTH 144: Elementary Statistics <b>or</b> MTH 174: Mathematical Probability and Statistics 1	3
Mathematics Elective: MTH 155: Algebra, Functions & Modeling <b>or</b> MTH 165: College Algebra and Trigonometry <b>or</b> MTH 185: Precalculus Mathematics or higher	3
Humanities Elective*	3
Social Science Electives**	3
Science Electives***At least one lab science is required.	7
<b>Electives (9 Credit Hours):</b>	
Free Elective	3
Accounting Electives	6
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>62</b>
*Select from the Arts (A) or Foreign Language (FL) Gen Ed List	
**Select from American History (AH), Western Civ. (WC) or Other World Civ. (OWC) Gen Ed List	
***Select from the Natural Sciences Gen Ed List	
<b>HEGIS Code 5002</b>	

## Career Opportunities

Accounting is one of the fastest growing professions in the United States. The A.S. degree in Accounting is designed to prepare people to transfer to a four year college to complete a Bachelor's degree in Accounting.

An accountant examines, analyzes, and interprets accounting data for the purpose of giving advice and preparing financial statements. The analyses and reports are relied upon by individuals and organizations to make financial decisions. Responsibilities may include recording transactions, preparing financial statements, and preparing state and federal income tax returns or other reports. Also, accountants perform many other tasks important to management, such as budgeting and controlling costs.

## Career Potential:

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

## Employment Outlook:

Employment in the accounting field is expected to have steady growth for the next several years. Proficiency in accounting and auditing computer software, or expertise in specialized areas such as international business, specific industries, or current legislation, may also be helpful in landing certain accounting and auditing jobs. In addition, employers increasingly seek applicants with strong interpersonal and communication skills.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

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

## The Program

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

### Student Learning Outcomes:

- Develop the ability to utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business.
- Demonstrate the ability to organize, analyze, manage, and disseminate information.
- Demonstrate communication, interpersonal, research, and organizational skills, and/or the ability to work as part of a team.
- Successfully meet the Student Learning Outcomes for 7 of the 10 General Education categories.

## MORE INFORMATION

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 315-786-2320

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CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Core Requirements (12-13 Credit Hours):</b>	
BUS 112: Introduction to Business	3
BUS 160: Spreadsheet Applications	3
ENG 100: College Composition <b>or</b>	
ENG 101: Research and Composition	3
MTH 125: Intermediate Algebra <b>or</b>	3
MTH 155: Algebra, Functions & Modeling <b>or</b> Higher Math	
<b>Accounting Requirements (14 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
Accounting Electives*	6
<b>Liberal Arts Elective</b>	3
<b>Free Elective**</b>	3
<b>TOTAL</b>	<b>32</b>
*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.	
<b>HEGIS Code 5002</b>	

## The Program

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

### Student Learning Outcomes:

- Develop the ability to utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business
- Demonstrate the ability to organize, analyze, manage, and disseminate information

### Career Opportunities

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

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

### Employment Outlook:

Job openings for bookkeeping, accounting, and auditing clerks are expected to increase in the next several years.

## MORE INFORMATION

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 315-786-2320

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

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Agri-Business Requirements (19 Credit Hours):</b>	
AGB/WIN 100: Northern New York Agriculture	3
AGB/CUL 105: Grow-Prep-Eat: Farm to Table	3
AGB 109: Survey of Horticulture Industry Applications	2
AGB 111: Survey of Agri-Business Technologies	1
AGB 207: Marketing and Sales of Agricultural Products	3
AGB 209: Trends in Agriculture	1
AGB 231: Agriculture Law and Regulations	1
AGB 275: Agri-Business Internship	3
ZOO 114: Domestic Animal Industries	2
<b>Business/Winery Marketing &amp; Operations Requirements (19 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
BUS 112: Introduction to Business	3
BUS 124: Marketing or WIN 201: Winery Marketing and Management	3
BUS 131: Principles of Management or BUS 221: Human Resource Management	3
BUS 160: Spreadsheet Applications	3
Business Elective or Winery Elective	3
<b>Liberal Arts Requirements (20-21 Credit Hours):</b>	
ENG 101: Research and Composition	3
English Elective	3
Math Elective (MTH 125 or Higher)	3
BIO 105: Environmental Biology or BIO 111: General Biology or BIO 131: Principles of Biology 1	3-4
Economics Elective	3
STA 151: Public Speaking or STA 161: Interpersonal Communication	3
BIO 121: Animal Nutrition	2
<b>Free Elective</b>	2-3
<b>TOTAL</b>	<b>60-62</b>
Note: A student who wishes to take the Agri-Business Internship must successfully complete the prerequisite course AGB 157: Professional Development and Skills Seminar in the preceding semester.	
<b>HEGIS Code 5402</b>	

- Develop and demonstrate understanding of food systems, sustainability practices and compare them to traditional farming practices.
- Demonstrate applied learning techniques to the various agriculture related fields.

### Career Opportunities

Students who have graduated from the associate degree program in agribusiness will acquire skills in agriculture, finance, and business management that can be used for careers with small farms, government organizations, or commercial businesses. Potential job titles in this field include the following:

- Agricultural supply store manager
- Farm owner
- Agronomy technician
- Farm machinery salesperson

### Employment Outlook:

Agriculture is a major employer in the North Country region of New York State. 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 the North Country 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.

### Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- SUNY Cobleskill, Agricultural Business Management BT

### The Program

The Agri-Business degree 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.

### Student Learning Outcomes:

- Identify and discuss the role of agriculture in Northern New York's economy and employment.
- List and describe approaches and techniques of marketing agribusiness products.
- Demonstrate a basic understanding of technologies available and their impact on the agriculture industry.

### MORE INFORMATION

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Application and Admissions Information  
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315-786-2437 or Toll Free 1-888-435-6522

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Core Requirements (41 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
BUS 112: Introduction to Business	3
BUS 116: Applied Business Math <b>or</b> Appropriate Mathematics Course	3
BUS 124: Marketing	3
BUS 127: Management Communications <b>or</b> BUS 275: Business Internship	3
BUS 131: Principles of Management	3
BUS 150: Introduction to Entrepreneurship	3
BUS 211: Business Law 1	3
CIS 110: Introduction to Computing and Applications	3
Economics Elective	3
ENG 101: Research and Composition	3
STA 151: Public Speaking	3
<b>Electives (21 Credit Hours):</b>	
Business Electives	9
Liberal Arts Electives	6
Science Elective	3
Science or Mathematics Elective	3
<b>TOTAL</b>	<b>62</b>
Notes:	
1. In choosing 9 credit hour business electives, students should select courses in consultation with their advisors to provide a depth of study in an academic area related to their career goals. The courses should be selected from the following areas: ACC, BUS, CUL, ECO, HOS, HRM, OFC.	
1. Students who plan to transfer to a SUNY school should use the economics, mathematics and science or mathematics electives to fulfill the Social Science, Mathematics, and Natural Science General Education requirements. They should use the liberal arts elective to fulfill one of the following General Education requirements: American History, Western Civilization, Other World Civilizations, Arts or Foreign Language.	
1. 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 Gen Ed Courses.	
1. A student who wishes to take the Business Internship must successfully complete the prerequisite course BUS 157: Professional Development and Skills Seminar in the preceding semester.	
<b>HEGIS Code 5004</b>	

### Student Learning Outcomes:

- Demonstrate an understanding of, and be able to effectively utilize, the technology essential for business applications.
- Demonstrate the ability to locate, evaluate, analyze and apply information to make effective business decisions.
- Demonstrate understanding of the four functions of management.
- Demonstrate the skills necessary to effectively pursue employment opportunities.

### Career Opportunities

In today's rapidly evolving global economy, having a degree in business administration can lead to scores of career opportunities and provide students with the foundation they need to succeed in a wide array of specialty areas, from finance and accounting to management and marketing – and much more.

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

Entrepreneurs have enormous potential for personal and financial success, but starting a new business requires substantial commitment and hard work. Working for an existing business allows a manager to specialize in some area of business. These could include areas like banking, finance and money management, retail, marketing or customer service, or general management—supervising other employees and being a leader.

Work in business, while demanding, can offer excellent financial rewards and a chance to work with advanced technologies and interesting people.

### Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

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

### The Program

The Business Administration A.A.S. covers a solid foundation in business administration principles, offering students the basic techniques and skills for efficient and effective management of businesses. Graduates learn marketing, finance, accounting, management, human relations, business law, and entrepreneurial skills.

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

### MORE INFORMATION

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

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Business Requirements (26 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
ECO 101: Macroeconomics	3
ECO 102: Microeconomics	3
BUS 112: Introduction to Business	3
BUS 124: Marketing	3
BUS 131: Principles of Management	3
BUS 211: Business Law 1	3
<b>Liberal Arts Requirements (25 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
MTH 144: Elementary Statistics <b>or</b> MTH 174: Mathematical Probability and Statistics 1	3
MTH 155: Algebra, Functions and Modeling <b>or</b> MTH 165: College Algebra and Trigonometry <b>or</b> MTH 185: Precalculus Mathematics or higher	3
<b>Humanities Elective*</b>	3
<b>Social Science Elective**</b>	3
<b>Science Electives***</b> (at least one lab science is required)	7
<b>Liberal Arts or Business Electives:</b> (Business Electives include only ACC, BUS, CIS 110 or ECO)	3
<b>Free Electives</b>	6
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>62</b>
Notes:	
*Select from the Arts (A) or Foreign Language (FL) Gen Ed List	
**Select from American History (AH), Western Civ. (WC) or Other World Civ. (OWC) Gen Ed List	
***Select from the Natural Sciences Gen Ed List	
<b>HEGIS Code 5004</b>	

## The Program

The Business Administration A.S. is a generalist business/liberal arts program. Coursework includes economics and accounting as well as a solid grounding in various areas of general education/liberal arts. There are also enough electives for students to pursue a special interest. The Business Administration AS program is a transfer degree, designed to be the first two years of a 4+ year business education. This program is intended for students who plan to transfer to another college or university, perhaps continuing through a graduate degree or higher. The curriculum is designed to let graduates be successful in any business or business-related transfer program, regardless of the transfer school chosen.

This program positions students who plan to become supervisors, program directors or ultimately upper level managers or business owners and to also fill management, leadership, or teaching roles in government, academia, or not-for-profit organizations. It also positions students to enter fields such as:

- Accounting
- Banking/Financial Services/Investments
- Consulting/Strategic Planning
- Economics
- Health Care or not-for-profit Business
- Human Resource Management
- Insurance

- International Business
- Law
- Marketing
- Retail

## Student Learning Outcomes:

Demonstrate an understanding of, and be able to effectively utilize, the technology essential for business applications.

Demonstrate the ability to locate, evaluate, analyze, and apply information to make effective business decisions.

Demonstrate understanding of the four functions of management.

Successfully meet the SLOs for 7 of the 10 SUNY General Education categories.

## Career Opportunities

Graduates from this program, who continue with their business/leadership education, could be well-positioned to be successful entrepreneurs as well as employees/supervisors or managers. This usually involves working with businesses, banks, insurance companies, retail establishments, or other financial institutions, including government and non-profit entities who see an advanced business degree as an indicator of likely business success.

As a leader in a business, government, academic, or other organization, graduates should expect to play a major role in decision-making and shaping the future of their organization or company.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with many academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- 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.
- SUNY Canton, Finance, B.B.A.
- SUNY Canton, Management, B.B.A.
- SUNY Canton, Sports Management, B.B.A.
- SUNY Cortland, Sports Management, B.S.
- SUNY Empire State College, Various Programs
- SUNY Oswego, Business Administration, B.S.

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

## MORE INFORMATION

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 315-786-2320

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

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Business/Liberal Arts Requirements (18 Credit Hours)</b>	
BUS 112: Introduction to Business	3
BUS 124: Marketing	3
BUS 131: Principles of Management	3
BUS 211: Business Law 1	3
Business or Liberal Arts Elective <sup>1</sup>	3
Business or Liberal Arts Elective <sup>1</sup>	3
<b>Accounting Requirements (8 Credit Hours)</b>	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
<b>Economics Requirements (6 Credit Hours)</b>	
ECO 101: Macroeconomics	3
ECO 102: Microeconomics	3
<b>Math and Science Requirements (13 Credit Hours)</b>	
MTH 144: Elementary Statistics	3
or MTH 174: Mathematical Probability and Statistics 1	
MTH 155: Algebra, Functions, & Modeling	3
or MTH 165: College Algebra and Trigonometry	
or MTH 185: Precalculus or higher	
Lab Science Elective	4
Science Elective	3
<b>English Requirements (6 Credit Hours)</b>	
ENG 101: Research and Composition	3
ENG 102: Composition and Literature	3
<b>Humanities Requirements (6 Credit Hours)</b>	
Humanities Elective <sup>2</sup>	3
Humanities Elective <sup>3</sup>	3
<b>History Requirements (3 Credit Hours)</b>	
History Elective <sup>4</sup>	3
<b>Free Elective</b>	2
<b>Physical Education Requirements (2 Credit Hours)</b>	
Physical Education Elective	2
<b>TOTAL</b>	<b>64</b>

BUS 221 (Human Resource Management) is a recommended Business Elective. Students can also take BUS 226 (Introduction to Finance) if they plan to continue their bachelor's degree for Potsdam at Jefferson's campus. Recommended as STA 101 or STA 151.

Any course that fulfills The Arts or Foreign Language General Education requirements.

Any course that fulfills the American History or Western Civilization General Education requirements. (Note: Currently, Potsdam will not accept any Jefferson course listed under Other World Civilizations to fill the General Education requirements.)

Note: If the student has zero (0) to two (2) years of foreign language background, he/she should delay taking foreign language courses until matriculated at SUNY Potsdam. Students who enter the program with three (3) high school foreign language classes will enter into the 122 level course and will continue onto 200 level. Students who have completed four (4) years of high school foreign language have fulfilled this requirement.

**HEGIS Code 5005/0517**

### The Program

This program is designed to ensure the timely completion of degree requirements and a smooth transition between Jefferson Community College and SUNY Potsdam. Students complete their associate degree in business administration from Jefferson and then proceed without interruption to SUNY Potsdam to complete their bachelor's degree.

The A.S./B.S. program is structured to allow students to complete all coursework on JCC's campus through the Higher Education Center. Joint advising is provided by program coordinators from both institutions.

### Student Learning Outcomes:

- Demonstrate an understanding of, and be able to effectively utilize, the technology essential for business applications.
- Demonstrate the ability to locate, evaluate, analyze, and apply information to make effective business decisions.
- Demonstrate understanding of the four functions of management.
- Successfully meet the SLOs for 7 of the 10 SUNY General Education categories.

### Career Opportunities

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

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

### MORE INFORMATION

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Enrollment Services  
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315-786-2437 or Toll Free 1-888-435-6522

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (9 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 218: Technical and Professional Writing	3
STA 161: Interpersonal Communication	3
<b>Mathematics and Science (7 Credit Hours):</b>	
MTH 144: Elementary Statistics or MTH 174: Mathematical Probability and Statistics 1	3
Lab Science Elective (BIO 106: Human Biology recommended)	4
Social Science (3 Credit Hours):	
PSY 133: Introduction to Psychology	3
<b>Human Services (36 Credit Hours):</b>	
HUS 101: Introduction to Human Services	3
HUS 103: Introduction to Alcohol and Nicotine Studies	3
HUS 107: Case Management Practice in Human Services	3
HUS 126: Introduction to Substance Abuse	3
HUS 201: Introduction to Helping Skills	3
HUS 202: Introduction to Group Counseling	3
HUS 203: Substance Abuse Counseling	3
HUS 204: Substance Abuse and Dual Diagnosis	3
HUS 210: Professional Codes of Conduct	3
HUS 214: Special Issues in Drugs and Crime	3
HUS 226: Concepts of Chemical Dependency	3
HUS 240: Human Services Field Practicum 1	3
<b>Restricted Elective (3 Credit Hours)</b>	
Choose one from the following:	3
CRJ/HUS 175: Response to Victims of Crimes or CRJ/HUS 235: Drug Investigation (recommended) or PSY 235: Abnormal Psychology	
<b>Liberal Arts Elective</b>	3
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>63</b>
<b>HEGIS Code 5506</b>	

Graduates of the program will have fulfilled the NYS Office of Alcoholism and Substance Abuse Services (OASAS) requirements to complete 350 hours of education and training, and are eligible to apply for status as a Credentialed Alcoholism and Substance Abuse Counselor (CASAC-T) trainee.

### Career Opportunities:

Career opportunities in the field of chemical dependency are strong. Graduates of this program find employment as entry level counselors, intake coordinators, administrative positions, relief staff as well as a variety of other positions available within a particular organization. Earnings will vary with type of program, education, experience, and geographic location.

Upon successful completion of the program, students will receive an associate of applied science degree that prepares the graduate to join the chemical dependency workforce. With changing job requirements in the field of chemical dependency, many students may decide to continue their educational studies in chemical dependency or in a related Bachelor's degree program.

### Transfer Opportunities:

Although the program is designed to prepare graduates to enter the workforce after completing the associate degree, many of our graduates choose to pursue a baccalaureate degree.

### The Program

The Chemical Dependency Program is designed to give students the academic background and practical skills necessary to work effectively with individuals with substance abuse disorders.

### Student Learning Outcomes:

- Build a psychological foundation for helping skills
- Understand the ethics and professionalism needed for effective treatment
- Develop an understanding of Chemical Dependency and Treatment Approaches
- Learn the basics of counseling (individual and group) and helping skills
- Becoming a professional in the field of Chemical Dependency

### JCC Advantage

The program consists of 63 hours of academic credit. It includes 18 hours in specific chemical dependency courses. An important feature of the program is work that allows students to gain practical experience. Jefferson students benefit from a variety of fieldwork placement sites that include Credo Community Center for the Treatment of Addictions (inpatient and outpatient), Samaritan Medical Center, Pivot, Fort Drum Behavioral Health, and private counseling centers.

### MORE INFORMATION

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315-786-2437 or Toll Free 1-888-435-6522



DEGREE REQUIREMENTS	CREDIT HOURS
<b>Human Services (30 Credit Hours)</b>	
HUS 103: Introduction to Alcohol and Nicotine Studies	3
HUS 107: Case Management Practice in Human Services	3
HUS 126: Introduction to Substance Abuse	3
HUS 201: Introduction to Helping Skills	3
HUS 202: Introduction to Group Counseling	3
HUS 203: Substance Abuse Counseling	3
HUS 210: Professional Codes of Conduct	3
HUS 214: Special Issues in Drugs and Crime	3
HUS 226: Concepts of Chemical Dependency	3
HUS 240: Human Services Field Practicum 1	3
<b>Total</b>	<b>30</b>
<b>HEGIS Code 5506</b>	

## The Program

The Human Services/Chemical Dependency Department has created a Chemical Dependency Online Certificate program geared toward individuals who are already working/studying in the field. The certificate program will give students the 350 educational hours required by NYS OASAS to sit for the CASAC-T exam.

Courses offered in the Chemical Dependency Online Certificate program will be offered fully online in 8 week sessions, allowing students to complete the program within one year.

## Student Learning Outcomes:

Understand the ethics and professionalism needed for effective treatment  
Develop an understanding of Chemical Dependency and Treatment Approaches

Learn the basics of counseling (individual and group) and helping skills  
Earn the educational hours required by New York State to become a professional in the field of Chemical Dependency

## Career Opportunities:

Career opportunities in the field of chemical dependency are strong. Graduates of this program find employment as entry level counselors, intake coordinators, administrative positions, relief staff as well as a variety of other positions available within a particular organization. Earnings will vary with type of program, education, experience, and geographic location.

## MORE INFORMATION

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315-786-2414

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

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Computer Information Systems (15 Credit Hours):</b>	
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
<b>Business (8 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
ACC 102: Accounting Principles 2	4
<b>Liberal Arts (38-41 Credit Hours):</b>	
Economics Elective: ECO 101: Macroeconomics or ECO 102: Microeconomics	3
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
ENG 218: Technical and Professional Writing	3
<b>Humanities Elective</b> (Select from Arts or Foreign Language Gen Ed Lists)	
	3
<b>Mathematics Electives*</b> (Select from the Mathematics Gen Ed List)	
	11
<b>Science Electives</b> (Select from Natural Sciences Gen Ed List)	
	6
<b>Social Science Elective</b> (Select from American History, Western Civ or Other World Civilizations Gen Ed Lists)	
	3
Free Elective	3
<b>Approved Elective**</b> (Select from BUS, MTH, BIO, CHE, GEO, PHY, or SCI)	
	3-4
<b>TOTAL</b>	<b>64</b>
*A total of 11 hours of Mathematics courses are required under the "Math Elective" section.	
**Courses tailored to the career needs of the student, to be chosen in consultation with academic advisor from the BUS, Science, or Mathematics offerings.	
<b>HEGIS Code 5101</b>	

**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 program. Computer specifications are available at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) or upon request.

### Career Opportunities

This program prepares individuals to analyze business information needs and prepare specifications and requirements for appropriate data system solutions. Upon completion of a bachelor's degree, students can become entry-level programmers or programmer analysts, or pursue occupations related to this program such as microcomputer support specialist, software engineer, systems analyst, systems integrator, systems designer, database manager, database administrator, interface specialist, product support professional and technical support specialist.

### Transfer Opportunities

As a graduate of Jefferson you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Many CIS graduates typically transfer to the 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 specific baccalaureate programs. Currently, formal agreements exist with:

- SUNY Empire State College
- Rochester Institute of Technology
- Franklin University, Computer Science, B.S.; Digital Communication, B.S.; Information Technology, B.S.; and Management Information Systems, B.S.

### The Program

This Associate in Science degree is designed to prepare the student for transfer to a college or university offering baccalaureate programs in computer information systems, computer information science, information technology, information systems analysis and design, systems programming, database management, operations management, or general business administration.

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

### Student Learning Outcomes:

- Develop skills in analysis and design.
- Develop the ability to develop programs using a structured approach.
- Develop the ability to develop programs using an object-oriented approach.
- Develop problem-solving skills and use algebraic methods.
- Be able to perform quantitative analysis.
- Develop skills in written communication.

### **MORE INFORMATION**

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

## The Program

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

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

The program will provide students with hands-on experience in a variety of information technology areas, including 34 credit hours of coursework that focuses on software application use and customization, programming, database design and implementation, web page development, and networking technology. An additional six credit hours provide students with general business/management communications principles.

### Student Learning Outcomes:

- Effectively analyze and determine client/user needs
- Demonstrate the ability to customize software applications
- Design, implement, and maintain computer networks
- Understand database design principles

- Understand web page design principles
- Develop basic computer programs
- Prepare written technical documentation

The required courses develop problem definition, problem solution, and application coding skills. Students who are enrolled in this program attend hands-on laboratories associated with most computer courses. This program includes courses in the areas of applications customization, web design, database design, networking technology, and programming.

Students who want to pursue advanced studies may consider SUNY Morrisville, the Rochester Institute of Technology, and SUNY Canton. Those planning to transfer are advised to research baccalaureate requirements to maximize transfer credit.

**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 program. Computer specifications are available at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) or upon request.

## Career Opportunities

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

Typical career opportunities for graduates of this program include:

- **Networking** - Local Area Network Technician, Network Maintenance and Operations, Network Technician
- **Information Services and Database** - Database Administrator, Database Analyst, Database Developer
- **Programming and Software Development** - Entry (Junior Level) Programmer, Programmer Analyst, Software Applications Specialist, Software Designer, Software/Application Support, Systems Analyst
- **Interactive Media, Multi-media and Web** - Web Content Designer, Web Designer
- **Technical and Customer Support** - Call Center Support Representative, Customer Service Representative, Help Desk Technician, LAN Applications Support Analyst, Software Application Specialist, Technical Sales Consultant
- **Systems Engineering and Staff Analyst** - Computer Analyst, Programmer Analyst, Systems Analyst

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Computer Science Requirements (15 Credit Hours):</b>	
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
<b>Liberal Arts Requirements (34-35 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Humanities Elective: Select from Arts or Foreign Language Gen Ed Lists	3
Social Science Electives: Select one course from Social Science Gen Ed List and one course from American History, Western Civilization or Other Worlds Civilizations Gen Ed Lists	6
MTH 221: Calculus 1	4
MTH 222: Calculus 2	4
Mathematics Elective: Select from the Mathematics Gen Ed List	3
Laboratory Science*: Select from Natural Sciences Gen Ed List	8
<b>CIS Electives</b> (CIS 212: Analysis and Logical Design or higher)	6
<b>Free Electives</b>	6
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>63</b>
* PHY 131: General Physics 1 and PHY 132: General Physics 2 are recommended.	
<b>HEGIS Code 5101</b>	

## Career Opportunities

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

## Transfer Opportunities

As a graduate of Jefferson you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Computer science graduates typically transfer to SUNY Oswego and SUNY Polytechnic Institute with full junior status. Additionally, Jefferson has partnered with some selected academic institutions to develop agreements that help students transfer smoothly. These agreements assist students with selecting courses in their academic program that will transfer effectively to specific baccalaureate programs. Currently, formal agreements exist with:

- SUNY Empire State College
- Rochester Institute of Technology
- Franklin University, Computer Science, B.S.; Digital Communication, B.S.; Information Technology, B.S.; and Management Information Systems, B.S.

## The Program

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

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

### Student Learning Outcomes:

- Develop skills in analysis and design.
- Develop the ability to develop programs using a structured approach.
- Develop the ability to develop programs using an object-oriented approach.
- Develop problem-solving skills and use algebraic methods.
- Be able to perform quantitative analysis.
- Develop skills in a written communication.

**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 Science program. Computer specifications are available at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) or upon request.

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>English (6 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 218: Technical and Professional Writing	3
<b>Humanities (3 Credit Hours):</b>	
STA 151: Public Speaking or STA 211: Managing Conflict	3
<b>Social Science (15 Credit Hours):</b>	
SOC 144: Introduction to Sociology	3
PSY 133: Introduction to Psychology	3
POL 121: Introduction to American Government or POL 122: State and Local Government	3
SOC 244: Social Problems or SOC 245: Criminology or SOC 246: Juvenile Delinquency	3
PSY 235: Abnormal Psychology	3
<b>Mathematics and Sciences (10 Credit Hours):</b>	
MTH 144: Elementary Statistics or higher Mathematics course (except MTH 148 or MTH 149) Select from the Mathematics Gen Ed List	3
Lab Science Elective	4
Science or Mathematics Elective	3
<b>Criminal Justice (21 Credit Hours):</b>	
CRJ 101: Introduction to Criminal Justice	3
CRJ 102: Criminal Administrative Procedures	3
CRJ 224: Criminal Justice Report Writing	3
Criminal Justice Electives	12
<b>General Education Electives (6 Credit Hours)</b>	
<b>Choose ONE course from TWO of the following areas:</b>	
American History- HIS 150 or HIS 151	6
Western Civilization- HIS 111, HIS 112, POL 127, or PHI 101	
The Arts- ART 104	
Foreign Language- any FRE, SPA, ITA, GER, LAT, ARA	
<b>Physical Education*</b>	2
<b>TOTAL</b>	<b>63</b>
*Effective Spring 2019 semester, one elective must be PED 192: Physical Conditioning	
<b>HEGIS Code 5505</b>	

- 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

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

### Career Opportunities

JCC's criminal justice degree leads to professional employment as a police officer, corrections officer, crime lab technician, probation officer, or dozens of other jobs. Employers at the local, state, and federal level range from Sheriff's Departments and State Police to Military Police, Border Patrol, FBI, and Secret Service. Areas of specialization include homicide, arson, cyber-crime, drug enforcement, K-9 and SWAT teams.

### Transfer Opportunities

Approximately 60% of our criminal justice graduates choose to continue their education. As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Popular transfer institutions for JCC graduates include SUNY Oswego, SUNY Canton, SUNY Potsdam, Syracuse University, Keuka College, SUNY Empire, Le Moyne College, and Rochester Institute of Technology. Additionally, Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- 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. (Joint Admission Program)\*\*

\* This degree completion program is offered through the Keuka College ASAP (Accelerated Study for Adults Program) in Watertown at the Jefferson Higher Education Center. Classes meet one night each week for 4 hours, plus an additional 5-8 hours outside of class. The baccalaureate degree can be earned in just under 2 years.

\*\*As a student in this joint admissions program, you will be guaranteed placement in the junior class at SUNY Potsdam once you earn an A.S. degree in Criminal Justice from Jefferson Community College.

*For Board of Cooperative Educational Services (BOCES) Students:* Students who are Criminal Justice graduates of Bohlen Technical Center in Watertown, Sacket 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 JCC. Please contact criminal justice instructors at any of the above BOCES schools.

### The Program

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

The field of criminal justice is widely varied, containing many diverse job descriptions and opportunities. Many skills will be obtained in this course of study, which are applicable to both transfer students and those seeking employment immediately upon graduation.

### MORE INFORMATION

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CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Required Courses (9 Credit Hours):</b>	
SOC 144: Introduction to Sociology	3
SOC 245: Criminology or SOC 246: Juvenile Delinquency	3
ENG 100: College Composition or ENG 101: Research and Composition	3
<b>Criminal Justice Electives</b>	21
<b>TOTAL</b>	<b>30</b>
<b>HEGIS Code 5505</b>	

## The Program

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

The field of criminal justice is widely varied, containing many diverse job descriptions and opportunities. Many skills will be obtained in this course of study which are applicable to both transfer students and those seeking employment immediately upon graduation.

## Student Learning Outcomes:

- Prepare written material in a criminal justice setting; read, understand and interpret written information;
- Apply written information in the form of laws, policies, procedures, directives, etc., to situations that are similar to experiences faced in the criminal justice system;
- Communicate effectively; and
- Understand the organizational structure of criminal justice agencies.
- 
- Assessment of competence in these areas will be measured through the use of examination questions.

## Career Opportunities

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

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (9 Credit Hours):</b>	
ENG 101: Research and Composition	3
Humanities Electives (Chosen from ART, MUS, STA, ENG, PHI, Language)	6
<b>Social Science (12 Credit Hours):</b>	
PSY 133: Introduction to Psychology	3
PSY 220: Child and Adolescent Development	3
SOC 144: Introduction to Sociology	3
SOC 241: Marriage and Family	3
<b>Early Childhood (21 Credit Hours):</b>	
ECD 101: Introduction to Early Childhood Development and Education	3
ECD 181: Child Health and Safety	3
ECD 190: Observation and Assessment of Young Children's Development	3
ECD 201: Lesson Planning, Environments, and Resources (Pre-school – Grade 2)	3
ECD 202: Lesson Planning, Environments, and Resources (Birth – 36 months)	3
ECD 240: Fieldwork in Early Childhood Education (Age 3-6)	3
ECD 280: Fieldwork in Early Childhood Care and Education (Age 3-6)	3
<b>Mathematics and Sciences (6-8 Credit Hours):</b>	
Biology Elective (BIO 106: Human Biology recommended)	3-4
Mathematics Elective (MTH 144: Elementary Statistics recommended)	3-4
<b>Restricted Electives (6 Credit Hours):</b>	
Chosen from any ANT, HIS, POL, HUS, ECD, PSY, SOC course or STA 101: Fundamentals of Oral Communication	6
<b>Free Electives</b>	6
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>62-64</b>
<b>HEGIS Code 5503</b>	

### JCC Advantage

The program consists of 62 hours of academic credit. It includes 21 hours in specific early childhood courses. Important features of the program include two fieldwork placements in early childhood settings that allow students to gain practical experience. The two fieldwork experiences allow students to complete working with either infants or toddler aged groups and with preschool through early elementary aged children. Jefferson students benefit from a variety of fieldwork placement sites that include Head Start, Fort Drum Child Development Centers, Campus Early Childhood Learning Center, a variety of local day care centers, preschools, and NYS universal pre-K, licensed family day care, group family day care, public and private schools.

In addition, students have the opportunity to participate in the Early Childhood Club. The Club has completed several service projects that benefit local children and their families. Club members have attended the New York State Association for the Education of Young Children's conference several times.

### Career Opportunities

Career opportunities in the field of professional care and education of young children are excellent. Graduates of this program find employment as teachers of preschool, infant, toddler and school-age child care programs, early childhood specialists, family advocates, family day care providers, trainers, home visitors, teacher assistants, and program directors. Places of employment include Head Start, military child development centers, YMCA, early intervention agencies, Department of Health, Office of Children and Family Services, and private and public day care centers and schools. Earnings will vary with type of program, education, experience, and geographic location.

Upon successful completion of the program, students will receive an associate of applied science degree that prepares the graduate to join the early childhood workforce.

### Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with SUNY Cobleskill, Early Childhood Studies, B.S. and Excelsior College. Students also experience successful transfer to other SUNY colleges such as SUNY Empire State College and SUNY Cortland.

### The Program

The Early Childhood Program is designed to give students the academic background and practical skills necessary to work effectively with young children and their families. Upon completion, graduates will be prepared to use nationally recognized, evidence based best practice techniques in order to promote developmentally appropriate physical, social, emotional, and cognitive growth in young children in a variety of early childhood environments.

- Using National Association for the Education of Young Children's (NAEYC) Standards, Student Learning Outcomes are as follows:
- Promoting child development and learning
- Building family and community relationships
- Observing, documenting, and assessing to support young children and families
- Using developmentally effective approaches to connect with children and families
- Using content knowledge to build meaningful curriculum
- Becoming a professional

### MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (9 Credit Hours):</b>	
ENG 101: Research and Composition	3
Choose one course from the Arts or Foreign Language General Education List	3
Choose one course from the Humanities General Education List (ENG 114: Survey of Early Childhood Literature - recommended)	3
<b>Social Science (12 Credit Hours):</b>	
PSY 133: Introduction to Psychology	3
PSY 220: Child and Adolescent Development	3
SOC 144: Introduction to Sociology	3
HIS 150: American History to 1877 or HIS 151: American History 1877 to Present	3
<b>Early Childhood (15 Credit Hours):</b>	
ECD 101: Introduction to Early Childhood Development and Education	3
ECD 181: Child Health and Safety	3
ECD 190: Observation and Assessment of Young Children's Development	3
<b>Students should take:</b>	
ECD 201: Lesson Planning, Environments, and Resources (Age 3-6) and ECD 240: Fieldwork in Early Childhood Education (Age 3-6) or  ECD 202: Lesson Planning, Environments, and Resources (Birth – 36 months) and ECD 280: Fieldwork in Early Childhood Care and Education (Birth – 36 Months)	3/3
<b>Mathematics and Sciences (10 Credit Hours):</b>	
BIO 106: Human Biology	4
MTH 144: Elementary Statistics or MTH 148: Mathematical Reasoning for Elementary Teachers 1	3
Mathematics or Science Elective	3
<b>General Education (3 Credit Hours)</b>	
Choose from one of the following SUNY General Education List areas NOT used above: Foreign Languages, Arts, Western Civilization, Other World Civilizations, or Humanities	3
<b>Free Electives</b>	12
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>63</b>
<b>HEGIS Code 5503</b>	

Using National Association for the Education of Young Children's (NAEYC) Standards, Student Learning Outcomes are as follows:

- Promoting child development and learning
- Building family and community relationships
- Observing, documenting, & assessing to support young children & families
- Using developmentally effective approaches to connect with children and families
- Using content knowledge to build meaningful curriculum
- Becoming a professional

### JCC Advantage

The program consists of 62 hours of academic credit. Students will complete 30 credits in 7 out of the 10 SUNY General Education areas. It also includes 15 hours in specific Early Childhood courses. An important feature of the program includes one fieldwork placement in either an infant / toddler or preschool early childhood setting that allows students to gain practical experience. Jefferson students benefit from a variety of fieldwork placement sites that may include Head Start, Fort Drum Child Development Centers, Campus Early Childhood Learning Center, a variety of local day care centers, preschools, and universal pre-K, a NYS Registered family day care, group family day care, public and private schools.

In addition, students have the opportunity to participate in the Early Childhood Club. The Club has completed several service projects that benefit local children and their families. They have also attended New York State Association for the Education of Young Children conferences several times.

### Career Opportunities

Career opportunities in the field of professional care and education of young children and their families are excellent. These opportunities vary depending on which baccalaureate degree program is pursued.

### Transfer Opportunities

Graduates of Jefferson will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue a baccalaureate degree. Jefferson has partnered with some selected academic institutions to develop agreements that help students transfer smoothly. These agreements assist students with selecting courses in their academic program that will transfer effectively to specific baccalaureate programs. Currently formal agreements exist with SUNY Cobleskill, Early Childhood Studies, B.S. and Cazenovia College. Students also find successful transfer to other SUNY colleges such as SUNY Empire State College and SUNY Cortland.

### The Program

The Early Childhood A.S. Program is designed for students seeking to transfer to a bachelor's program in early childhood or related fields. The program provides an academic background for successful transfer as well as practical skills necessary to work effectively with young children and their families. Graduates are well positioned to transfer to baccalaureate degree programs and major in a variety of career fields related to young children.

### MORE INFORMATION

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# Energy Technology Certificate

*\*Please note the Energy Technology program at JCC is not accepting applications for the 2018-2019 academic year.*

CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Energy Technology Requirements (14 credits):</b>	
EGY 110: Energy Workforce Readiness*	1
EGY 130: Electrical Theory and Practice for Energy Workers	4
EGY 135: Plumbing/ HVAC** for Energy Workers	4
EGY 142: Photovoltaic (PV) Systems 1***	3
EGY 146: Solar Heating (SH) Systems 1****	2
<b>Mathematics and Science Requirements (6 credits):</b>	
MTH 133 - Technical Math or MTH 166 or MTH 185 or higher	3
SCI 110 - Energy and the Environment	3
<b>Computer Information Systems Requirements (6 credits):</b>	
CIS 110: Introduction to Computing with Microcomputers	3
CIS/GIS 150: Introduction to Geographic Information Systems	3
<b>English Requirements (3 credits):</b>	
ENG 100 - College Composition or higher	3
<b>Health Requirements (1 credit):</b>	
HEA 102: Cardiopulmonary Resuscitation	1
<b>TOTAL</b>	<b>30</b>
Notes:	
*Course currently includes: National Career Readiness Certificate (ACT) Skills USA Energy Industry Employability Skills Certificate (Center for Energy Workforce Development) OSHA 10 hour General Industry Certificate (Occupational Safety and Health Administration)	
**Heating Ventilation and Air Conditioning	
*** Upon completion students are eligible to take NABCEP (North American Board of Certified Energy Practitioners) PV Entry Level Exam	
**** Upon completion students are eligible to take NABCEP (North American Board of Certified Energy Practitioners) SH Entry Level Exam	
<b>HEGIS Code 5505</b>	

## Student Learning Outcomes:

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

## Career Opportunities

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

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

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

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

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

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

## The Program

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

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

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Engineering Science (5 Credit Hours):</b>	
ENS 100: Engineering Orientation	1
ENS 101: Engineering Graphics	3
ENS 200: Engineering Design and Build	1
<b>Computer Science Requirements (3 Credit Hours)</b>	
CIS 116: Introductory Programming	3
<b>Mathematics Requirements (15 Credit Hours)</b>	
MTH 221: Calculus 1	4
MTH 222: Calculus 2	4
MTH 241: Calculus 3 or MTH 245: Linear Algebra	3
MTH 242: Differential Equations	4
<b>English Requirements (6 Credit Hours)</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition or higher	3
<b>Social Science Requirements<sup>1</sup> (6 Credit Hours)</b>	
Social Science Elective 1 (GESS or GEAH or GEWC or GEOWC)	3
Social Science Elective 2 (GESS or GEAH or GEWC or GEOWC)	3
<b>Science Requirements (12 Credit Hours)</b>	
CHE 131: General Chemistry 1	4
PHY 143: Science and Engineering Physics 1	4
PHY 145: Science and Engineering Physics 3	4
<b>Restricted Electives Requirements (18 Credit Hours)</b>	
Concentration Elective:	3
Choose one of the following:	
CHE 211 Organic Chemistry 1 or	
ENS 207 Electrical Science or	
PHY 144 Science and Engineering Physics 2	
<b>Restricted Electives:</b>	15
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	
<b>TOTAL</b>	<b>65</b>
<sup>1</sup> Social Science Elective Courses must be chosen from two different General Education (GE) knowledge areas from Social Science (GESS), American History (GEAH), Western Civilization (GEWC) and Other World Civilizations (GEOWC).	
<b>HEGIS Code 5609</b>	

## The Program

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

This Associate in Science degree is designed to provide students with the first two years of a general baccalaureate engineering degree. The degree program focuses on conceptual and theoretical understanding of physical principles integrated with laboratory exercises. Students possessing this engineering A.S. degree typically transfer to a four-year institution and major in their desired field of specialization.

Applicants for this program should follow a college preparatory program in high school including a minimum of 4 years of high school mathematics, including precalculus, as well as physics, chemistry, and 4 years of English.

Where possible, courses in computer problem solving and mechanical drawing are recommended.

## Student Learning Outcomes:

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

**Computer Requirements:** Students entering this program are required to purchase or lease a professional microcomputer system for home use that meets department defined minimum specifications. Computers are an integral part of all course instruction within the Engineering Science program. Computer specifications are available at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) or upon request.

## Career Opportunities

Career opportunities available to students graduating with a baccalaureate engineering degree from an accredited institution abound. Career opportunities can vary from research intensive product development to private consulting, and from international corporate settings to opportunities with public agencies. In 2010, salaries ranged from \$66,000 to \$130,000, depending on the field of engineering specialization and geographic location according to the U.S. Bureau of Labor Statistics. Some career options are as follows:

- Academia/Education
- Engineering Management
- Engineering Sales
- New Product Research and Development
- Engineering Disciplines:
  - Aeronautical / Aerospace
  - Biomedical
  - Chemical
  - Civil
  - Computer Hardware
  - Construction
  - Consulting
  - Electrical
  - Environmental
  - Fire Science
  - Forensic
  - Forestry
  - Industrial
  - Mechanical
  - Microelectronic
  - Nuclear
  - Paper
  - Plant / Manufacturing
  - Software
  - Technical

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. JCC engineering graduates typically transfer to various four-year colleges and universities with full-junior status. Our graduates have transferred to Rochester Institute of Technology, Rensselaer Polytechnic Institute, Clarkson University, Syracuse University, Cornell University, SUNY Buffalo, Clemson University, SUNY Binghamton, University of Buffalo, SUNY ESF at Syracuse, and many more. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

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

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (9 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 218: Technical and Professional Writing	3
Language Elective <b>or</b> STA 101: Fundamentals of Oral Communication	3
<b>Social Sciences (3 Credit Hours):</b>	
SOC 144: Introduction to Sociology <b>or</b> PSY 133: Introduction to Psychology	3
<b>Mathematics and Sciences (7 Credit Hours):</b>	
Any Laboratory Science	4
MTH 125: Intermediate Algebra <b>or</b> higher	3
<b>Fire Protection Technology (35 Credit Hours):</b>	
FPT 105: Firefighting 1	6
FPT 205: Firefighting 2	2
FPT 101: Principles of Emergency Services	3
FPT 102: Building Construction for Fire Protection	3
FPT 103: Fire Protection Systems	3
FPT 108: Fire Protection Hydraulics & Water Supply	3
FPT 109: Fire Behavior and Combustion	3
FPT 120: Introduction to Fire Prevention & Inspection	3
FPT 121: Fire Instructor 1	3
FPT 206: Fire Officer 2	3
Fire Protection Technology Elective	3
<b>Liberal Arts Elective (3 Credit Hours)</b>	3
<b>Physical Education* (2 Credit Hours)</b>	2
HEA 102: Cardiopulmonary Resuscitation	1
<b>TOTAL</b>	<b>60</b>
*Effective Spring 2019 semester, one elective must be PED 192: Physical Conditioning.	
<b>HEGIS Code 5507</b>	

## The Program

Public safety is a major concern in our society, and Jefferson Community College recognizes the need to support our community in an area that directly impacts public safety - Fire Protection Technology.

JCC understands that professional and volunteer firefighters, as well as people employed in emergency management services, have a critical need to stay informed and expand their skills and knowledge in the area of fire protection technology. It is also understood that the recruitment, training, and retention of employees in emergency management services is critical to the community. The purpose of this A.A.S. Program is to provide area firefighters and related service personnel with specialized training. This program is also open to individuals interested in firefighting as a career path.

This degree offers a balance of liberal arts and science courses, comprising work distributed in the humanities, the natural sciences and mathematics, and the social sciences, as well as a concentration in fire protection technology and related coursework. Specialized courses include Fire Investigation, Building Materials and Inspection, Fire Fighting Tactics and Strategies, and Counter Terrorism. Graduates of this program 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 (IFSA) certification standards and is nationally accredited by the Fire and Emergency Services Higher Education (FESHE) program.

### Student Learning Outcomes:

- 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

Assessment of competence in these areas will be measured through the use of examination questions and/or practical exercises.

### Career Opportunities

Safeguarding individuals and property from fires offers rewarding career opportunities to people with many and varied skills. Firefighters use their requisite skills to respond to emergencies in a variety of locations:

- Residential
- Business/industry/farms
- Transportation/vehicles
- Medical facilities
- Forests

They prevent fires by making fire inspections and enforcing laws and codes enacted at all levels of government. Firefighters also provide fire prevention education for adults and children, investigate fires, control arson, and train others in fire fighting procedures and fire prevention measures. In the fire insurance business, they may assess rates, write policies, and remove hazards.

### Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, a formal agreement exists with SUNY Canton, Emergency Management B.T.

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CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Required Courses (12 Credit Hours):</b>	
ENG 100: College Composition <b>or</b> ENG 101: Research and Composition	3
FPT 101: Principles of Emergency Services	3
FPT 102: Building Construction for Fire Protection	3
FPT 108: Fire Protection Hydraulics and Water Supply	3
<b>Fire Protection Technology Electives (FPT) (18 Credit Hours)</b>	18
<b>TOTAL</b>	<b>30</b>
<b>HEGIS Code 5507</b>	

## The Program

The purpose of this program is to provide the student with the skills, knowledge and attitudes needed to become an effective firefighter. The course material is appropriate for those seeking entry into either the paid or volunteer firefighting profession, or for those already serving in such capacities. All course work may be applied toward the associate degree requirements at a later date. Students can complete the program in one year of full time study or on a part-time basis over an extended period of time.

The field of firefighting is widely varied, containing many diverse job descriptions and opportunities. Many skills will be obtained in this course of study that are applicable to both transfer students and those seeking employment after graduation.

## Student Learning Outcomes:

- 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

Assessment of competence in these areas will be measured through the use of examination questions and/or practical exercises.

## Career Opportunities

Employment opportunities involve such areas as structural, wild land and aircraft firefighting, and other disciplines within the fire protection career field. A number of related fields are open to graduates who are interested in the fields of commercial and industrial safety, building construction and inspection, and public safety.

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Liberal Arts Requirements (21 Credit Hours):</b>	
ENG 101: Research and Composition	3
English Elective	3
Math Elective (college level MTH of at least 3 credits)	3
Science or Lab Science Elective	3
Social Science Elective	3
Liberal Arts Elective	3
Humanities Elective	3
<b>Free Elective Requirements (6 Credit Hours):</b>	
Free Elective	3
Free Elective	3
<b>BUS and HAT Requirements (25-26 Credit Hours):</b>	
BUS 124: Marketing or BUS 131: Principles of Management	3
BUS 221: Human Resource Management	3
CUL 102: Introduction to Culinary Theory and Practice	2
CUL 130: Sanitation and Safety	1
HOS 101: Introduction to Hospitality & Tourism	3
HOS 251: Event Management	3
HOS 275: Jefferson Practicum <b>or</b> CUL 212: Quantity Food Production	2
HOS 276: Hospitality Internship or Business Elective (ACC, BUS, CIS, ECO, HOS, HRM)	3
Restricted Elective (selected from CUL/HOS/HRM/WIN) *	2-3
HRM 240: Food and Beverage Management	3
<b>Culinary Arts Concentration (9-11 Credit Hours)</b>	
CUL Elective	3
CUL Elective	2
CUL Elective	2-3
Restricted Elective (selected from CUL/HOS/HRM/WIN) *	2-3
<b>TOTAL Culinary Arts Concentration</b>	<b>61-64</b>
Advising Note: *BUS/HOS/HRM/WIN 153 Introduction to Winery Operation (1 credit) may be applied here.	
<b>HEGIS Code 5011.10</b>	

## The Program

The Hospitality and Tourism A.A.S. degree program positions students to take a leadership role in career areas involving culinary, hotel/restaurant management, tourism, and winery management. Students in the Hospitality and Tourism A.A.S degree program choose one of the following three concentration areas:

- Culinary Arts
- Hotel/Restaurant Management
- Winery Management and Marketing

## Culinary Arts Concentration

The Culinary Arts Concentration of the Hospitality and Tourism A.A.S. degree program is designed to give graduates maximum access to the best jobs in the field. They are generally competitive with graduates from four year programs in terms of starting salaries and management opportunities, with the exception of some positions in larger firms. The program has an internship component, which allows students to gain real-world experience in their field and make job/career contacts.

## Student Learning Outcomes:

- Demonstrate the ability to develop and plan a diverse range of hospitality events, such as festivals, weddings, conventions, and business meetings
- Analyze career paths within the hospitality, food service, tourism, and recreation industries
- Explain and apply human resource strategies in order to operate a lodging, foodservice, or related service operation
- Demonstrate an understanding of critical food safety knowledge and practices

## Career Opportunities

This concentration will prepare students for employment in the second largest job market in the country. The foodservice industry is a dynamic and challenging array of employment opportunities. The culinary arts coursework in our program will prepare you for a rewarding and satisfying career. Culinary arts students will work in our hospitality facilities to prepare a variety of dinner events and luncheons. Visiting chefs and winemakers are regular guest lecturers in our kitchen and dining room. Some of the employment opportunities available to graduates include:

Line cook	Sous chef	Executive chef
Pastry chef	Baker	Foodservice director
Catering director	Food journalist	Food photographer
Corporate chef	Food salesperson	Food stylist
Foodservice educator	Corporate research chef	

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

## Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, nearly one-third of our graduates choose to pursue a baccalaureate degree. The most popular transfer destinations include Niagara University, Rochester Institute of Technology and Paul Smith's College. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- 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.

\* This degree completion program is offered through SUNY Cobleskill in Watertown at the Jefferson Higher Education Center. Evening class meets twice a week. The baccalaureate degree can be earned in three years or less.

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Liberal Arts Requirements (21 Credit Hours):</b>	
ENG 101: Research and Composition	3
English Elective	3
Math Elective (college level MTH of at least 3 credits)	3
Science or Lab Science Elective	3
Social Science Elective	3
Liberal Arts Elective	3
Humanities Elective	3
<b>Free Elective Requirements (6 Credit Hours):</b>	
Free Elective	3
Free Elective	3
<b>BUS and HAT Requirements (25-26 Credit Hours):</b>	
BUS 124: Marketing or BUS 131: Principles of Management	3
BUS 221: Human Resource Management	3
CUL 102: Introduction to Culinary Theory and Practice	2
CUL 130: Sanitation and Safety	1
HOS 101: Introduction to Hospitality & Tourism	3
HOS 251: Event Management	3
HOS 275: Jefferson Practicum or CUL 212: Quantity Food Production	2
HOS 276: Hospitality Internship or Business Elective (ACC, BUS, CIS, ECO, HOS, HRM)	3
Restricted Elective (selected from CUL/HOS/HRM/WIN) *	2-3
HRM 240: Food and Beverage Management	3
<b>Hotel/Restaurant Management Concentration (8-9 Credit Hours)</b>	
HRM Elective	3
HRM Elective	2
Restricted Elective (selected from CUL/HOS/HRM/WIN) *	2-3
<b>TOTAL Hotel/Restaurant Management Concentration</b>	<b>60-62</b>
Advising Note: *BUS/HOS/HRM/WIN 153 Introduction to Winery Operation (1 credit) may be applied here.	
<b>HEGIS Code 5011.10</b>	

### The Program

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

Students in the Hospitality and Tourism A.A.S degree program choose one of three concentration areas:

- Culinary Arts
- Hotel/Restaurant Management
- Winery Management and Marketing

### Hotel Restaurant Management Concentration

The Hotel/Restaurant Management Concentration of the Hospitality and Tourism A.A.S. degree program is designed to give graduates maximum access to the best jobs in the field. They are generally competitive with graduates from four year programs in terms of starting salaries and management opportunities, with the exception of some positions in larger firms. The program has an internship component, which allows students to gain real-world experience in their field and make job/career contacts.

### Student Learning Outcomes:

- Demonstrate the ability to develop and plan a diverse range of hospitality events, such as festivals, weddings, conventions, and business meetings
- Analyze career paths within the hospitality, food service, tourism, and recreation industries
- Explain and apply human resource strategies in order to operate a lodging, foodservice, or related service operation
- Demonstrate an understanding of critical food safety knowledge and practices

### Career Opportunities

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

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

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

### Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, nearly one-third of our graduates choose to pursue a baccalaureate degree. The most popular transfer destinations include Niagara University, Rochester Institute of Technology and Paul Smith's College. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- 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.

\* This degree completion program is offered through SUNY Cobleskill in Watertown at the Jefferson Higher Education Center. Evening class meets twice a week. The baccalaureate degree can be earned in three years or less.

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DEGREE REQUIREMENTS	CREDIT HOURS
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**Winery Management and Marketing Requirements (11 credit Hours)**

HRM 152: Wine Selection and Appreciation	3
HOS/WIN 154: Viticulture	2
HOS/WIN 155: Enology	3
WIN elective or AGB elective or CUL elective	3

**Hospitality & Tourism Requirements (16 credit hours)**

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

**Business Requirements (6 Credit Hours)**

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

**Math & Science Requirements (6 credit hours)**

Math Elective <sup>2</sup>	3
Science or Lab Science Elective	3

**English Requirements (6 credit hours)**

ENG 101: Research and Composition	3
English Elective	3

**Free Elective Requirements (15 credit hours)**

Humanities Elective	3
Social Science Elective	3
Liberal Arts Elective	3
Free Elective	3
Free Elective	3

**TOTAL Winery Management & Marketing Concentration 60**

<sup>1</sup> Business Elective (selected from ACC, BUS, CIS, ECO, HOS, HRM)

<sup>2</sup> MTH elective must be college level MTH of at least 3 credits.

A student who wishes to take the Hospitality Internship must successfully complete the prerequisite course HOS 157: Professional Development and Skills Seminar in the preceding semester.

**HEGIS Code 5011.10**

### The Program

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

Students in the Hospitality and Tourism A.A.S degree program choose one of three concentration areas:

- Culinary Arts
- Hotel/Restaurant Management
- Winery Management and Marketing

### Winery Management and Marketing Concentration

The Winery Management and Marketing Concentration of the Hospitality and Tourism A.A.S. degree program is designed to give graduates maximum access to the best jobs in the field. The program has an internship component, which allows students to gain real-world experience in their field and make job/career contacts.

### Student Learning Outcomes:

- Understand how to develop an effective business model for winery operation
- Understand and apply the basic legal, financial, human resource, ethics, and other management issues critical for successful winery operation
- Understand the Characteristics of successful grape varieties, site selection, and layout for a vineyard
- Understand the aesthetic considerations and technical process of wine making
- Develop an understanding and appreciation of varieties of wine around the world and their unique characteristics, styles, food pairings, and service

### Abilities and Skills for the Winery Management Curriculum

All Hospitality and Tourism students must demonstrate the ability to acquire the skills and knowledge required for successful completion of courses in which they are enrolled and must meet psycho-motor, intellectual, and general skill requirements that would be expected of a hospitality industry professional.

Students enrolling in the Winery Management and Marketing Certificate Program must review and complete the Hospitality and Tourism Program Guidelines form which outlines the abilities and skills that are essential for a student to be successful in the Hospitality and Tourism program and to become employed as a hospitality and tourism industry professional.

### Career Opportunities

This concentration will prepare students for immediate employment in the wine industry which is growing both in the North Country region and statewide. The number of wineries in Northern New York has almost doubled in the past five years and more wineries continue to open. Several graduates of this program work in the wine industry in positions in tasting room, winemaking, and in the vineyard.

### Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, nearly one-third of our graduates choose to pursue a baccalaureate degree. The most popular transfer destinations include Niagara University, Rochester Institute of Technology and Paul Smith's College. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- 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.

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CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Hospitality and Tourism Requirements (12 Credit Hours)</b>	
HOS 101: Introduction to Hospitality & Tourism	3
CUL 130: Sanitation and Safety	1
Choose from any of the following: HOS, HRM or CUL Electives	8
<b>Business and Hospitality/Tourism Requirements (12 Credit Hours)</b>	
Choose from any of the following: HOS, HRM, CUL, BUS, or ACC	12
<b>TOTAL</b>	<b>24</b>
<b>HEGIS Code 5011.10</b>	

## Abilities and Skills for the Hospitality & Tourism Curriculum

All Hospitality and Tourism students must demonstrate the ability to acquire the skills and knowledge required for successful completion of courses in which they are enrolled and must meet psycho-motor, intellectual, and general skill requirements that would be expected of a hospitality industry professional. Students enrolling in the any of three hospitality and tourism concentrations must review and complete the Hospitality and Tourism Program Guidelines form ([www.sunyjefferson.edu](http://www.sunyjefferson.edu)) which outlines the abilities and skills that are essential for a student to be successful in the Hospitality and Tourism program and to become employed as a hospitality and tourism industry professional.

## Career Opportunities

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

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

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

## The Program

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

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

## Student Learning Outcomes:

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

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (12 Credit Hours)</b>	
ENG 101: Research and Composition	3
ENG 218: Technical and Professional Writing	3
STA 161: Interpersonal Communication	3
Humanities: Select one additional course from the Humanities General Education Course List	3
<b>Mathematics and Sciences (10 Credit Hours)</b>	
MTH 144: Elementary Statistics or MTH 174: Math Probability and Statistics 1	3
Lab Science Elective (BIO 106: Human Biology recommended)	4
Mathematics or Lab Science Elective	3
<b>Social Science (9 Credit Hours)</b>	
SOC 144: Introduction to Sociology	3
PSY 133: Introduction to Psychology	3
POL 122: State and Local Government	3
<b>Human Services (15 Credit Hours)</b>	
HUS 101: Introduction to Human Services	3
HUS 107: Introduction to Case Management Practice in Human Services	3
HUS 201: Introduction to Helping Skills	3
HUS 240: Human Services Field Practicum 1	3
HUS 290: Capstone Project	3
<b>SUNY General Education Electives (9 Credit Hours)</b>	
Choose at least two different skill areas from the SUNY General Education Course List out of the following: American History, Western Civilization, Other World Civilizations, The Arts, Foreign Language	9
<b>Free Electives (6 Credit Hours)</b>	
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>63</b>
<p>Note: To be eligible for the degree, 10 general education classes (3 or more credits each) from 7 or more of the 10 Knowledge Areas must be completed. It is recommended that HUS students complete 2 credit hours of PE classes and a lab science course prior to enrolling in HUS 240.</p>	
<b>HEGIS Code 5501</b>	

techniques used in the human services profession.

- Demonstrate appropriate professional and ethical standards in the human services field

### Career Opportunities

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

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

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

### Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with Keuka College, Social Work, B.S.\*; Cazenovia College, Human Services, B.S.; Syracuse University; SUNY Albany; SUNY Brockport; SUNY Cortland; SUNY Empire State College, various degrees; and SUNY Plattsburgh.

\* This degree completion program is offered through the Keuka College ASAP (Accelerated Study for Adults Program) in Watertown at the Jefferson Higher Education Center. Additionally, the Greater Rochester Collaborative MSW Program, a partnership between SUNY Brockport and Nazareth College, is offered through Jefferson's Higher Education Center.

### The Program

The Human Services A.S. degree program is designed to give the student a broad academic background in human services, social sciences and other arts and science fields. Employment opportunities exist for A.S. graduates; however, opportunities expand for those who continue studies at the bachelor's and master's level.

#### JCC's Human Services program rests on these foundations:

- Academic preparation
- Quality "hands-on" internship and Capstone Community Project
- Volunteer experience/community awareness
- Easy transfer for advanced degrees
- Small, personalized learning community
- Specific human services scholarships

#### Student Learning Outcomes:

- Demonstrate knowledge of the history, developmental models, policies, and theories of the human services profession.
- Demonstrate a variety of appropriate communication strategies and

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ASSOCIATE IN APPLIED SCIENCE (A.A.S.) DEGREE REQUIREMENTS	CREDIT HOURS
<b>English</b> ENG 101: Research and Composition	3
<b>Mathematics Elective</b> MTH 144: Elementary Statistics or higher	3-4
Liberal Arts and Science Electives Free Electives*	15 39
<b>Total</b>	<b>60-61</b>
Distribution Requirements - Minimum 60 hours of which 21 are to be Liberal Arts and Sciences. Remaining 39 hours free electives.	
*No more than 12 credits of physical education activity or equivalent coursework may be used to satisfy free elective requirements.	
<b>HEGIS Code 5699</b>	

ASSOCIATE IN SCIENCE (A.S.) DEGREE REQUIREMENTS	CREDIT HOURS
<b>English</b> ENG 101: Research and Composition	3
<b>Mathematics Elective</b> MTH 144: Elementary Statistics or higher	3-4
Liberal Arts Electives Free Electives*	24 30
<b>Total</b>	<b>60-61</b>
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.	
<b>HEGIS Code 5699</b>	

## The Program

The curricula offered by the College require certain Liberal Arts core courses in the area of Humanities, Social Sciences, and Science or Mathematics. The Individual Studies program is designed specifically to address the needs of full-time and part-time students for whom a flexible course of study is tailored to meet individual academic and career preparation goals. The program can be very diversified and, thus, the integration and application of transferable skills obtained through the pursuit of the Individual Studies degrees will prepare students well for future employment and career goals. The degree charts indicate areas of study acceptable in meeting these requirements.

Students graduating from the Individual Studies program with an A.A.S., A.S. or A.A. degree will meet the following **Student Learning Outcomes**:

- **Basic Communication:** Produce coherent texts with common college-level forms, demonstrate the ability to revise and improve such texts, research a topic, develop an argument and organize supporting details
- **Mathematics:** Demonstrate the use of numerical data in a variety of mathematical applications to solve practical problems and interpret information in a day to day setting
- **Humanities:** Knowledge of the conventions and methods of at least

ASSOCIATE IN ARTS (A.A.) DEGREE REQUIREMENTS	CREDIT HOURS
<b>English</b> ENG 101: Research and Composition	3
<b>Mathematics Elective</b> MTH 144: Elementary Statistics or higher	3-4
Mathematics or Science Electives Humanities Electives Social Science Electives Liberal Arts Electives Free Electives	6-8 12 15 9 12
<b>Total</b>	<b>60-63</b>
Distribution Requirements - Minimum 60 hours of which 48 are to be Liberal Arts and Sciences with reasonable distribution in humanities, social sciences, and math/science (15-15-9 hours distribution recommended) with remaining 12 hours open electives.	
<b>HEGIS Code 5699</b>	

one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program

- **Social Science:** Understanding the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis

## Career Opportunities

This program is designed to offer students flexibility in academic and/or career options, with the understanding that an advisor will be assigned through the Continuing Education Division to provide guidance in choosing appropriate courses that support specific career goals. The employment outlook is dependent upon the career route chosen upon completion of this program.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs.

Currently, formal agreements exist with Bryant & Stratton College\*, Health Services Administration, B.S.; Columbia College, various programs; \*SUNY Empire State College, various programs.

\*offered at Jefferson Higher Education Center

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>General Education/Liberal Arts Core (42 Credit Hours)</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
HIS 111: History of Western Civilization 1 or HIS 112: History of Western Civilization 2	3
HIS 150: American History to 1877 or HIS 151: American History 1877 to Present	3
MTH 148: Mathematical Reasoning for Elementary Teachers 1	4
MTH 149: Mathematical Reasoning for Elementary Teachers 2	4
PSY 133: Introduction to Psychology	3
Humanities elective selected from approved SUNY General Education Course List for humanities	3
ART or MUS elective selected from approved SUNY General Education Course List for the arts	3
ASL, FRE, GER, or SPA electives selected from courses numbered 121 or higher or liberal arts courses <sup>1</sup>	6
Lab Science elective selected from approved SUNY General Education Course List for natural sciences (see list below)	4
Social Science elective chosen from: ANT 141, ANT 143, GEG 101, HIS 120, HIS 122, POL 126	3
<b>Pedagogical Core (6 Credit Hours):</b>	
EDU 210: Principles of Education	3
PSY 220: Child and Adolescent Development	3
***EDU 211: Practicum in Education (recommended but not required)	
<b>Major/Concentration (9 Credit Hours)</b>	
<i>Note: This program requires a student to take a minimum of 15 credit hours in the major/field of concentration. Some of these credit hours may have been met by taking coursework in the General Education/Liberal Arts Core listed above. Students are required to identify their Major/Concentration area upon entering this program.</i>	
<b>English Concentration:</b> 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.	
<b>History Concentration:</b> 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.	
<b>Earth Science Concentration:</b> Choose from GEO 131, GEO 132, GEO 141, GEO 144, CHE 131, CHE 132 to use as lab science elective (above); then choose an additional 3 courses from this concentration list.	
<b>Math Concentration:</b> MTH 148 and MTH 149 (above); the following 3 courses: MTH 221, MTH 222, any MTH course above MTH 222.	
<b>Biology Concentration:</b> Choose from BIO 131, BIO 132, BIO 202, CHE 131 to use as lab science elective (above); then choose an additional 3 courses from this concentration list.	
<b>Chemistry Concentration:</b> Choose from CHE 131, CHE 132, CHE 211, CHE 212 to use as a lab science elective (above); then choose an additional 3 courses from the following: CHE 131, CHE 132, CHE 211, CHE 212, MTH 221, MTH 222.	
<b>Physics Concentration:</b> Choose PHY 131 or PHY 143 as the lab 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.	
<b>General Science Concentration:</b> 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 lab science elective (above); then choose an additional 3 courses from this concentration list	
<b>Free Electives</b>	<b>3</b>
<b>Physical Education</b>	<b>2</b>
<b>Total</b>	<b>62</b>
<b>HEGIS Code 5649</b>	

## The Program

The purpose of this A.A. program is to prepare students to transfer into baccalaureate-level study in childhood education, grades 1-6. Accordingly, this curriculum provides a foundation that will advance future educators' mastery of content in key disciplines while preparing them for later specialization.

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

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

With a total of 62 credit hours, including 3 hours of electives, this curriculum ensures mastery of key content areas in the arts and sciences while facilitating transfer to baccalaureate childhood education programs.

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

## Student Learning Outcomes:

- Demonstrate the ability to communicate effectively for diverse purposes and audiences, and the ability to find, evaluate, and credit accurately authoritative sources.
- Demonstrate knowledge of the history, conventions and best practices within the field of education.
- Demonstrate knowledge of major milestones and principles of physical, cognitive, and socio-emotional development in childhood.
- Identify, analyze, and evaluate arguments as they occur in their own or others' work.
- Successfully meet all SUNY General Education knowledge and skills areas.

## Career Opportunities

The curriculum meets the requirements of the SUNY Teacher Education Transfer Templates and provides the lower division coursework to fulfill the SUNY General Education and New York State Education Department certification requirements.

## Footnote from Degree Requirements

<sup>1</sup>Consult with advisor to determine whether foreign language requirement has been met prior to taking coursework in foreign language area.

## MORE INFORMATION

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

## Jointly Registered Program with SUNY Potsdam

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
<b>General Education/Liberal Arts Core (50 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
HIS 111: History of Western Civilization 1 <b>or</b> HIS 112: History of Western Civilization 2 <b>or</b> GEG 101: Introduction to World Geography	3
HIS 150: American History to 1877 <b>or</b> HIS 151: American History 1877 to Present	3
MTH 148: Mathematical Reasoning for Elementary Teachers 1	4
MTH 149: Mathematical Reasoning for Elementary Teachers 2	4
PSY 133: Introduction to Psychology	3
STA 151: Public Speaking	3
ART or MUS elective (select one) ART 113: History of Western Art 1, ART 114: History of Western Art 2, ART 115: Art Appreciation, MUS 115: Music Appreciation, MUS 150: History of Rock and Roll	3
ART or MUS Elective (select one course) ART 104: Digital Photography, ART 117: Basic Drawing, ART 118: Basic Painting, ART 218: Intermediate Painting (Oils) ART 217: Intermediate Drawing, ART 131: Ceramics 1 ART 125: Three Dimensional Design, ART 242: Color Line and Design, MUS 100: Fundamentals of Music MUS 101: Music Theory 1 MUS 172: Piano Class 1, MUS 272: Piano Class 2 MUS 173: Voice Class 1, MUS 273: Voice Class 2 MUS 174: Guitar Class 1, MUS 274: Guitar Class 2	3
Foreign Language: ASL, FRE, or SPA through the 221 level electives <sup>1,5</sup> (or Liberal Arts electives if satisfied by HS language-studio course)	6
Lab Science electives BIO 111 <b>or</b> BIO 131 <sup>2</sup> CHE 107/107L <b>or</b> CHE 131 <sup>3</sup> <b>or</b> SCI 199 <sup>4</sup> GEO 110 <sup>6</sup> <b>or</b> GEO 131	4
<b>Pedagogical Core (6 Credit Hours):</b> EDU 210: Principles of Education PSY 220: Child and Adolescent Development	3
<b>Major/Specialization Elective (6 Credit Hours):</b> <b>English:</b> ENG 201 or 202 <b>or</b> ENG 203 or 204 <b>or</b> ENG 209: Mythology <b>or</b> ENG 245: Survey of Native American Literature	3
ENG 114: Early Childhood Literature <b>or</b> ENG 214: Survey of Children's Literature	
ENG 220: Creative Writing <b>or</b> ENG 221: Writing Literary Nonfiction	
<b>Mathematics:</b> MTH 221: Calculus I MTH 222: Calculus II MTH 245: Linear Algebra*	
<b>Biology:</b> BIO 132: Principles of Biology II BIO 200: Genetics BIO 201: Ecology	
<b>Geology:</b> GEO 132: Historical Geology GEO 141: Astronomy* GEO 144: Meteorology*	
<b>Chemistry:</b> CHE 131: General Chemistry I CHE 132: General Chemistry II CHE 211: Organic Chemistry I* CHE 212: Organic Chemistry II*	
<b>Physics:</b> PHY 131: General Physics I PHY 132: General Physics II GEO 141: Astronomy* GEO 144: Meteorology*	
<b>History:</b> HIS 114: History of New York State POL 121: Intro to American Government	
<b>Physical Education (2 credit hours):</b>	2
<b>TOTAL</b>	<b>64</b>
<b>HEGIS Code 5649</b>	
<b>Footnotes from Degree Requirements:</b>	
*Will impact satisfaction of upper-division credits in the specialization; may require additional upper-division work in the specialization in the junior/senior year.	
<sup>1</sup> 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.	
<sup>2</sup> Students specializing in Biology should take the BIO 131/132 sequence.	
<sup>3</sup> Students specializing in Geology, Biology, or Chemistry would benefit from CHE 131.	
<sup>4</sup> SCI 199: Interdisciplinary Science and Mathematics is only offered in the spring semester.	
<sup>5</sup> If the student has met foreign language requirement by completing one year beyond the regents, they may take 6 credits of liberal arts electives. Potsdam recommends studio course, or ENG 100/MTH 125 could also be used here.	
<sup>6</sup> GEO 110: Earth Sciences is recommended for those planning to teach elementary grade levels.	

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

## Jointly Registered Program with SUNY Potsdam

TRANSFER DEGREE

### The Program

Students enrolled in this Jointly Registered Program are simultaneously enrolled at both JCC and SUNY Potsdam. They will earn an A.A. degree in Childhood Education here at Jefferson and will proceed without interruption to SUNY Potsdam to complete their B.A. degree in either Early Childhood or Childhood Education. This Program virtually eliminates the concept of “transfer” and replaces it with a clearly defined, four-year plan for program completion.

With a total of 65 credit hours, this curriculum ensures mastery of key content areas in the arts and sciences while facilitating a smooth transition to SUNY Potsdam’s baccalaureate programs in teacher education. The curriculum meets the requirements of the SUNY Teacher Education Transfer Templates and provides the lower division coursework to fulfill the SUNY General Education and New York State Education Department certification requirements.

### **Student Learning Outcomes:**

- Demonstrate the ability to communicate effectively for diverse purposes and audiences, and the ability to find, evaluate, and credit accurately authoritative sources. Students will demonstrate knowledge of the history, conventions and best practices within the field of education
- Demonstrate knowledge of major milestones and principles of physical, cognitive, and socio-emotional development in childhood
- Identify, analyze, and evaluate arguments as they occur in their own or others’ work
- Successfully meet all SUNY General Education knowledge and skills areas

### **Career Opportunities**

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

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

### MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Students MUST complete a minimum of TWO 200-level courses (6 Credits)</b> These courses should be selected from the elective options below:	
<b>Humanities (18 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Literature Elective: from SUNY General Education Course List	3
Humanities Electives:	9
These must be selected from <b>at least two</b> of the following areas: Art, American Sign Language, Journalism, Modern Languages, Music, Philosophy, Speech/Theater Arts)	
At least <b>one</b> from the arts or Foreign Language SUNY General Education Course List	
At least <b>one more</b> Humanities Elective from any SUNY General Education Course List	
<b>Social Science (15 Credit Hours):</b>	6
Two History courses - at least <b>one</b> 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 <b>or</b> HIS 217: History of Women in America	
<b>Social Science Electives - must be from:</b>	9
<b>at least two</b> of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology	
<b>at least two</b> from Social Science, Other World Civilizations (OWC) or Western Civilization (WC) SUNY General Education Course List (excluding HIS courses.)	
NOTE: only one can be from Western Civilization (WC)	
<b>Mathematics and Sciences (10 Credit Hours minimum):</b>	
MTH 144: Elementary Statistics <b>OR</b> higher from SUNY General Education Course List. <b>(Statistics is strongly recommended.)</b>	3
Lab Science Elective from SUNY General Education Course List	4
Any Science or Mathematics Elective	3
<b>Liberal Arts Electives (6 Credit Hours):</b>	
Must be chosen from Humanities, English, Social Sciences, Natural Sciences, or Mathematics	6
<b>Free Electives (12 Credit Hours):</b>	
No more than 3 credits may be from Physical Education activity courses	12
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>63</b>
Other Emphases	
Students and their academic advisor may design other concentrations of study within the general Liberal Arts degree requirements that are of particular interest to them. The following list represents some possible emphases students may want to develop in consultation with their advisor: American Studies, Art, Communication, Humanities, Public Relations, Regional Studies, Social Sciences, Physical Education.	
<b>HEGIS Code 5649</b>	

## The Program

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

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

### Student Learning Outcomes:

- Demonstrate the ability to communicate effectively for diverse purposes and audiences, and the ability to find, evaluate, and credit accurately authoritative sources
- Demonstrate knowledge of the conventions and methods of at least two of the disciplines within the humanities
- Demonstrate knowledge of the major theories and methods of at least two of the disciplines within social science
- Identify, analyze, and evaluate arguments as they occur in their own and others' work
- Successfully meet 7 of the 10 SUNY General Education categories

### Career Opportunities

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

### Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. For example, several former Liberal Arts majors with a Fine/Performing Arts emphasis have gone on to study art at SUNY Oswego, SUNY Plattsburgh and St. Lawrence University, or study music at SUNY Fedonia, SUNY Potsdam, and Ithaca College. Many Jefferson art and music students have become successful educators in their fields.

Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- 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 & Life Sciences, Various Programs
- SUNY Empire State College, Various Programs

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

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (12 Credit Hours):</b>	
ENG 101: Research and Composition	3
Humanities Electives (These must be selected from at least 2 of the following areas: Art, American Sign Language, Journalism, Foreign Languages, Music, Philosophy, Speech/Theater Arts)	6
Foreign Language	3
<b>Social Science (15 Credit Hours):</b>	
HIS 111: History of Western Civilization 1 <b>or</b> HIS 112: History of Western Civilization 2	3
HIS 150: American History to 1877 <b>or</b> HIS 151: American History 1877 to Present	3
Social Science Electives (These must be selected from at least 2 of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology)	9
<b>Mathematics and Sciences (10 Credit Hours Minimum):</b>	
One Mathematics course*	3
One Laboratory Science course	4
One additional Mathematics or Lab Science elective	3
<b>English Requirements (9 Credit Hours):</b>	
ENG 102: Literature and Composition	3
ENG 201: Survey of British Literature 1 <b>or</b> ENG 202: Survey of British Literature 2 <b>or</b> ENG 203: American Literature 1 <b>or</b> ENG 204: American Literature 2	3
Literature Elective	3
<b>Creative Writing Requirements (9 Credit Hours):</b>	
ENG 220: Creative Writing	3
Creative Writing Electives	6
<b>Free Elective</b>	3
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>60</b>
* Students must complete a minimum of 3 credit hours of Mathematics on a level of MTH 144 Elementary Statistics	
<b>HEGIS Code 5649</b>	

## Student Learning Outcomes:

- 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
- Produce 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

## Career Opportunities

The Liberal Arts degree with a Creative Writing concentration provides rigorous preparation for future study and careers in teaching creative writing, media, publishing, editing, writing, and other communications- and creative arts-related fields. This concentration provides the depth, breadth and flexibility needed to pursue careers in these fields. As the world transforms and as individuals experience multiple career changes, one common denominator is an ability to think critically, exhibit excellent written and oral communication skills, and produce original works in diverse forms.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Popular transfer institutions include SUNY Oswego, SUNY Potsdam, and SUNY Empire State College.

## The Program

This associate's degree concentration is designed to help students focus their interest on the study of various literary forms and theories, develop skills to analyze complex texts, participate cogently in discussions about various issues, and create unique works in diverse genres while preparing them for transfer to a four-year college or university. Graduates of this program acquire a general liberal arts education with the emphasis on writing practice and literary study which encompasses mastering the practice and conventions of creative writing genres and the study of literature. In addition to the core requirements, students will have the ability to further their studies in conventional and contemporary diverse electives. Their writing abilities can be honed through diverse coursework in enriched composition, creative writing, and literary analyses.

A wide array of elective courses is balanced by core requirements in the humanities, social sciences, mathematics, and sciences. In addition to providing the foundation coursework in literature for future study and employment, studying the liberal arts and sciences also provides students with broad perspectives on the world and its diverse cultures and encourages them to become life-long learners.

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (12 Credit Hours):</b>	
ENG 101: Research and Composition	3
Humanities Electives (These must be selected from at least 2 of the following areas: Art, American Sign Language, Journalism, Foreign Languages, Music, Philosophy, Speech/Theater Arts)	6
Foreign Language	3
<b>Social Science (15 Credit Hours):</b>	
HIS 111: History of Western Civilization 1 <b>or</b> HIS 112: History of Western Civilization 2	3
HIS 150: American History to 1877 <b>or</b> HIS 151: American History 1877 to Present	3
Social Science Electives (These must be selected from at least 2 of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology)	9
<b>Mathematics and Sciences (10 Credit Hours Minimum):</b>	
One Mathematics course*	3
One Laboratory Science course	4
One additional Mathematics or Lab Science elective	3
<b>English Requirements (12 Credit Hours):</b>	
ENG 102: Literature and Composition	3
ENG 201: Survey of British Literature I <b>or</b> ENG 202: Survey of British Literature II	3
ENG 203: American Literature I <b>or</b> ENG 204: American Literature II	3
Non-European Literature	3
<b>English Electives (Any course except Eng 100)</b>	6
<b>Free Electives</b>	3
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>60</b>
* Students must complete a minimum of 3 credit hours of Mathematics on a level of MTH 144 Elementary Statistics or above.	
<b>HEGIS Code 5649</b>	

## Student Learning Outcomes:

- 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 cannon vis-a-vis contemporary movements including minority, gender, and world literatures
- Practice writing literary themes using closed-text analysis, plausible explanation, and scholarly criticism when necessary
- Prepare for seamless transfer to four-year institutions

## Career Opportunities

The Liberal Arts degree with a Literature concentration provides rigorous preparation for future study and careers in teaching literature, media, pre-law, editing, writing, and other communications-related fields. This concentration provides the depth, breadth and flexibility needed to pursue careers in these fields. As the world transforms and individuals experience multiple career changes, one common denominator is an ability to think critically and exhibit excellent written and oral communication skills.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Popular transfer institutions include SUNY Oswego, SUNY Potsdam, and SUNY Empire State College.

## The Program

This associate's degree literature concentration is designed to help students focus interest on the study of various literary forms and theories, develop skills to analyze complex texts, and participate cogently in discussions about various issues while preparing them for transfer to a four-year college or university. Graduates of this program acquire a general liberal arts education with the emphasis on literary study, which encompasses the study of British, American, and world literatures in diverse genres. In addition to the core requirements, students will have the ability to further their studies in contemporary topics and literary forms by selecting from varied electives. Their writing abilities can be honed through diverse coursework in enriched composition, creative writing, and journalism.

A wide array of elective courses is balanced by core requirements in the humanities, social sciences, mathematics, and sciences. In addition to providing the foundation coursework in literature for future study and employment, studying the liberal arts and sciences also provides students with broad perspectives on the world and its diverse cultures and encourages them to become life-long learners.

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Humanities (18 Credit Hours)</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Literature Elective	3
Humanities Electives - Must be selected from Art, Journalism, Languages, Music, Philosophy, Speech/Theater Arts (at least 3 cr. hrs. must be non-Speech/Theater Arts)	6
Speech Elective	3
STA 101: Fundamentals of Oral Communication <b>or</b> STA 161: Interpersonal Communication <b>or</b> STA 211: Managing Conflict	
<b>Social Science (9 Credit Hours)</b>	
History Electives	6
At least <u>one</u> course must be selected from the SUNY General Education list for American History or Western Civilization	
Social Science Elective	
One course selected from Anthropology, Geography, Political Science, Sociology	3
<b>Mathematics and Sciences (10 Credit Hours Minimum)</b>	
MTH 144: Elementary Statistics <b>or</b> MTH 174: Mathematical Probability and Statistics 1	3
One Laboratory Science course in Chemistry or Biology chosen from the SUNY General Education list	4
One additional Mathematics or Science Elective	3
<b>Restricted Electives (6 Credit Hours)</b>	
Other World Civilizations	3
Chosen from the SUNY General Education list for Other World Civilizations	
One course 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	3
<b>Psychology Requirements (12 Credit Hours)</b>	
PSY 133: Introduction to Psychology	3
PSY 252: Behavioral Statistics and Research Methods in Psychology	3
Restricted Psychology Electives	6
Two Psychology courses at the 200 level chosen from the SUNY General Education list	
<b>Free Elective</b>	3
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>60</b>
<b>HEGIS Code 5649</b>	

### Student Learning Outcomes:

- 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
- Demonstrate effective writing for different purposes
- Apply psychological content and skills to career goals

### Career Opportunities

With advanced education, the outlook for employment is good and future growth in employment opportunities is expected. A wide choice of options for employment exists, such as: School Psychologist; Developmental Psychologist; Forensic Psychologist; Neuropsychologist; Social Psychologist; Organizational/Industrial Psychologist; Clinical Psychologist; Experimental or Research Psychologist. With licensure or special certification, psychology professionals may practice as Mental Health Counselors, Marriage and Family Therapists, Substance Abuse Counselors, Play Therapists or Expressive/Activities Therapists (Art, Music, Drama). Some jobs are available for students who complete an Associate's or Bachelor's degree in Psychology. These jobs typically fall into the categories of entry level mental health or psychiatric aides or assistants.

### Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Possible transfer institutions include SUNY Albany, SUNY Binghamton, SUNY Cortland, SUNY Oswego, SUNY Plattsburgh, and SUNY Potsdam, Columbia College (Fort Drum), St. Lawrence University, and Syracuse University.

### The Program

Psychologists define themselves as social scientists engaged in researching and treating the mind and human behavior. Students pursuing the Psychology Concentration are involved in an education plan designed to develop knowledge and understanding of human behavior, scientific research and reasoning skills, and interpersonal communication skills. The majority of careers in Psychology require education beyond an Associate's degree, thus the concentration is planned to support transfer into Psychology majors at four-year colleges and universities. In addition to providing the foundation for future study and employment, this concentration includes course work in the liberal arts and sciences which provides students with broad perspectives on the world and its diverse cultures and encourages them to become life-long learners.

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# Liberal Arts & Sciences - Mathematics & Science A.S.

## Allied Health & Biological Sciences Concentration

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Effective Spring 2018</b>	
<b>Mathematics &amp; Sciences Requirements (31 Credit Hours)</b>	
Mathematics: MTH 165 or higher (excluding MTH 166) (2 courses)	6
BIO Sequence (BIO 131-132, BIO 217-218, or BIO 251-252)	8
BIO Elective*	3
CHE 131: General Chemistry 1	4
Science Elective*	3
Mathematics* or Science Electives* (2 courses)	7
<b>Computer Science</b>	
CIS 110: Intro to Computing with Microcomputers or higher	3
<b>Humanities (9 Credit Hours)</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
Humanities Elective (one course must be selected from either the Arts or Foreign Language in the SUNY General Education Course Listing)	3
<b>Social Science (6 Credit Hours)</b>	
Social Science Electives (2 courses) (Courses must include two different offerings from the SUNY General Education Course Listing within the areas of Social Science, American History, Western Civilization, and Other World Civilizations.)	6
<b>Social Science/Humanities Elective</b>	3
<b>Free Electives</b>	9
<b>Physical Education</b>	1
<b>TOTAL</b>	<b>62</b>
* Restricted Elective courses in mathematics, laboratory sciences, and science are: Biology: BIO 131 and higher (BIO 221 is not open to students who have passed either BIO 251 or BIO 252); Chemistry: CHE 130 and higher; Geology: GEO 131 and higher, Physics: PHY 131 and higher; Science: SCL 199; Math: MTH 165 and higher	
<b>HEGIS Code 5649</b>	

### The Program

The Liberal Arts Mathematics and Science A.S. degree program is designed to prepare the student for transfer to a four year institution and provide the student with the basic sciences, mathematics, and liberal arts courses necessary for transfer. This degree is appropriate for students who wish to pursue a variety of careers in the sciences, medical and health professions, architecture, and education.

The student, assisted by his/her advisor, must choose one of the following concentrations that best fits his/her career interest: Allied Health & Biological Sciences or Physical Science.

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

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

### Allied Health/Biological Sciences Concentration

The Allied Health and Biological Sciences Concentration of the Mathematics & Science A.S. degree program is designed to prepare students for transfer to institutions offering baccalaureate degrees in various life sciences and health professions. A number of careers are available via this concentration including, but not limited to, biotechnology, cardiovascular perfusion technology, dental hygiene, dietetics, environmental science, forensic science, forestry, medicine, occupational therapy, physical therapy, physician assistant, radiation therapy technology, radiography, respiratory therapy technology, veterinary science and wildlife biology. In order to be prepared for entrance into the A.S. degree program, potential students should have a background in high school biology, chemistry and algebra course work. The degree requirements are flexible to allow a student to emphasize a particular scientific interest through targeted course selection.

### Student Learning Outcomes:

- Recognize the components of the scientific method.
- Conduct experiments, collect and analyze data, and evaluate experimental hypotheses.
- Demonstrate application of scientific information to understanding of natural science concepts.
- Successfully meet 7 of the 10 SUNY General Education categories.

### Career Opportunities

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

Biological Scientist	Pharmacist
Chiropractor	Physician/Physician Assistant
Dental Hygienist	Physical Therapist/Physical Therapy
Environmental Scientist/Engineer	Assistant
Environmental Educator	Radiation Therapy
Forensic Scientist	Respiratory Therapist
Forester	Secondary Science Educator
Medical Imaging	Surveyor
Nurse	Veterinarian/Veterinary Technologist
Occupational Therapist	Wildlife Biologist

### Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs.

Currently, formal agreements exist with:

- Clarkson University, Environmental & Occupational Health, B.S.
- Clarkson University, Environmental Science & Policy, B.S.
- Cornell University, College of Agriculture and Life Science
- 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 College of Environmental Science and Forestry
- SUNY Empire State College
- SUNY Potsdam
- SUNY Upstate Medical University

### MORE INFORMATION

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# Liberal Arts & Sciences - Mathematics & Science A.S. Physical Science Concentration

TRANSFER DEGREE

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Math &amp; Science Requirements (35 credit hours and at least one physics course):</b>	
MTH 185 or higher (2 courses)	8
CHE 131: General Chemistry 1	4
CHE 132: General Chemistry 2	4
One of the following science sequences: PHY 131/132 or CHE 211/212 or PHY 143/145 or GEO 131/132	8
Science* or Math** Electives (3 courses)	11
<b>Computer Information Systems Requirement (3 Credit Hours):</b>	
Computer Science Elective <sup>1</sup> (1 course)	3
<b>English Requirements (6 Credit Hours)</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
<b>Humanities Requirements (3 Credit Hours)</b>	
Humanities Elective <sup>2</sup>	3
<b>Social Science Requirements (6 Credit Hours)</b>	
Social Science Electives <sup>3</sup> (2 courses)	6
<b>Electives (10 Credit Hours)</b>	
Humanities/Social Science Elective	3
Free Electives	7
<b>Physical Education (1 Credit Hour)</b>	
	1
<b>TOTAL</b>	<b>64</b>
*Restricted Elective courses in mathematics, laboratory sciences, & 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
<sup>1</sup> CIS 116, Introductory Programming, is strongly recommended for those intending to pursue a career in the physical sciences. However, CIS 110 or higher will be accepted.	
<sup>2</sup> One course must be selected from either The Arts or Foreign Language General Education Category Course Listing.	
<sup>3***</sup> Courses must include offerings from two different General Education Category Course Listings in the areas of Social Science, American History, Western Civilization, and Other World Civilizations.	
<b>HEGIS Code 5649</b>	

## The Program

The Liberal Arts Mathematics and Science A.S. degree program is designed to prepare the student for transfer to a four year institution and provide the student with the basic sciences, mathematics, and liberal arts courses necessary for transfer. This degree is appropriate for students who wish to pursue a variety of careers in mathematics, the sciences, medical and health professions, architecture, and education.

The student, assisted by his/her advisor, must choose one of the following concentrations that best fits his/her career interest: Allied Health & Biological Sciences or Physical Science.

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

Mathematics and science students are expected to understand arithmetic, algebraic, geometric and statistical methods and to learn the general nature of scientific investigation, including the methods scientists use to explore natural phenomena. Graduates of this program should be able to combine scientific data and concepts with quantitative reasoning in problem solving and to

interpret formulas and graphs, as well as evaluate alternatives, so as to select optimal results.

## Physical Science Concentration

Students matriculating into the physical science concentration should have a substantial background in mathematics and science laboratory course work at the high school level. Completion of the degree requirements prepares students for transfer to upper division institutions. Pursuit of the degree in the science concentration provides exposure to coursework which can lead to vocations including, but not limited to, chemist, geologist, physicist, educator, water quality analyst, oceanographer, and mineralogist. The degree requirements are flexible to allow a student to emphasize a particular scientific interest through targeted course selection.

## Student Learning Outcomes:

- Recognize the components of the scientific method
- Conduct experiments, collect and analyze data, and evaluate experimental hypotheses
- Demonstrate application of scientific information to understanding of natural science concepts
- Successfully meet 7 of the 10 SUNY General Education categories

## Career Opportunities

Graduates of the Mathematics & Science degree program are prepared to continue their education at a transfer institution in a variety of mathematics, science, and allied health majors. This science concentration is the pathway for students who wish to pursue careers including the following, but not limited to:

Chemist	Mineralist
Analytic Chemist	Mining Engineer
Biochemist	Resource Manager
Environmental Chemist	Environmental Analyst
Hazardous Waste Manager	Astronomer/Astrophysicist
Pulp and Paper Chemist	Meteorologist
Water Quality Analyst	
Geologist	

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- Clarkson University, Environmental & Occupational Health, B.S.
- Clarkson University, Environmental Science & Policy, B.S.
- Cornell University, College of Agriculture and Life Science
- 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 Cobleskill, Fermentation Science, B.S.
- SUNY College of Environmental Science and Forestry
- SUNY Empire State College
- SUNY Potsdam
- SUNY Upstate Medical University
- University at Buffalo, School of Pharmacy and Pharmaceutical Sciences

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Effective Fall 2018</b>	
<b>Mathematics Requirements (21 Credit Hours):</b>	
MTH 174 Mathematical Probability and Statistics 1	3
MTH 221 Calculus 1	4
MTH 222 Calculus 2	4
MTH 241 Calculus 3	4
Math Elective 1: MTH 242 Differential Equations or MTH 245 Linear Algebra	3
Math Elective 2: MTH 184, MTH 222 or higher	3
<b>Science Requirements (8 Credit Hours):</b>	
Science Sequence (2 courses)	8
BIO 131-132, BIO 251-252, CHE 131-132, GEO 131-132, PHY 131-132, PHY 143-144	
<b>Computer Science Requirements (3 Credit Hours):</b>	
CIS 116 Introduction to Programming	3
<b>Restricted Electives (3 Credit Hours):</b>	
MTH 184, MTH 222 or higher, PHY 131 or higher, SCI 199, BIO 200, BIO 201, CHE 215, or CIS 216	3
<b>Humanities Requirements (9 Credit Hours):</b>	
ENG 101 Research and Composition	3
ENG 102 Literature and Composition	3
Humanities Elective <sup>1</sup>	3
<b>Humanities and Social Science Requirements (12 Credit Hours):</b>	
Social Science Electives <sup>2</sup> (2 courses)	6
Social Science Elective	3
Humanities/Social Science Elective (1 course)	3
<b>Free Electives (6 Credit Hours)</b>	6
<b>Physical Education Electives (2 Credit Hours)</b>	2
<b>TOTAL</b>	<b>64</b>
<sup>1</sup> Course must be selected from either The Arts or Foreign Language General Education Course Listing.	
<sup>2</sup> Courses must include offerings from two different General Education Category Course Listing in the areas of Social Science, American History, Western Civilization, and Other World Civilizations.	
<b>HEGIS Code 5617</b>	

## The Program

The Mathematics A.S. degree program is designed to prepare the student for transfer to a four-year institution. The program includes liberal arts courses to provide a broad-based general education, plus computer science and science courses to augment the extensive mathematics component. This degree is appropriate for students who wish to pursue a variety of careers in mathematics, statistics, and education.

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

The mathematics curriculum has been designed to prepare students for transfer having completed specific coursework in mathematics and statistics to prepare for a third year in a baccalaureate curriculum in mathematics or statistics or

mathematics education. Additionally, students will be exposed to research opportunities provided by the College's Center for Community Studies as they complete statistics coursework in the curriculum.

A student majoring in Mathematics is expected to have completed four years of high school mathematics, three years of traditional lab sciences and four years of English. Lack of this preparation may lengthen the time necessary to complete the degree requirements.

## Student Learning Outcomes:

- Demonstrate the fundamental techniques and methods utilized in the Calculus sequence and Probability and Statistics.
- Demonstrate a depth of knowledge in mathematical topics outside of the Calculus sequence.
- Demonstrate methods used in the sciences to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical analysis.

## Career Opportunities

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

- Actuary
- Architect
- Auditor
- Bio-mathematician
- Computer Scientist
- Cost Estimator
- Cryptologist
- Data Scientist
- Engineer
- Financial Analyst
- Investment Analyst
- Mathematician
- Mathematics Educator
- Operations Research Analyst
- Risk Manager
- Statistician
- Systems Developer

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Typical transfer colleges include SUNY Binghamton, SUNY Brockport, SUNY Oswego, SUNY Plattsburgh, SUNY Potsdam, and Syracuse University.

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Nursing Requirements (39 Credit Hours):</b>	
NUR 111: Nursing 1 - Basic Needs	7
NUR 112A: Maternal & Newborn Health	3.5
NUR 112B: Medical/Surgical 1	3.5
NUR 212: Pharmacology	3
NUR 231A: Medical/Surgical 2	5
NUR 231B: Psychosocial Nursing	5
NUR 232: Medical/Surgical 3	10
NUR 234: Seminar in Nursing	2
<b>Science Requirements (12 Credit Hours):</b>	
BIO 202: Microbiology	4
BIO 251: Anatomy and Physiology 1	4
BIO 252: Anatomy and Physiology 2	4
<b>Humanities and Social Science Requirements (12 Credit Hours):</b>	
ENG 101: Research and Composition	3
PSY 133: Introduction to Psychology	3
PSY 233: Life Span Development	3
SOC 144: Introduction to Sociology	3
ALH 145: Introduction to Medical Terminology	1
<b>TOTAL</b>	<b>64</b>
<b>HEGIS Code 5208.10</b>	

## The Program

The purpose of this curriculum is to prepare the student for entry level positions in patient care. The curriculum includes courses in adult medical/surgical nursing, maternal/newborn health, pediatrics, psychosocial nursing, professional nursing practice, and pharmacology. Upon successful completion of the program, the student is eligible to sit for the National Council Licensure Examination for Registered Nurse (NCLEX-RN). The nursing courses combine theory with the opportunity to apply knowledge in the nursing laboratory, in hospitals, and health-related agencies.

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

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

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

Academic program requirements are a grade of 70 or higher in each nursing course and required science courses.

Eligibility for licensure as a registered nurse in New York State by persons who

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

## Student Learning Outcomes:

- Practice concepts of learned attributes to care for clients at all developmental levels
- Utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss/dysfunction
- Utilize effective communication skills when interacting with health team members, clients, families and peers
- Demonstrate competency in performing technical skills for clients
- Practice as a team member in collaboration with other health team members
- Create an environment for health teaching for individuals seeking to restore balance
- Maintain ethical, legal, and professional responsibilities within the registered nursing scope of practice
- Identify and embrace characteristics of a lifelong learner
- Utilize theories and/or concepts of science, liberal arts, and nursing to provide holistic care

## Career Opportunities

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

The health care industry is expected to grow much faster than average, 16% from 2014-2024, according to the Bureau of Labor Statistics. This is due to technological advances in medical treatment and an aging population.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some selected academic institutions to develop agreements to help students transfer smoothly. These agreements assist students with selecting courses in their academic program that will transfer effectively to specific baccalaureate programs:

- SUNY Polytechnic Institute, RN to B.S.
- SUNY Empire State College, RN to B.S.
- Keuka College, R.N. to B.S (offered at the Jefferson Higher Education Center on campus)
- SUNY Upstate Medical University, RN to B.S.
- Chamberlain College of Nursing, RN to B.S.
- SUNY Delhi, RN to B.S.
- SUNY Plattsburgh, RN to B.S.

## Admission to the Program

Completed applications for August admission to the traditional weekday option must be received by January 30th and will be reviewed starting in February. Completed applications for January admission to the weekend option must be received by October 30th and will be reviewed starting in mid-October. Applicants for admission to the nursing curriculum must meet the admission standards established by the College. All applications will be

considered competitively. Students accepted into the program will be notified by mail. Students on the waiting list are notified by mail of their acceptance into the Nursing program as space becomes available in the class. Each semester, at the end of the first week of classes, the waiting list is dissolved. Students desiring to enter the Nursing Program in either option, must reapply for admission.

### **An applicant for admission to the Nursing Program must:**

- Complete Jefferson's Free Application for Admission and the Nursing Supplemental Application, both available online at [www.sunyjefferson.edu](http://www.sunyjefferson.edu) or upon request.
- Be a high school graduate or have an equivalency diploma
- Submit high school transcripts, GED test scores and/or college transcripts.

### **CHEMISTRY REQUIREMENT:**

- Have successfully completed, with a 70 or higher, a year of high school chemistry OR one (1) semester of college chemistry, equivalent to CHE 107-Introduction to Chemistry I with a 70 or higher, OR Nursing ABC (CHE 095) with a 70 or higher.
- Nursing ABC is an online, non-credit-bearing course and is not offered by JCC. This course is not fundable by financial aid. For more information about Nursing ABC, you may visit their website at [www.nursingabc.com](http://www.nursingabc.com), email at [info@nursingabc.com](mailto:info@nursingabc.com), or you may phone 1-888-724-3590.

### **BIOLOGY REQUIREMENT:**

- Meet all prerequisites for BIO 251-Anatomy and Physiology I or BIO 252-Anatomy and Physiology II (BIO 106-Human Biology, OR, BIO 111-General Biology I OR, BIO 131-Principles of Biology I with a 70 or higher, OR have scored a "3" or higher on the High School AP Biology Exam). If BIO 251-Anatomy and Physiology I, or BIO 252-Anatomy and Physiology II, or BIO 202-Microbiology have been completed prior, the course must be within seven (7) years of admission to the Nursing Program (August for Traditional Option, January for Weekend Option) with a 70 or higher.

### **MATHEMATICS REQUIREMENT:**

- Have completed MTH 125-Intermediate Algebra, OR MTH 133-Technical Math with a 70 or higher OR test at MTH 155-Algebra, Functions and Modeling / MTH 165-College Algebra and Trigonometry within the last two (2) years of application deadline to the Nursing Program (January 30th for the Traditional Option, October 1st for the Weekend Option).
- If MTH 125-Intermediate Algebra or MTH 133-Technical Math I or MTH 155-Algebra, Functions and Modeling / MTH 165- College Algebra and Trigonometry are outside the two (2) year timeframe, must complete ALH 110-Dosage Calculations for Nurses and Other Health Care Professionals with a 70 or higher within the last two (2) years of admission to the Nursing Program (August for the Traditional Option, January for the Weekend Option) OR placement test at MTH 155-Algebra, Functions and Modeling / MTH 165- College Algebra and Trigonometry within the last two (2) years of the application deadline to the Nursing Program (January 30th for the Traditional Option, October 1st for the Weekend Option).
- If MTH courses and/or the ALH 110--Dosage Calculations for Nurses and Other Health Care Professionals course are older than two (2) years, the applicant will be required to take the placement test at MTH 155- Algebra, Functions and Modeling / MTH 165- College Algebra and Trigonometry / MTH 185 - Precalculus or higher OR after all other options have been exhausted, complete the Competency Exam given by the Nursing Department. The applicant must receive a 70 or higher on the Competency Exam which may only take one (1) time within the last two (2) years of application deadline to the Nursing Program (January 30th for the Traditional Option, October 1st for the Weekend Option).
- Successful completion of MTH 185-Precalculus or higher meets the MTH requirement with no timeframe. Completion of High School Pre-calculus with a 70 or higher will also meet this requirement with no timeframe.

### **ENGLISH REQUIREMENT:**

- Placement test at the ENG 101-Research and Composition level or have completed ENG 100-College Composition with a 70 or higher.

### **GRADE POINT AVERAGE:**

- Applicants must have a minimum cumulative GPA of 2.5 or a High School graduation grade average of 75 or higher.

### **ADDITIONAL REQUIREMENTS:**

- If born on or after January 1, 1957, provide proof of immunity to measles, mumps and rubella.
- In addition to the JCC College requirements, submit results of a current physical examination, a Mantoux test (done within 3 months of beginning clinical experience in the Nursing Program), proof of a tetanus immunization (done within the past 10 years), and proof of rubella immunization or results of a rubella titer. These particular requirements may be submitted upon acceptance into the program.
- Present a card of completion in Basic Life Support for Health Care Providers. This certification must be renewed annually and be in effect at the time of acceptance and throughout the Nursing Program. This may be submitted upon acceptance into the program.

### **Readmission to the Program**

Once a student has been unsuccessful in the Nursing Program, they may be readmitted only once. The student must have a GPA of 2.0 for readmission

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

Readmission is subject to approval of the Nursing Admissions Committee. Readmission applicants will be notified after final grades are posted to ensure there are seats available in the course.

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

Once matriculated into the Nursing Program, a student has 4 years to complete the program requirements.

Students reapplying to Nursing 112 A, B or Nursing 231 A, B, or Nursing 232, MUST enroll in the corresponding co-requisite courses in the semester in which they are seeking readmission. If students have passed the co-requisite with a grade of 70 or better, they are still required to enroll and successfully complete the co-requisite.

### **Transfer into the Program**

Students wishing to transfer from another nursing program to Jefferson's nursing program must complete all pre-requisites, complete the application process, be accepted into the program and have a GPA of 2.5 or higher. Jefferson Community College is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN)

3343 Peachtree Road, NE  
Suite 850  
Atlanta, GA 30326  
Phone: 404-975-5000  
Fax: 404-975-5020

[www.acenursing.org](http://www.acenursing.org)

Registered by the NYS Education Department, Office of the Professions

### **Abilities and Skills Required for Nursing**

The following abilities and skills are essential for a student to be successful in the Nursing program and to become employed as a registered nurse.

The student must:

- Lift and carry a minimum of 25 pounds unassisted.

- Sit, bend, reach and/or walk and stand for the work day with one 30-minute meal break.
- Push and pull a patient using appropriate body mechanics.
- Illustrate visual and auditory acuity with or without adaptive devices to complete such assessments including heart and lung sounds and inspection.
- Possess dexterity to successfully manipulate and utilize supplies and equipment such as: syringes, dressings, suctioning equipment, oxygen equipment, and assistive devices.
- Safely lift and transfer patients from stretcher to bed (vice versa) or bed to wheelchair (vice versa) using minimum and maximum assistive techniques.
- Possess the ability to express oneself verbally and in the written word and illustrate good interpersonal skills.
- Possess the ability to successfully calculate mathematical medication problems relevant to clinical situations and appropriately prepare and administer these medications.
- Be able to work in a fast-paced, potentially stressful environment: (a) School – handle stresses of an intense nature in the classroom, laboratory, or clinical setting; (b) Work – possess the flexibility to adjust and react to rapid changes in patient status.
- Maintain a grade of 70 or better in nursing courses and required science courses.

**The deadline for submitting an application for the traditional option is January 30th. The deadline for the weekend option is October 30th.**

All pre-requisites must be completed prior to acceptance into the nursing program.

\* Prospective students who have previous college credits for BIO 106 OR BIO 111 OR BIO 131 OR BIO 251 OR BIO 252 or their equivalents will meet the Biology pre-requisite for the Nursing Program. Required science courses older than seven (7) years at the time of admission (August for traditional option students and January for weekend option students) to the program will need to be repeated regardless of the previous grade.

## Jefferson Community College Nursing Program Student Outcomes

MAY	2014	2015	2016	2017
Graduation Rate	0.42	0.42	0.27	0.35
1st Time Licensure Pass Rate	100%	100%	100%	100%
Job Placement Rate	100%	100%	100%	100%

DECEMBER	2014	2015	2016	2017
Graduation Rate	0.75	0.41	0.38	0.38
1st Time Licensure Pass Rate	100%	100%	100%	100%
Job Placement Rate	100%	100%	100%	100%

### MORE INFORMATION

Marie A. Hess, Ed.D, RN - Interim Chair-Nursing Department  
 mhess@sunyjefferson.edu  
 315-786-2320

Julie Soule, MS, CNS, RN - Weekend Nursing Option Director  
 jsoule@sunyjefferson.edu  
 315-786-2320

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

CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Office Technologies Core Requirements (16 Credit Hours):</b>	
OFC 121: Beginning Keyboarding*	2
OFC 122: Intermediate Keyboarding	2
OFC 126: Business Communications	3
OFC 211: Administrative Software Applications	3
OFC 225: Administrative Support Services	3
OFC 226: Administrative Correspondence	3
<b>Business Core Requirements (12-14 Credit Hours):</b>	
BUS 116: Applied Business Mathematics**	3-4
BUS 125: Managing Information in the Workplace	3
BUS 160: Spreadsheet Applications	3
Business Elective: (Chosen from ACC, BUS, ECO and OFC)	3-4
<b>Liberal Arts Requirement (3 Credit Hours):</b>	
ENG 100: College Composition <b>or</b> ENG 101: Research and Composition	3
<b>TOTAL</b>	<b>31-33</b>
* 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 Stephanie Pierce, Assistant Professor of Office Technologies at (315) 786-2320 or <a href="mailto:spierce@sunyjefferson.edu">spierce@sunyjefferson.edu</a> .	
**May substitute appropriate mathematics course	
<b>HEGIS Code 5005</b>	

## Career Opportunities

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

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

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

According to the U.S. Department of Labor, employment in the administrative, office, and clerical support category is one of the largest occupational areas. Most organizations employ administrative support personnel to handle administrative responsibilities. Employment opportunities are best for individuals with extensive software application knowledge.

Please note that a majority of these courses can be completed 100% online.

## The Program

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

### Student Learning Outcomes:

- Demonstrate the ability to evaluate, create and communicate professional and effective oral and written means of communication (memorandums, letters, fax cover sheets, reports, and agendas)
- Demonstrate 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

## MORE INFORMATION

Stephanie Pierce, Assistant Professor of Office Technologies  
[spierce@sunyjefferson.edu](mailto:spierce@sunyjefferson.edu)  
 315-786-2320

Application and Admissions Information  
 Enrollment Services  
[admissions@sunyjefferson.edu](mailto:admissions@sunyjefferson.edu)  
 315-786-2437 or Toll Free 1-888-435-6522



DEGREE REQUIREMENTS	CREDIT HOURS
<b>Office Technologies Core Requirements (17 Credit Hours):</b>	
OFC 122: Intermediate Keyboarding*	2
OFC 126: Business Communications	3
OFC 211: Administrative Software Applications	3
OFC 222: Integrated Business Applications	3
OFC 226: Administrative Correspondence	3
OFC 275: Office Technologies Internship	3
<b>Administrative Assistant Core Requirements (9 Credit Hours):</b>	
OFC 225: Administrative Support Services	3
BUS 228: Administrative Office Management	3
Business Elective (Chosen from ACC, BUS, ECO and OFC)	3
<b>Business Core Requirements (15 Credit Hours):</b>	
ACC 100: Office Accounting or ACC 101: Accounting Principles 1	3
BUS 116: Applied Business Mathematics**	3
BUS 125: Managing Information in the Workplace	3
BUS 160: Spreadsheet Applications	3
Business/CIS Elective (Chosen from ACC, BUS, CIS, ECO and OFC)***	3
<b>Liberal Arts/Math &amp; Sciences Requirements (21 Credit Hours):</b>	
ENG 101: Research and Composition	3
Liberal Arts Electives	6
Science Elective	3
Science or Math Elective	3
Social Science Elective	3
STA 151: Public Speaking or STA 161: Interpersonal Communication	3
<b>TOTAL</b>	<b>62</b>

\*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 Stephanie Pierce, Assistant Professor of Office Technologies at (315) 786-2320 or [spierce@sunyjefferson.edu](mailto:spierce@sunyjefferson.edu).

\*\* May substitute appropriate mathematics course.

\*\*\*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.

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

**HEGIS Code 5005**

## The Program

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

accounting principles, and supervising office employees. Through this program, students can obtain marketable skills applicable to various careers and industries, as well as cognitive skills transferable to other colleges, employment situations, and life experience.

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

## Student Learning Outcomes:

- Demonstrate the ability to keyboard in correct form business correspondence, which includes letters, interoffice memos, forms, reports, and tables
- Demonstrate the ability to create travel itineraries and expense reports for management.
- Demonstrate utilization of a variety of prevailing Microsoft Office applications such as Word, PowerPoint, Excel, Access, Publisher, and Outlook
- Demonstrate communication, interpersonal, and organizational skills, emphasizing managerial and leadership ability as well as team work
- Develop job readiness skills that include preparing a resume and cover letter, completing an application and communicating effectively in a job interview
- Demonstrate the ability to assess business situations from a manager's perspective

## Career Opportunities

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

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

## Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs.

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

Please note that a majority of these courses can be completed 100% online.

## MORE INFORMATION

Stephanie Pierce, Assistant Professor of Office Technologies  
[spierce@sunyjefferson.edu](mailto:spierce@sunyjefferson.edu) / 315-786-2320

Application and Admissions Information  
Enrollment Services  
[admissions@sunyjefferson.edu](mailto:admissions@sunyjefferson.edu) / 315-786-2437 or Toll Free 1-888-435-6522

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Office Technologies Core Requirements (17 Credit Hours):</b>	
OFC 122: Intermediate Keyboarding*	2
OFC 126: Business Communications	3
OFC 211: Administrative Software Applications	3
OFC 222: Integrated Business Applications	3
OFC 226: Administrative Correspondence	3
OFC 275: Office Technologies Internship	3
<b>Medical Core Requirements (9 Credit Hours):</b>	
OFC 245: Medical Terminology	3
OFC 246: Medical Terminology and Transcription	3
OFC 248: Medical Office Technology	3
<b>Business Core Requirements (15 Credit Hours):</b>	
ACC 100: Office Accounting <b>or</b>	3
ACC 101: Accounting Principles 1	
BUS 116: Applied Business Mathematics**	3
BUS 125: Managing Information in the Workplace	3
BUS 160: Spreadsheet Applications	3
Business/CIS Elective	3
(Chosen from ACC, BUS, CIS, ECO and OFC)***	
<b>Liberal Arts/Math &amp; Sciences Requirements (21 Credit Hours):</b>	
ENG 101: Research and Composition	3
Liberal Arts Electives	6
Science Elective	3
Science or Math Elective	3
Social Science Elective	3
STA 151: Public Speaking <b>or</b>	3
STA 161: Interpersonal Communication	
<b>TOTAL</b>	<b>62</b>
* 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 Stephanie Pierce, Assistant Professor of Office Technologies at (315) 786-2320 or <a href="mailto:spierce@sunyjefferson.edu">spierce@sunyjefferson.edu</a> .	
** May substitute appropriate mathematics course.	
***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.	
Note: Students planning to transfer to a SUNY school are encouraged to meet with their advisor to review appropriate selection of General Education courses. Transfer students should select one Natural Sciences elective, one Mathematics elective, and one Social Science elective from the approved General Education course listing. In addition, students should use the two Liberal Arts electives to select courses from two different categories under the remaining General Education requirements: American History, Western Civilization, Other World Civilizations, the Arts, and/or Foreign Language.	
<b>HEGIS Code 5005</b>	

## The Program

This program is designed to prepare students to provide administrative and clerical support within a healthcare setting. A growing number of medical administrative assistants share in managerial and human resource responsibilities. Students will take courses in medical terminology, healthcare documentation and medical office procedures to include billing and coding. Topics in medical ethics, bookkeeping, medical insurance and claims processing, coding, and policies and procedures are also covered. Students will use current

computer software to process medical documents, simulate scheduling of patients, insurance/billing data entry, and recordkeeping in health offices. Through this Office Technologies program, students can obtain marketable skills applicable to various careers and industries, as well as cognitive skills transferable to other colleges, employment situations, and life experience.

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

## Student Learning Outcomes:

- Demonstrate the ability to keyboard in correct form business correspondence, which includes letters, interoffice memos, forms, reports, and tables.
- Demonstrate utilization of a variety of prevailing Microsoft Office applications such as Word, PowerPoint, Excel, Access, Publisher, and Outlook.
- Identify, spell, and define medically-related terminology such as diagnoses, surgical procedures, and diagnostic procedures common to the anatomical systems.
- Develop job readiness skills that include preparing a resume and cover letter, completing an application and communicating effectively in a job interview.
- Demonstrate the ability to transcribe voice recorded dictation as well as proofread reports with a high degree of accuracy.
- Demonstrate the ability to look up diagnostic and procedural codes using CPT and ICD manuals.

## Career Opportunities

The Medical A.A.S. degree program prepares students for employment in private clinics, group practices, hospitals, nursing homes, therapy centers, research institutions, public health institutions, insurance companies, or for employment wherever a knowledge of medical terminology, professional procedures and ethics are required. Duties may include bookkeeping, billing, scheduling appointments, processing insurance claims, ordering laboratory tests and supplies, receiving, interviewing, and instructing patients, as well as general/administrative office responsibilities. It also provides the student with excellent preparation for secretarial positions in any business.

## Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, Bryant & Stratton College has a partnership with the Jefferson Higher Education Center to provide a bachelor's degree in Health Services Administration. The program is structured to allow students to complete virtually all coursework on the JCC campus and online. Also, a formal agreement exists with Jefferson-Lewis BOCES to offer credit for an Office Technology course: OFC 245 Medical Terminology.

Please note that a majority of these courses can be completed 100% online.

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Liberal Arts Requirements (21 Credit Hours):</b>	
ENG 101: Research and Composition	3
Mathematics Elective	3
Science Elective	3
Humanities Elective	3
Liberal Arts Electives	6
Social Science Elective	3
<b>Business Requirements (16 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
BUS 152: Legal Issues of Small Business	3
BUS 127: Management Communications or PLA 275: Paralegal Internship	3
BUS 206: Legal Information Management and Technology	3
BUS 211: Business Law 1	3
<b>Paralegal Requirements (24 Credit Hours):</b>	
PLA 101: Introduction to Law and Paralegalism	3
PLA 112: Legal Research & Writing	3
PLA 213: Constitutional Law and American Society	3
PLA 211: Civil Litigation	3
PLA 221: Family and Domestic Relations Law	3
PLA 232: Property Law	3
PLA 242: Estates, Wills and Trusts	3
CRJ 102: Criminal Administrative Procedures	3
<b>TOTAL</b>	<b>61</b>
Note: A student who wishes to take the Paralegal Internship must successfully complete the prerequisite course PLA 157: Professional Development and Skills Seminar in the preceding semester.	
<b>HEGIS Code 5099</b>	

## Career Opportunities

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

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

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

## Transfer Opportunities

Although the program is designed to prepare graduates to enter the workforce after completing the Associate degree, many of our graduates choose to pursue a baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with:

- SUNY Canton, Legal Studies, B.T.
- California University of Pennsylvania, Science and Technology with a concentration in Legal Studies, B.S.

## The Program

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

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

### Student Learning Outcomes:

- Demonstrate an understanding of, and be able to effectively utilize, the technology essential for legal applications
- Demonstrate the ability to effectively conduct legal research in order to locate, evaluate, analyze, and apply legal information
- Demonstrate the skills necessary to effectively pursue employment opportunities

## MORE INFORMATION

Larry Covell, Professor of Business, Esq.  
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Application and Admissions Information  
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315-786-2437 or Toll Free 1-888-435-6522

*\*Please note the Paramedic program at JCC is not accepting applications for the 2018-2019 academic year.*

DEGREE REQUIREMENTS	CREDIT HOURS
<b>Paramedic Requirements (34 Credit Hours):</b>	
EMS 180: Paramedic A	9.5
EMS 185: Paramedic B	9
EMS 280: Paramedic C	6.5
EMS 285: Paramedic D	5
EMS 275: Paramedic Capstone Field Internship	3
EMS 290: Paramedic Psychomotor Summative	1
<b>Mathematics &amp; Science Requirements (15 Credit Hours):</b>	
BIO 106: Human Biology or BIO 111: General Biology 1 or BIO 131: Principles of Biology <sup>1</sup>	4
BIO 251: Anatomy and Physiology 1	4
BIO 252: Anatomy and Physiology 2	4
Math Elective (MTH 125 or higher)	3
<b>Humanities Requirements (9 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 218: Technical and Professional Writing	3
STA 101: Fundamentals of Oral Communication or STA 151: Public Speaking or STA 161: Interpersonal Communication	3
<b>Social Science Requirements (3 Credit Hours):</b>	
Social Science Elective <sup>2</sup>	3
<b>Physical Education</b>	1
<b>TOTAL</b>	<b>62</b>
<sup>1</sup> BIO 106: Human Biology recommended	
<sup>2</sup> PSY 133 recommended	
<b>Note:</b> Students must meet the College's residency requirement cited in the College Catalog and on its website.	
<b>HEGIS Code 5299</b>	

## The Program

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

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

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

Program terminal objective: To prepare competent entry level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

## Student Learning Outcomes:

- Communicate effectively verbally and in writing
- Understand human body systems and pathophysiology
- Deliver patient care, including patient assessment and the development and implementation of treatment plans
- Exercise appropriate clinical decision-making and professional behavior
- Understand the roles and responsibilities in the emergency medical services systems

## Career Opportunities

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

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

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

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

## Accreditation

The Jefferson Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs  
25400 US Highway 19 N., Suite 158  
Clearwater, FL 33763  
727-210-2350  
[www.caahep.org](http://www.caahep.org)

To contact CoAEMSP:  
8301 Lakeview Parkway  
Suite 111-312  
Rowlett, TX 75088  
214-703-8445  
FAX 214-703-8992  
[www.coaemsp.org](http://www.coaemsp.org)

*continued on next page*

*\*Please note the Paramedic program at JCC is not accepting applications for the 2018-2019 academic year.*

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some selected academic institutions to develop agreements that help students transfer smoothly. These agreements assist students with selecting courses in their academic program that will transfer effectively to specific baccalaureate programs:

- SUNY Canton, Health Services Management: Health Services, B.T.
- Franklin University, Public Safety Management, B.S.

## Applicants for Admission

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

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

## Applicants for Readmission

- If admissions requirements have changed, students must meet new admission requirements.
- If it is less than 12 months since student has been in the program, the student shall submit a personal statement and updated copies of EMT and CPR cards.
- If student has been out of the program greater than 12 months, the student shall submit a new complete application.
- Applications for readmission should be submitted at least one month prior to the beginning of the semester for which the student seeks readmission.
- Readmission applications will be reviewed by the paramedic program director, in consultation with the program medical director.
- Readmission students will be given the same consideration as first time admitted students.

There are no restrictions on the number of times a student may be readmitted to the paramedic program.

## Advanced Standing Policy

Jefferson Community College recognizes that a standard curriculum for Paramedic education is required by the New York State Department of Health (National Educational Standards). Thus, in compliance with New York State Department of Health guidelines and sound academic practices, credit for prior learning will be granted to New York State Certified EMS providers as follows:

## NYS Certified Paramedics

Students applying to the Paramedic A.A.S. degree program who are current NYS Certified Paramedics will be granted credit for equivalent course work. After providing appropriate documentation (a copy of valid NYS Paramedic card and an official letter mailed directly from the NYS DOH to Jefferson Community College), the student will receive credit for EMS 180 (9.5 credits), EMS 185 (9 credits), EMS 275 (3 credits), EMS 280 (6.5 credits), EMS 285 (5 credits), and EMS 290 (1 credit) for a total of 34 credits.

Paramedics certified in another state, or by the National Registry, will be evaluated on a case by case basis. Individuals should contact the Paramedic Program Director for direction.

## NYS Certified Emergency Medical Technicians

Students applying to the Paramedic Degree program who are current NYS

Certified Emergency Medical Technician will be granted credit for equivalent course work. After providing appropriate documentation (a copy of valid card and an official letter mailed directly from the NYS DOH or National Registry of EMTs to Jefferson Community College), the student will receive credit for EMS 121 (8.5 credits), to be applied towards required free elective coursework.

## Qualifications:

- Complete the Application for Emergency Medical Services Certification (DOH-65), including affirmation regarding criminal convictions
- Successfully complete an approved New York State EMT-B or AEMT course
- Achieve a passing score on the practical and written certification examinations
- Must be at least 18 years of age by the end of the month in which they are scheduled to take the written certification examination
- Knowledge and Skills required show need for high school or equivalent education
- Ability to communicate effectively via telephone and radio equipment
- Ability to lift, carry and balance up to 125 pounds (250 pounds with assistance)
- Ability to interpret oral, written and diagnostic form instructions
- Ability to use good judgment and remain calm in high stress situations
- Ability to be unaffected by loud noises and flashing lights
- Ability to function efficiently without interruption throughout an entire work shift
- Ability to calculate weight and volume ratios
- Ability to read English language, manuals and road maps
- Ability to accurately discern street signs and addresses
- Ability to interview patients, patient family members and bystanders
- Ability to document, in writing, all relevant information in prescribed format in light of legal ramifications of such
- Ability to converse, in English, with coworkers and hospital staff with regard to the status of the patient
- Possesses good manual dexterity with ability to perform all tasks related to the highest quality patient care
- Ability to bend, stoop and crawl on uneven terrain
- Ability to withstand varied environmental conditions such as extreme heat, cold and moisture
- Ability to work in low light situations and confined spaces
- Ability to work with other providers to make appropriate patient care decisions

## MORE INFORMATION

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Application and Admissions Information  
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315-786-2437 or Toll Free 1-888-435-6522

# Paramedic Certificate

*\*Please note the Paramedic program at JCC is not accepting applications for the 2018-2019 academic year.*

CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Requirements (33 Credit Hours):</b>	
EMS 180: Paramedic A	9.5
EMS 185: Paramedic B	9
EMS 280: Paramedic C	6.5
EMS 285: Paramedic D	5
EMS 275: Paramedic Capstone Field Internship	3
EMS 290: Paramedic Psychomotor Summative	1
<b>TOTAL</b>	<b>34</b>
<b>HEGIS Code 5299</b>	

## The Program

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

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

Program terminal objective: To prepare competent entry level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

### Student Learning Outcomes:

- Understand human body systems and pathophysiology
- Deliver patient care, including patient assessment and the development and implementation of treatment plans
- Exercise appropriate clinical decision-making and professional behavior
- Understand the roles and responsibilities in the emergency medical services systems

	May 2015	May 2016	May 2017
Graduate Rate	55%	43%	50%
1st time State exam pass rate	90%	100%	75%
Job placement rate (in the field)	100%	100%	100%

## Career Opportunities

Employment of paramedics is expected to grow much faster than average for all occupations through the year 2024 (Bureau of Labor Statistics, 2014). Much of this growth will occur as positions change from volunteer to paid positions. Also driving the growth will be an expanding population, particularly in older age groups that are the greatest users of emergency medical services, and due to replacement needs in the profession. Most opportunities for paramedics are expected to arise in hospitals and ambulance services.

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

Of the EMT classifications, paramedics provide the most extensive pre-hospital care. Paramedics are trained to care for patients at the scene of an accident

and while transporting patients by ambulance to the hospital under medical direction. They have the emergency skills to assess a patient's condition and manage respiratory, cardiac, and trauma emergencies. Paramedics also administer intravenous fluids, use manual defibrillators, apply advanced airway techniques and equipment, administer drugs orally and intravenously, interpret electrocardiograms (EKGs), perform endotracheal intubations, and use monitors and other complex equipment.

The Jefferson Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs  
25400 US Highway 19 N., Suite 158  
Clearwater, FL 33763  
727-210-2350  
[www.caahep.org](http://www.caahep.org)

To contact CoAEMSP:  
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Suite 111-312  
Rowlett, TX 75088  
214-703-8445  
FAX 214-703-8992  
[www.coaemsp.org](http://www.coaemsp.org)

### Applicants for Admission

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

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

**Paramedic Program Readmission Procedure and Qualifications - see page 83.**

## MORE INFORMATION

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315-786-2437 or Toll Free 1-888-435-6522

CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Physical Education Requirements (17 Credit Hours):</b>	
PED 201: Introduction to Physical Education	3
PED 202: Sports in Society	3
HEA 101: Personal and Community Health	3
HEA 110: Responding to Emergencies	3
Team/Individual PE Activities and/or Athletic Team Participation	5
<b>English Requirements (6 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
<b>Humanities Requirements (3 Credit Hours):</b>	
STA 151: Public Speaking	3
<b>Social Sciences Requirements (6 Credit Hours):</b>	
SOC 144: Introduction to Sociology	3
PSY 133: Introduction to Psychology	3
<b>Math and Science Requirements (11 Credit Hours):</b>	
MTH 144: Elementary Statistics <b>or</b> MTH 174: Math Probability and Statistics	3
BIO 106: Human Biology <b>or</b> BIO 111: General Biology 1 <b>or</b> BIO 131: Principles of Biology 1	4
BIO 221: Survey of Anatomy and Physiology <b>or</b> BIO 251: Anatomy and Physiology 1 <b>or</b> BIO 252: Anatomy and Physiology 2	4
<b>General Education Requirements (12 Credit Hours):</b>	
American History HIS 150: American History to 1877 <b>or</b> HIS 151: American History 1877 to Present	3
Western Civilization HIS 111: History of Western Civilization 1 <b>or</b> HIS 112: History of Western Civilization 2	3
Art Elective*	3
Music Elective*	3
<b>Free Electives</b>	6
<b>TOTAL</b>	<b>61</b>
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.	
*Chosen from the SUNY General Education Course List	
<b>HEGIS Code 5299.30</b>	

## The Program

The purpose of this A.S. program is to prepare students to transfer into a baccalaureate-level study in Physical Education. Accordingly, this curriculum provides a foundation that will advance future educators' mastery of content. The curriculum meets requirements to provide the lower division coursework to fulfill the SUNY General Education requirements. The Physical Education A.S. program is a transfer degree, designed to be the first two years of a 4+ year education. This program is intended for students who plan to transfer to another college or university, perhaps continuing through a graduate degree or higher.

## Student Learning Outcomes:

- Meet all SUNY General Education Requirements and up to 41 credits in general education
- Recite and test the five components of fitness
- Recite the seven dimensions of wellness

## Career Opportunities

This Physical Education, A.S. degree program is a transfer degree, designed to be the first two years of a baccalaureate degree, leading to a career as a physical education or health education teacher, fitness instructor, athletics coach or recreational therapist and also can lead to careers in sport science, exercise physiology or athletic training. According to US Department of Labor statistics, the overall employment for teachers at any level will grow as fast as the average for all occupations over the next ten years, with more opportunities in states that are growing in population, and in cities as opposed to rural areas.

Career placement immediately following completion of the associate's degree is also an option. A graduate with the associate's degree, combined with other appropriate certifications, may find employment at state or city parks and recreation departments, resorts with activities or fitness facilities, wellness centers, YMCA's and fitness centers or become a personal trainer, youth coach or fitness equipment salesperson. These jobs may be seasonal and may pay at or slightly above minimum wage.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. Jefferson has partnered with some select academic institutions and developed agreements that help students transfer smoothly to specific baccalaureate programs. Currently, formal agreements exist with SUNY Cortland and SUNY Brockport. Students can also transfer to out of state schools or private colleges and universities such as Pennsylvania State, Springfield College, Salisbury State University, Slippery Rock University, Canisius College, United States Sports Academy and University of South Carolina.

## MORE INFORMATION

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DEGREE REQUIREMENTS	CREDIT HOURS
<b>Business Requirements (28 Credit Hours):</b>	
ACC 101: Accounting Principles 1	4
CIS 110: Introduction to Computing and Applications	3
ECO 101: Macroeconomics	3
ECO 102: Microeconomics	3
BUS 112: Introduction to Business	3
BUS 124: Marketing	3
BUS 131: Principles of Management	3
BUS 211: Business Law 1	3
BUS 226: Introduction to Finance	3
<b>Sports Management Requirements (9 Credit Hours):</b>	
BUS 102: Foundations of Sports Management	3
BUS 202: Sport and Society	3
BUS 204: Leadership for Sports Professionals	3
<b>Liberal Arts Requirements (25 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
STA 151: Public Speaking	3
MTH 155: Algebra, Functions & Modeling <b>or</b> MTH 185: Precalculus Mathematics <b>or</b> higher	3
<b>Humanities Elective*</b>	3
<b>Social Science Elective**</b>	3
<b>Lab Science Elective***</b>	4
<b>Liberal Arts Elective****</b>	3
<b>Physical Education</b>	2
<b>TOTAL</b>	<b>64</b>
*Select from the Arts (A) or Foreign Language (FL) General Education Course Lists	
**Select from American History (AH), Western Civilization (WC), or Other World Civilization (OWC) General Education Course Lists	
***Select from Natural Sciences General Education Course Lists	
****Select from the General Education Course Lists	
<b>HEGIS Code 5099</b>	

## The Program

The Sports Management A.S. is a generalist business program with specific core courses in sports management disciplines. Coursework includes Accounting, Economics, and Marketing, as well as a solid grounding in various areas of general education. The Sports Management A.S. program is a transfer degree, designed to be the first 64 credits of a 4+ year business education. This program is intended for students who plan to transfer to another college or university, perhaps continuing through a graduate degree or higher. The curriculum is designed to let graduates be successful in any sports management or business transfer program, regardless of the transfer school chosen.

Students who plan to transfer to a SUNY college may use the Liberal Arts Electives to fulfill any of the following five SUNY General Education Requirements: A (Arts), AH (American History), FL (Foreign Language), OWC (Other World Civilizations), WC (Western Civilization).

## Student Learning Outcomes:

- Demonstrate an understanding of, and be able to effectively utilize, the technology essential for business applications
- Demonstrate the ability to locate, evaluate, analyze, and apply information to make effective business decisions
- Demonstrate understanding of the four functions of management as they relate to Sports Management specifically
- Successfully meet the SLO's for 7 of the 10 SUNY General Education Requirements

## Career Opportunities

Graduates from this program who continue with their sports management education may enter the exciting world of professional or college sports as Event Coordinators, Facility Managers, Sport Marketers, Inside Sales Representatives, Corporate Partnership Developers, and Athletic Administrators to name a few.

## Transfer Opportunities

As a graduate of Jefferson, you will have many transfer opportunities to consider and will be able to choose from a wide variety of colleges and universities to pursue your baccalaureate degree. The sports management curriculum was designed for seamless transfer to the sports management baccalaureate programs at SUNY Canton and SUNY Cortland, and will facilitate transfer to the sports management baccalaureate programs at SUNY Brockport and Cazenovia College, among other programs.

## MORE INFORMATION

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 315-786-2437 or Toll Free 1-888-435-6522



CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Requirements (24-25 Credit Hours):</b>	
ENG 101: Research and Composition	3
ENG 102: Literature and Composition	3
PSY 133: Introduction to Psychology	3
PSY 220: Child and Adolescent Development	3
HIS 150: American History to 1877 <b>or</b> HIS 151: American History 1877-Present	3
STA 151: Public Speaking	3
MTH 148: Mathematical Reasoning for Elementary Teachers 1	3-4
EDU 210: Principles of Education	3
<b>TOTAL</b>	<b>24-25</b>
Note: All certificate requirements also apply to Jefferson's A.A. Childhood Education degree program.	
<b>HEGIS Code 5503</b>	

## The Program

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

### Student Learning Outcomes:

- Demonstrate the ability to communicate effectively for diverse purposes and audiences, and the ability to find, evaluate, and credit accurately authoritative sources
- Demonstrate knowledge of the history, conventions, and best practices within the field of education
- Demonstrate knowledge of major milestones and principles of physical, cognitive, and socio-emotional development in childhood

## Career Opportunities

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

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

## MORE INFORMATION

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CERTIFICATE REQUIREMENTS	CREDIT HOURS
<b>Winery Management and Marketing Requirements (11 Credit Hours<sup>1</sup>):</b>	
HOS/WIN 155: Enology	3
HRM 152: Wine Appreciation and Selection	3
HOS/WIN 154: Viticulture	2
AGB Elective <sup>3</sup> or WIN Elective	3
<b>Core Requirements (9-11 Credit Hours<sup>2</sup>):</b>	
HOS, HRM, CUL*, BUS, or ACC electives	6-8
AGB <sup>3</sup> , HOS, HRM, CUL* elective	3
<b>Free Elective</b>	6
<b>TOTAL</b>	<b>26-28</b>
<sup>1</sup> Some HOS, HRM or CUL electives are only 2 credits-make sure you have fulfilled a minimum of 11 credits from this section	
<sup>2</sup> Some HOS, HRM, CUL, BUS, or ACC electives are 2-4 credits-make sure you have fulfilled a minimum of 9-11 credits from this section	
<sup>3</sup> Recommended AGB Electives	
AGB/WIN 100 Northern New York Agriculture	Credits 3
AGB 111 Survey of Agribusiness Technologies	1
AGB 109 Survey of Horticulture Industry Applications	2
AGB 207-Marketing and Sales of Agricultural Products	3
AGB 231 Agriculture Law and Regulations	1
*Some CUL courses carry fewer than 3 credits and do not fill this requirement.	
<b>HEGIS Code 5011</b>	

## The Program

The Winery Management and Marketing Certificate is comprised of 26-28 credits including five courses specific to winery operations: Introduction to Winery Operations, Winery Management and Marketing, Wine Appreciation and Selection, Viticulture and Enology. Electives in business, accounting, culinary, hospitality and hotel restaurant management, plus six credits of free electives allow students the flexibility to tailor coursework to fit their desired career path within the winery industry. Graduates will be prepared for immediate employment in the wine making and marketing industry in Northern New York. Students choosing to continue their education can apply the courses earned in the Certificate to meet the requirements of an associate of applied science (A.A.S.) degree in Hospitality and Tourism.

## Student Learning Outcomes:

- Understand how to develop an effective business model for a winery operation
- Understand and apply the basic, legal, financial, human resource, ethics, and other management issues critical for successful winery operation
- Understand the characteristics of successful grape varieties, site selection and layout for a vineyard
- Develop an understanding and appreciation of varietals of wine around the world and their unique characteristics, styles, food pairings, and service

## Career Opportunities

The Winery Management and Marketing Certificate prepares students for careers in the wine production industry which is growing both in the North Country region and statewide. The program was developed in response to workforce training needs expressed by the NNY Grape Growers Association and the Small Business Development Center.

Currently, eleven wineries operate in Jefferson, Lewis and St. Lawrence Counties and a new winery in Clayton is set to open in May 2016.

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. With an average of six employees engaged in wine tasting, wholesale and retail activities per location, it is expected that up to 100 jobs could open in winery management in the next decade.

## MORE INFORMATION

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DEGREE REQUIREMENTS HOURS	CREDIT
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<b>Zoo Technology Requirements (25 Credit Hours):</b>	
ZOO 114: Domestic Animal Industries <sup>1</sup>	2
ZOO 115: Zoo 1: Evolution of Zoos	1
ZOO 116: Zoo Clinical 1	1
ZOO 118: Animal Ethics & Welfare	1
ZOO 125: Zoo 2: Record Keeping & Regulations	1
ZOO 126: Zoo Clinical 2	2
ZOO 205: Behavioral Husbandry	1
ZOO 215: Zoo 3: Exhibit Design & Maintenance	1
ZOO 216: Zoo Clinical 3	2
ZOO 220: Zoo Conservation	2
ZOO 225: Zoo 4: Action Project Experience	1
ZOO 226: Zoo Clinical 4	2
ZOO 250: Introduction to Veterinary Science	2
ZOO 275: Animal Management Internship 1 <sup>2</sup>	3
ZOO 276: Animal Management Internship 2 <sup>2</sup>	3
<b>Mathematics &amp; Science Requirements (22 Credit Hours):</b>	
BIO: Advised Elective <sup>3</sup>	4
BIO 121: Animal Nutrition	2
BIO 122: Aquarium Science	2
BIO 217: Vertebrate Biology 1	4
BIO 218: Vertebrate Biology 2	4
BIO 223: Animal Behavior	3
MTH 144: Elementary Statistics or higher	3
<b>Liberal Arts Requirements (12 Credit Hours):</b>	
STA 151: Public Speaking	3
ENG 101: Research and Composition <sup>1</sup>	3
Social Science Elective <sup>4</sup>	3
ENG 102: Literature and Composition or ENG 218: Technical and Professional Writing	3
<b>Computer Information Systems Requirements (3 Credit Hours):</b>	
CIS 110: Introduction to Computing and Applications	3
<b>Free Elective <sup>5</sup></b>	2
<b>TOTAL</b>	<b>64</b>

<sup>1</sup> Course will transfer into Canton Veterinary Technician Program (may have program co requisites though)

<sup>2</sup> ZOO 275 & ZOO 276 Internships can be done by directed study in Semester 2, Summer Semester, or Semester 3

<sup>3</sup> Chosen from the following Biology courses with the assistance of an advisor: BIO 111, BIO 112, BIO 131<sup>1</sup>, BIO 132. BIO 112 is the **preferred** choice

<sup>4</sup> Recommend PSY 133 Introduction to Psychology; PSY 133 will transfer to Canton Veterinary Technician Program

<sup>5</sup> Recommend general education course; depending on choice, course may transfer to Canton Veterinary Technician Program

**HEGIS Code 5403**

## The Program

Follow this link to take the Zoo Technology Informational Survey and learn about Jefferson's Zoo Technology Degree Program!

This degree program provides students with the basic skills, experiences and knowledge required for a career as a progressive zookeeper or zoo educator in modern zoological parks. The program is a specialized, practical, cost-effective, foot-in-the-door to the zoo field for graduates of general 2 or 4-year programs, or for students that are attending college for the first time and have met the basic prerequisites. Students are prepared for an entry-level keeper position through a combination of classroom studies and rare hands-on experience at our partner zoos.

The Program provides students with a realistic perspective of the duties and profession of zookeeper by offering hands-on experience with domestic and exotic animal care through clinical laboratories and internships at multiple animal facilities such as the New York State Zoo at Thompson Park (Watertown) and the AZA-accredited Rosamond Gifford Zoo at Burnet Park (Syracuse). 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. Internships at other zoos are required as part of the curriculum. Additional general education courses add breadth to the Program. To learn more about the Zoo Technology program, visit [www.sunyjefferson.edu](http://www.sunyjefferson.edu).

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

### Student Learning Outcomes:

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

### Career Opportunities

In zoos and aquariums, the zookeepers have a critical role in the care and welfare of the animals and as the animals' ambassadors to the public. Keepers 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.

On a daily basis, zookeepers are directly responsible for the care of the animals and their enclosures. All keepers clean animal areas, provide essentials such as feed and water to animals, and monitor the behavior of animals. They also provide the animals with enrichment activities to support physical and psychological health. Zookeepers 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. Keepers 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 provide care for animals. Salaries for zoo and aquarium employees vary depending on the institution and its location. Institutions located in metropolitan areas generally offer higher salaries.

The SUNY Jefferson Zoo Technology A.A.S. degree program will provide students 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. The degree can also serve as a practical compliment to a previously earned degree or as a stepping stone for further study in bachelor degree programs in biology.

This program does not prepare students to become licensed veterinary technicians.

## Transferring to Jefferson:

The Zoo Technology Program is composed of three types of courses: general education courses, specialized biology courses, and zoo technology courses.

- Specialized biology or zoo technology courses are unlikely to transfer as they are very unique.
- General college-level coursework in general biology, math, English, micro-computers, public speaking, social science is likely to transfer if the courses are similar to the program requirements. There is also a general elective course requirement that can be met by a wide variety of transfer courses.
- As part of the application process, you will be asked to send academic transcripts that will be assessed to determine if transfer credit can be granted.

## Transferring from Jefferson:

The Zoo Technology program is not designed to be a transfer program, although many graduates do continue their studies. Furthering your education is a good idea that can help in a competitive job market and with advancement within the hierarchy of a zoo.

Degrees in veterinary medicine (including veterinary technician) are different academic paths. A general Math/Science degree will provide a more direct route until ready to transfer; although some students opt to complete the Zoo Technology degree to gain animal experience or in combination with a veterinary technology degree to better prepare them for working in a zoo's hospital.

Transfer to a bachelor's program such as biology should be planned carefully. The Zoo Technology program is very full and provides very little opportunity for students to take preparatory coursework such as chemistry, physics, etc. Sometimes it may be necessary to take an extra year to take science and general education coursework that is not provided in the Zoo Technology program.

## Procedures for Admission to the Program

There is a two-step process to apply to the Zoo Technology program.

1. Apply to Jefferson Community College through the general admission process. Applicants must meet the admission standards established by the College.
2. Apply to the Zoo Technology program at Jefferson by submitting a Zoo Technology application. Specific instructions are available on the application form. Applications are reviewed competitively based on academic preparation, experience and motivation. Students may apply or re-apply at anytime. Successful applicants will need to begin the core program courses in Fall semester.

An applicant for admission to the Animal Management Program must at minimum:

1. Complete the Jefferson Community College application for admission and the Zoo Technology Supplemental Application.
2. Be a high school graduate or have an equivalency diploma. Applicants who are not high school graduates or have not graduated from a recognized high school must meet JCC's Admission Requirements.
3. Submit high school transcripts, GED test scores, and/or college transcripts.
4. 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.
5. Have CPT placement at the ENG 100 level or higher or have successfully completed ENG 099 prior to the first semester of Zoo Technology.
6. Have CPT placement at CLS 101 level or no reading required.
7. Have completed all prerequisites prior to start of the Zoo Technology program.

## Sequential Nature and Continuation in the Program

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

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

## Readmission to the Zoo Technology Program

1. Students must apply for readmission to the Zoo Technology program by submitting a Zoo Technology program supplemental application. The deadline for re-applying students to submit an application is the same as for first-time applicants.
2. Once a student has been unsuccessful in the Zoo Technology program, s/he may be readmitted only once.
3. Any student who seeks readmission to the Zoo Technology program must meet program requirements in effect at the date of re-entry.
4. Readmission is subject to approval of the zoo technology faculty.
5. Except for the circumstances specified above, zoo technology students are governed by general College regulations regarding academic standing.

## MORE INFORMATION

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

# Course Descriptions

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

Please note that courses are offered every academic year unless otherwise indicated at the end of the course description. These designations are general projections and may be modified according to demand. Semester subject listings, prepared by the Registrar and available at registration periods, provide information regarding the availability of courses for specific periods. If students want to look in detail at any course offering, the course outline is available in divisional offices. The curricula offered by the College require certain Liberal Arts core courses in the areas of Humanities, Social Science, and Science or Mathematics. The following indicates areas of study acceptable in meeting these requirements. Physical education activity and fitness-based coursework may be applied to fulfill free elective requirements unless limited by the degree program.

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

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

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

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

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## ACCOUNTING (ACC)

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### ACC 100 Office Accounting

This course is designed to provide career, secretarial students with a basic understanding of accounting fundamentals as practiced in almost any business office. Students completing this course will have an understanding of Generally Accepted Accounting Principles as applied in both service and merchandising businesses. ACC 100 is not open to students who have completed ACC 101 or above. 3 cr. 2 Lec./2 Lab. Prerequisite: None. (per Departmental Standards Version of ACC 100 approved by Curriculum Committee on 9/14/17)

### ACC 101 Accounting Principles 1

This course is designed to give the accounting and non-accounting major an understanding of basic accounting principles and practices as they apply to the sole proprietorship. Special emphasis will be placed on: the theory of debits and credits; the accounting cycle; merchandise and service operations; prepaid expenses; unearned revenues and accruals; accounting systems; internal controls; cash; receivables; trading securities; inventory valuation and ethics in the accounting profession. Prerequisites: None. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 101, approved by Academic Affairs on 05/15/2014)

### ACC 102 Accounting Principles 2

This course will continue the discussion of financial accounting topics presented in ACC 101 and expand into managerial accounting topics. Financial accounting topics to be covered include: property, plant and equipment acquisition, depreciation, and disposal; natural resources; intangible assets; payroll and current liabilities; concepts and principles; corporation formation, operation, and liquidation; long-term liabilities; statement of cash flows; analyzing financial statements; and ethics in the accounting profession. Managerial accounting topics to be covered include: managerial accounting terminology; manufacturing firms' reports; cost behavior analysis; cost-volume-profit analysis; and budgetary preparation. Prerequisite: ACC 101. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 102, approved by Academic Affairs on 09/25/2008)

### ACC 157 Prof Development and Skills

This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses

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

### ACC 201 Intermediate Accounting 1

This course is designed to expand the student's knowledge of accounting theory, concepts, standards, and generally accepted accounting principles required for reporting the operating results and financial position of business entities. Special emphasis will be placed on: present and future value concepts, receivables, inventories, temporary investments and ethics in the accounting profession. Prerequisite: ACC 102 and Co/Pre Requisite BUS 160. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 201, approved by Academic Affairs on 05/15/2014)

### ACC 202 Intermediate Accounting 2

This course is designed to further expand the student's knowledge of accounting theory, concepts, standards, and generally accepted accounting principles required for reporting the operating results and financial position of business entities. Special emphasis will be placed on the reporting of non-current assets, current and long-term liabilities, stockholders' equity, earnings per share, cash flows and ethics in the accounting profession. Prerequisite: ACC 201. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 202, approved by Academic Affairs on 09/25/2008)

### ACC 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. (Per Departmental Standards Version of ACC 207, approved by Academic Affairs on 09/25/2008)

### ACC 208 Cost Accounting

This course is designed to further expand the student's knowledge of management accounting to explore cost accounting concepts used by

manufacturing, service, and merchandising entities. Topics to be covered include cost planning, cost accumulation and assignment procedures, cost control, cost reports, and cost analysis. This course places emphasis on the relationship between planning and controlling costs. Moreover, the importance of using cost accounting as a management tool will be emphasized. Prerequisite: ACC 209. 4 cr. 4 Lec. (Per Departmental Standards Version of ACC 208, approved by Academic Affairs 05/15/2014)

### **ACC 209 Management Accounting**

This course is designed to expand the student's knowledge of financial accounting to include management accounting concepts used by manufacturing, service, and merchandising entities. Topics to be covered include: cost behavior, cost management concepts, cost-volume-profit analysis, differential cost analysis, capital investment decisions, budgeting, inventory management, profitability analysis, and quality costing. This course places emphasis on the relationship between planning and controlling costs. Moreover, the importance of using management accounting as a decision making tool will be emphasized. Prerequisite: ACC 101. Pre or Co-Requisite: BUS 160. 3 cr. 3 Lec. (Per Departmental Standards Version of ACC 209, approved by Academic Affairs on 05/15/2014)

### **ACC 220 Accounting Information Systems**

This course provides an introduction to accounting information systems. The course presents the principles of systems concepts in an accounting environment and approaches to systems analysis. Special emphasis will be placed on computer and manual accounting systems, accounting cycle, internal controls, and ethics in the accounting profession. Experience in using the computer will be provided with laboratory assignments utilizing a general ledger accounting software package. Prerequisite: ACC 102 and BUS 160. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of ACC 220, approved by Academic Affairs on 09/25/2008)

### **ACC 275 Accounting Internship**

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Completion of the Professional Development and Skills Seminar (ACC 157 with a C or better), and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor, and completion of ACC 101 and 102 with at least a B average in each course and approval from Accounting faculty. 3 cr. 1 Lec./6 Lab. (Departmental Standards Version of ACC 275 - approved by Curriculum Committee 2/25/16)

## **AGRI-BUSINESS (AGB)**

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### **AGB 100 Northern New York Agriculture**

This course introduces the diversity of Agriculture in Northern New York, and its economic impact in the region. Topics include; agriculture technology, agronomy, environmental issues, animal care systems, public perception of the industry, production agriculture, food security and safety, value added agriculture, biofuels, agro-tourism, and the economics of agriculture. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of AGB100, approved by Academic Affairs on 12/10/2013)

### **AGB 105 Grow-Prep-Eat: From Farm to Table**

This course is designed to give students an integrated understanding of the food and agricultural industry and introduce the field to fork concepts of integrated food systems. Students will have the opportunity to celebrate the foods and flavors of each season by utilizing fresh ingredients from local farms. Grow-Prep-Eat will also cover a broad array of sustainability issues with emphasis on on-site visits with local practicing farmers, and dairy producers and processors including those involved in sustainability issues

dealing with food safety, water and waste systems, food politics, food globalization issues, food marketing and local food movements. Prerequisite: None. 3 cr. 2 Lec. 3 Lab. (Per Departmental Standards Version for AGB 105, approved by Academic Affairs on 12/10/2013)

### **AGB 109 Survey of Hort 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. 2 cr. 2 Lec. (Per Departmental Standards Version of AGB 109, approved by Academic Affairs on 12/10/2013)

### **AGB 111 Survey of Agri-Business Technologies**

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

### **AGB 207 Marketing and Sales of Agricultural Products**

This course is designed to develop student knowledge and skills in agricultural sales and marketing. Student's will examine the essential marketing functions of buying, selling, transportation, storage, financing, standardization pricing and risk bearing faced by farms and agri-businesses. This course builds on concepts developed in BUS 124 or WIN 201, HOS 201 or HRM 201 or BUS 201 with a specific focus on the marketing and sales of goods from the food and fiber system. Prerequisites: BUS 124 or WIN 201 or HOS 201 or BUS 201 or HRM 201. 3 cr. 3 Lec. (Per Departmental Standards Version of AGB 207, approved by Academic Affairs on 12/10/2013)

### **AGB 209 Trends in Agriculture**

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

### **AGB 231 Agriculture Law and Regulations**

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

### **AGB 275 Agri-Business Internship**

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisite: Completion of the Professional Development and Skills Seminar (AGB 157 with a C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor and in good academic standing with a GPA of 2.5 or above in agribusiness course core and approval from Agribusiness Faculty. 3 cr. 1 Lec, 6 Lab. (Per Departmental Standards Version of AGB 275, approved by Curriculum Committee on 2/25/16)

## **ALLIED HEALTH (ALH)**

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### **ALH 110 Dosage Calculations for Nurses/Other Health Care Providers**

This course begins with the study of systems of measurements and conversions between the systems used for dosage calculations. Equipment used in medication administration, drug orders, labels and abbreviations are explored. Dosage calculations for all routes of administration are addressed, and include oral tablets, capsules and liquids, parenteral medications, intravenous flow rates and infusion times. Methods for calculating critical care medications, such as IV push and titrated IV medications, calculating dosage by weight and evaluating safe dosage are presented. Methods for calculating injectable medications from powder form are included. There is emphasis throughout the course on application of critical thinking skills to medication administration. Prerequisites: Math 098 or CPT placement into MTH 125 or higher. 2 cr. 2 Lec. (Per Departmental Standards Version of ALH 110, approved by Academic Affairs on 2/26/15)

### **ALH 145 Intro to Medical Terminology**

In this introductory course, students will learn terms utilized in the medical field. Spelling, pronunciation, abbreviations, and the definition of symbols will be emphasized. 1 cr. 1 Lec. (Departmental Standards Version of ALH 145 - approved by Academic Affairs on 3/12/98)

### **ALH 150 Alternatives in Healing**

Concepts of health and wellness will be discussed from the view points of cultural influences and attitudes about these conditions. Examination will be made of such traditional and non-traditional healing methods as herbal medicine, nutrition, chiropractic, meditation and stress reduction, acupuncture, aromatherapy, and homeopathic. The root causes of healing and preventive measures will be emphasized. Prerequisites: High school biology, college level biology or permission of the instructor. 3 cr. 3 Lec. (Per Departmental Standards Version of ALH 150 - approved by Academic Affairs 12/9/99)

## **ANTHROPOLOGY (ANT)**

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### **ANT 141 Introduction to Anthropology**

This course is a survey of the major fields, theories, and methods of anthropology. Human physical evolution, the archeological record of cultures, linguistics, methods of subsistence, and social institutions in comparative perspectives are among the topics to be studied. Prerequisites: None. 3 cr. 3 Lec. (Departmental Standards Version of ANT 141 - approved by Academic Affairs on 09/27/2012) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **ANT 143 Cultural Anthropology**

This course is a general survey of the theories and methods of cultural anthropology. A holistic perspective is used to study the diversity of adaptations to physical and social environments. Emphasis will be placed upon cultural systems including language; technology and economy; stratification; family, kinship, and gender; legal and political systems; personality; religion; the arts; and cultural change. 3 cr. 3 Lec. (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 Civilization

## **ART (ART)**

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### **ART 104 Digital Photography**

This course will be an introduction to the art of digital still photography. In this course, students will learn to use a digital camera, how to optimize images using Photoshop and how to print and present their work. Students must have access to a digital camera. 3 cr. 3 Lec. (Per Departmental Standards Version of ART 104, approved by Academic Affairs on 5/17/05) This course fulfills the following SUNY General Education learning outcome: The Arts

### **ART 113 History of Western Art 1**

This course is a survey of Western art from the prehistoric through the Medieval periods concentrating on architecture, sculpture, painting and related arts. Images and concepts from other cultures may be introduced for comparison. Works of art will be discussed in relationship to their historical context; there will also be analysis of artistic developments and techniques as they affect style. No prerequisite. 3 cr. 3 Lec. (Per Departmental Standards Version of ART 113, approved by Academic Affairs on 4/25/01) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities

### **ART 114 History of Western Art 2**

This course is a survey of Western art from about 1300 to 1800, concentrating on painting, sculpture, architecture, and related arts. Images and concepts from other cultures may be introduced for comparison. Works of art will be discussed in relationship to their historical context; there also will be analysis of artistic developments and techniques as they affect style. No prerequisite. 3 cr. 3 Lec. (Per Departmental Standards Version of ART 114, approved by Academic Affairs on 4/25/01) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities

### **ART 115 Art Appreciation 1**

Designed to make the student cognizant of our visual and visually-minded world. Particular emphasis will be on the process of perception; on purposes, functions, and status of art and artist in various periods of Western and Eastern Civilizations; and on the concepts of Modern Art. Lectures and discussions around audio-visual presentations will alternate with studio sessions where the student will experiment in various art media. (Alternate Academic Years) 3 cr. 2 Lec. 1.5 Studio This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities

### **ART 117 Basic Drawing**

ART 117 is a studio course concentrating on drawing. Instruction is given in the fundamental principles of drawing based on observation and imagination. Topics will include composition, value, line, space, textures, gesture, and proportion. 3 cr./4 studio (Departmental Standards Version of ART 117) This course fulfills the following SUNY General Education learning outcome: The Arts

### **ART 118 Basic Painting**

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

### **ART 125 Three-Dimensional Design**

Three-Dimensional Design is a studio course concentrating on expanding student knowledge of space as it relates to the physical world. Instruction is given in the fundamental elements and principles of design, as well as the artistic use of form, structure, space, volume, mass, plane and line. Emphasis will be placed on developing critical thinking skills in order to solve three-dimensional design problems. Media will vary, but will include materials that lend themselves to additive and subtractive methods. Materials may include found objects and prefabricated materials, joining materials, modeling and carving supplies. Prerequisite: None. 3 cr. 4 studio hrs. (Per Departmental Standards Version, approved by Academic Affairs Committee on 10/11/12) This course fulfills the following SUNY General Education learning outcome: The Arts

### **ART 131 Ceramics 1**

The goal of this course is to teach students the basic skills in the use of clay. Coil building, slab construction and wheel-thrown work will be emphasized. A strong foundation in the use of glazes, clays and firing procedures will also be provided. There will also be a unit on various firing techniques. The history

of ceramic arts will be studied, focusing on a number of influential people in the field both past and present. 3 cr. 4 Studio. This course fulfills the following SUNY General Education learning outcome: The Arts

### **ART 204 Digital Photography 2**

This is an intermediate course in Digital Photography taught within a fine arts context. Historic and contemporary photographic concepts, methods and techniques are explored through thematic creative projects and research. Interdisciplinary, experimental, and collaborative approaches to photography are encouraged. Students must have access to a digital camera. Prerequisite: ART 104 or permission of the instructor. 3 cr. 4 lec/lab. (Per Departmental Standards for ART 204, approved by Academic Affairs 04/15/2010)

### **ART 217 Intermediate Drawing**

ART 217 is a studio course concentrating on portraiture and figure drawing. This course will continue the development of technical skills, exploration of various materials, and artistic expression. Topics will include but are not limited to gesture drawing, figure-ground relationships and composition. Prerequisite: ART 117, Basic Drawing. 3 cr. 4 Studio. (Per Departmental Standards Version of ART 217, approved by Academic Affairs on 4/5/00)

### **ART 232 Ceramics 2**

ART 232 is a studio course designed to allow students to continue building skills working with clay. In addition, students will learn about the engineering, firing, and glazing of clay. While all areas of claywork will be developed, each student will pick an area of emphasis. Students will mix their own glazes, fire the kilns, and continue to study the history of the ceramic arts. Prerequisite: ART 131, Ceramics. 3 cr. 4 Studio. (Per Departmental Standards Version of ART 232, Ceramics 2, approved by Academic Affairs on 11/30/98) This course fulfills the following SUNY General Education learning outcome: The Arts

### **ART 242 Color Line and Design**

ART 242 is a studio & lecture course concentrating on 2-dimensional design and color concepts. Instruction is given in the principles of design, with emphasis on both fine arts and applied arts. Topics will include the expressive qualities of line, value, abstraction, composition, color mixing and color theory. 3 cr. 4 Studio (Per Departmental Standards Version of ART 242, approved by Academic Affairs on 2/7/03) This course fulfills the following SUNY General Education learning outcome: The Arts

## **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. 3 cr. 3 Lec. (Per Departmental Standards Version of ASL 121, approved by Academic Affairs on 3/13/02) This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **ASL 122 American Sign Language 2**

American Sign Language 2 is the second in a series of related courses and will continue in depth the study of manual communication techniques, fingerspelling, vocabulary (lexicon), conceptualization, topicalization, and the grammar and syntax of American Sign Language. Receptive skills (reading of signs and fingerspelling) and expressive skills (signing and fingerspelling a person's own thoughts) are also emphasized, as is a more in-depth study and exposure to Deaf Culture and the Deaf Community. Prerequisites: ASL 121, American Sign Language I. 3 cr. 3 Lec. (Per Departmental Standards Version of ASL 122, approved by Academic Affairs on 3/13/02) This course fulfills

the following SUNY General Education learning outcome: Foreign Language

## **BIOLOGY (BIO)**

### **BIO 105 Environmental Biology**

This introductory course investigates biological and ecological processes and principles. Topics include energy flow, community and population dynamics, air and water quality issues, and the human impact on natural resources. This course incorporates discussion and analysis of current environmental issues on local, regional, and global scales. BIO 105 is not open to students who have completed BIO 112, 132, or 201. Not recommended for students enrolled in REA 099, MTH 090, MTH 095, MTH 096, or MTH 097. Prerequisites: ENG 100 or equivalent. 3 cr. 3 Lec. (Per Departmental Standards Version of BIO 105, approved by Academic Affairs on 5/17/05) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **BIO 106 Human Biology**

This course provides fundamental concepts of biology, chemistry, cells, and genetics as they relate to humans. The systematic study of cells, tissues, organs and organ systems will emphasize their normal physiological function and interaction to maintain homeostasis. Common disorders of each human body system will be discussed with treatment and preventive measures explored. This course is a general science course for non-science majors. This course does not satisfy a lab science requirement for students in the Math/Science degree program but may be used as a prerequisite for upper level biology courses. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. Prerequisites: None. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of BIO 106, approved by Academic Affairs on 2/26/15) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **BIO 111 General Biology 1**

This course examines the dynamics of biology, emphasizing an understanding of chemical, structural and physiological principles; the molecular basis of life and cell metabolism; inheritance and development of organisms; and origin and diversity of life. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of BIO 111, approved by Academic Affairs on 4/8/04) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **BIO 112 General Biology 2**

This course studies the population, species, evolution, and diversity of life. An ecological-concerns approach is presented on aspects of the environment of biotic communities. Laboratories, often in the field, focus largely on populations and communities. It is recommended that students take this course after completing any required noncredit coursework in Reading, Math, or English. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of BIO 112, approved by Academic Affairs on 4/8/04) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **BIO 121 Animal Nutrition**

This course will study the composition of animal feed, nutritional and feeding requirements of animals, dietary formulation and the digestive process. Lecture topics will include the macro and micronutrients, the digestive process (anatomy, physiology and metabolism), feedstuffs, feeding and problems of incorrect feeding/malnutrition. Students will visit a feed company, a commissary and/or a feed mill to observe application of nutritional knowledge and practices. Prerequisite: BIO 111 or higher. 2 cr. 2 Lec. (Departmental Standards Version of BIO 121 - approved by Academic Affairs on 2/19/2009)

### **BIO 122 Aquarium Science**

This course is designed to provide students with practical experience in identification, techniques of collection, maintenance, breeding and nutritional



requirements of aquatic species. Emphasis also will be placed on water chemistry, fish disease and the display of these species especially for educational purposes. 2 cr. 2 Lec. (Departmental Standards Version of BIO 122 - approved by Academic Affairs on 2/19/09)

### **BIO 131 Principles of Biology 1**

This course discusses and interrelates biochemistry, cellular structure and function, cellular communication, the processes of cellular metabolism and reproduction, patterns of genetic inheritance, nucleic acid structure and function, gene expression and its regulation, and biotechnology. This course is recommended to science, math, pre-forestry, pre-health professions and pre-nursing students but is open to all students. Satisfies Math/Science curriculum laboratory science requirement. Prerequisites: High School Biology and Chemistry or BIO 111 or BIO 112 and CHE 107. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of BIO 131, approved by Academic Affairs on 5/13/04) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **BIO 132 Principles of Biology 2**

The course provides an overview of evolutionary biology, diversity of living organisms, and main principles of ecology and conservation biology. Topics include evolution, speciation, classification, structure and function of living organisms, population growth and regulation, animal behavior, and ecology. Laboratories consist of hypothesis testing, taxonomy, and field investigations. Satisfies Math/Science curriculum laboratory science requirement. Prerequisites: High school biology or BIO 111 or BIO 112, and one year of high school chemistry, or CHE 107. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of BIO 132, approved by Academic Affairs on 4/8/04) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **BIO 200 Genetics**

The course is designed to teach the various levels of genetics and their application. Topics will include the structure of DNA, nature and control of gene expression, modes of inheritance, gene mutations, DNA repair, chromosomal mutations, chromosome mapping, recombination in bacteria and viruses, recombinant DNA, applications of recombinant DNA, control of cellular differentiation, clinical genetics, immunogenetics, genetics of cancer, multifactorial inheritance, common genetic diseases, genetic screening, qualitative genetics and population genetics. Prerequisite: BIO 111 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of BIO 200, approved by Academic Affairs on 2/7/03)

### **BIO 201 Ecology**

This course develops the interrelationships of the biotic and abiotic components of the population, community, and ecosystem levels. Lecture and laboratory both stress population dynamics, ecological genetics, productivity, energy flow, biogeochemical cycling, animal behavior, and aquatic and terrestrial community structure and succession. The interaction of man with his environment, with attention given to such issues as air and water pollution, is also discussed. Satisfies Math/Science curriculum laboratory science requirement. Prerequisites: BIO 106 or Higher and MTH 144 or Higher. 4 cr. 3 Lec. 3 Lab. (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

### **BIO 202 Microbiology**

This course provides a comprehensive overview of the biology of microorganisms, with emphasis on bacteria. Topics include biochemistry, cell structure and function, classification, microbial growth and metabolism, control of microorganisms, bacterial genetics, ecological significance and clinically significant bacteria, viruses and parasites. Applied aspects of microbiology are also covered including recombinant DNA technology, immunology, epidemiology, and food microbiology. Laboratory component provides experiences in techniques of pure culture, simple and differential

staining, isolation and biochemical characterization of bacteria for identification, susceptibility testing, enumeration, polymerase chain reaction, electrophoreses, transformation and identification of an unknown bacterium. Prerequisites: BIO 106, 111, 131, 203 or 251 AND high school chemistry or CHE 107 or higher. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of BIO 202 - approved by Curriculum Committee on 2/8/18)

### **BIO 217 Vertebrate Biology 1**

This course is the study of fishes, amphibians and reptiles, including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to Northern New York and species commonly found in zoos. Conservation and diversity of fish, amphibian, and reptile populations will be considered. Lecture and laboratory activities will be supplemented by required field trips. Pre-requisite- BIO 111 or higher. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of BIO 217 - approved by Academic Affairs on 2/19/09)

### **BIO 218 Vertebrate Biology 2**

This course is the study of mammals and birds including identification, taxonomy, anatomy, physiology, reproduction, and behavior. Special emphasis will be placed on identification and ecology of species native to northern New York and species commonly found in zoos. Conservation and diversity of mammal and bird populations will be considered. Lecture and laboratory activities will be supplemented by required field trips. Pre-requisites- BIO 111 or higher. 4 cr. 3 Lec. 3 lab. (Departmental Standards Version of BIO 218 - approved by Academic Affairs on 2/19/09)

### **BIO 221 Survey of Anatomy and Physiology**

The study of the structure and functions of the human body begins with examination of the molecular and cellular units of the body organs. Groups of body organs in turn make up the functional units known as systems. Each system will be examined for its structural features and for its role in the successful functioning of the whole organism. In this course the integumentary, musculoskeletal, neuroendocrine, cardiovascular, 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. Pre-requisite: BIO 106, 111, or 131. 4 cr. 3 lec. 3 lab (per Departmental Standards version BIO 221 approved 12/10/2015)

### **BIO 223 Animal Behavior**

The course is designed to teach a comprehensive overview of animal behavior. History of animal behavior studies and traditional experiments will be covered. Behavior and habitat relationships will be considered in terms of evolutionary adaptation. Proximate and ultimate mechanisms will be examined for a wide range of behaviors related to habitat selection, feeding, navigation and orientation, and social interaction. Pre-Requisite- BIO 111 or higher. 3 cr. 3 lec. (Departmental Standards Version of BIO 223 - approved by Academic Affairs on 2/19/09)

### **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 (test, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. pre-requisite: BIO 106, 111 or 131. 4 cr. 3 lec. 3 lab. (per Departmental Standards version of BIO 251 approved by Curriculum committee 2/25/16) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

## **BIO 252 Anatomy and Physiology 2**

This part of human anatomy and physiology will continue the study of specific body systems. Each system will be examined for its structural features and for its role in the successful functioning of the whole organism. The body systems to be covered include digestive, nervous, endocrine, urinary and reproductive. This course satisfies a SUNY General Education learning outcome or outcomes. Some work that you do in this course (test, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-requisite: BIO 106, 111 or 131. 4 cr. 3 lec. 3 lab. (per Departmental Standards version BIO 252 approved by Curriculum Committee 2/25/16) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

## **BUSINESS (BUS)**

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### **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. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 101, approved by Academic Affairs on 09/26/2013)

### **BUS 102 Foundations of Sports Management**

This course discusses the meaning of sport management in terms of its scope, principles, issues and future trends. In addition, this course examines the job responsibilities and competencies required of sport managers in a variety of sports or sports related organizations to have the students become acquainted with the roles of sports administrators and managers. The course will also provide the student with an overview of the different facets and career opportunities that are available in the field of sport management. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 102, approved by Academic Affairs on 12/09/2010)

### **BUS 104 Personal Finance**

This course provides an overview of personal finance as it relates to personal financial planning and budgeting, credit control, expense control, mortgage and consumer financing, tax planning and investments. It also covers the economic aspects of financial planning as it relates to household and business financial management. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 104, approved by Academic Affairs on 2/24/05)

### **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. (Per Departmental Standards Version of BUS 110, approved by Academic Affairs on 09/26/2013)

### **BUS 112 Introduction to Business**

This course provides an overview of the business world in contemporary society. Topics include the economic environment of business, ethics and social responsibility, securities and investments, types of business organization, entrepreneurship, and the functions of production, marketing, finance and accounting, business law, and management. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 112, approved by Academic Affairs on 10/28/04)

### **BUS 116 Applied Business Math**

This course is designed to provide students the mathematical and conceptual skills needed to solve everyday business and personal finance problems

encountered in the working world. Areas covered include percentage, banking, trade and cash discounts, markups and markdowns, simple and compound interest, consumer credit, and payroll. Prerequisite: Equivalent of MTH 090 or higher. 3 cr./3 Lec. (Departmental Standards Version of BUS 116 - approved by Academic Affairs 11/20/97)

### **BUS 124 Marketing**

This course is an introduction to marketing principles and functions designed to satisfy an organization's target markets by offering an appropriate marketing mix consisting of product, price, place, and promotion. The course is taught from an integrated marketing communications point of view with emphasis on the formulation of competitive strategies, market analysis, marketing information, and sales forecasting. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 124, approved by Academic Affairs on 10/20/05)

### **BUS 125 Managing Information in the Workplace**

An introductory course designed to acquaint the student with a basic understanding of information management. This course provides foundational skills for students to process, evaluate, manage, and disseminate information. The important role that information plays in an organization's ability to effectively meet strategic goals is emphasized. The course primarily focuses on creating, storing, utilizing, assessing, retaining, and disposing of information, both physical and virtual. Managing information is explored within the context of business etiquette, self-management strategies, and professional relationships. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 125, approved by Academic Affairs on 4/8/04)

### **BUS 127 Management Communications**

This course is a study of the theories, processes, and problems of external and internal business communications. Students will be provided an opportunity to develop effective listening techniques, prepare and deliver oral presentations, understand the barriers to communication, prepare business letters and memos, prepare a job application letter and resume, and prepare to take job interviews. Prerequisite: ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 127, approved by Academic Affairs 2/24/05 to become effective fall 2005)

### **BUS 131 Principles of Management**

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

### **BUS 150 Introduction to Entrepreneurship**

This course provides a basic introduction to the concept of entrepreneurship for students who may have an interest in someday starting or operating their own business. Topics include exploring the idea of becoming an entrepreneur, developing a successful business idea, moving from an idea to an entrepreneurial venture, and managing and growing the entrepreneurial firm. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 150, approved by Academic Affairs on 09/26/2013)

### **BUS 151 Planning Entrepreneurial Ventures**

This is a practical course where students will apply the concepts of entrepreneurship. Students will research, develop, and write detailed start-up business plans, which can be used to create successful businesses. The course centers on the business planning aspects of a new venture, including creation of a management and organization plan, product/service plan, marketing plan, and financial plan. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 151 approved by Academic Affairs on 10/19/06)

### **BUS 152 Legal Issues for Small Business**

This course provides the student with legal issues that an entrepreneur will

experience in starting or in operating a small business. Some of the legal issues that will be studied in this course are: choosing a business organization, zoning approval, licensing and permits, tax implications, small business contracts, and small business buyouts. The student will also study the legal requirements of small-claims court action. Prerequisite: None. 3 cr hrs., 3 lec hrs. (Per Departmental Standards Version of BUS 152, approved by Academic Affairs on 04/16/2009)

### **BUS 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. 1 cr. 1 Lec. (Per Departmental Standards Version of BUS 153, approved by Academic Affairs on 10/27/2011)

### **BUS 154 Wine Select and Appreciation**

This course is designed to deepen the serious wine student's appreciation and knowledge of the complex and exciting world of wine. This course could be of particular importance to the student contemplating the hospitality field as a career, the restaurateur directly involved in serving wine to the public, the liquor store operator in guiding his wine-purchasing decisions, and all those persons who desire to increase their personal knowledge of wine. Prerequisites: None. 3 cr. 3 Lec. Equivalent to HRM 152. Minimum age of 18. (Per Departmental Standards Version for BUS 154, approved by Academic Affairs on 09/26/2013)

### **BUS 157 Professional Development & Skills Seminar**

This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of BUS 157, approved by Curriculum Committee on 12/10/15)

### **BUS 160 Spreadsheet Applications**

This course provides an in-depth introduction to a spreadsheet program. Topics include formulas, functions, charting, formatting worksheets, absolute cell references, working with large worksheets, what-if analysis, financial functions, data tables, amortization schedules, cell protection, worksheet database manipulation, lookup functions, database functions, templates, working with multiple worksheets and workbooks, find and replace, and additional spreadsheet capabilities. No prior knowledge of computers or spreadsheets is assumed. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of BUS 160, approved by Academic Affairs on 4/6/06)

### **BUS 202 Sport in Society**

This course provides students with an in-depth study of the social dimensions of sport in a modern industrialized society. Substantive topics may include: sexism and racism in sport; sport and the mass media; deviance in sport; sport and social mobility; and the relationship of sport with religious, political and economic structures. The course is concerned with the application of the sociological perspective to a variety of contemporary issues and will enable the student to better understand how sport affects and reflects American culture. Prerequisites: None. 3 cr. 3 lec. (Per Departmental Standards Version of BUS 202, approved by Academic Affairs on 12/9/2010)

### **BUS 204 Leadership for Sports Professionals**

This course introduces students to theories, approaches, and styles of

leadership, as well as the role that ethics and ethical decision making play in shaping leader behavior. Students analyze leadership practices within different sport settings. Case studies of sport leaders from multiple sport levels and structures are used to examine best practices in sport leadership. Critical issues in sport leadership such as gender and ethnicity are examined as well. Students begin to explore their own leadership thoughts and tendencies and emphasis is placed on the promotion of personal leadership development with a focus towards successful sport leadership. Pre or Corequisite: BUS 102. 3 cr. 3 lec. (Per Departmental Standards Version of BUS 204, approved by Academic Affairs on 12/09/2010)

### **BUS 206 Legal Information Management and Technology**

This course presents an overview of the structure, functions, and dissemination of information in the legal environment. Different specialty areas of law are explored in depth from the perspective of document preparation and information management. Students will have opportunities for practical applications, including computer assisted legal research, use of the Internet, and software applications, in order to gain and improve skills. Students are expected to have a working knowledge of word processing software and be able to key 30 words per minute. Prerequisite: ENG 101. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of BUS 206, approved by Academic Affairs on 5/22/06)

### **BUS 211 Business Law 1**

This course is a study of ordinary legal aspects of common business transactions including the topics of legal rights and social forces, the court systems, contracts, negotiable instruments, and sales. 3 cr. 3 Lec. (Departmental Standards Version of BUS 211)

### **BUS 212 Business Law 2**

This course is a study of the following topics: agency and employment, personal property and bailments, real property, consumer credit and security devices, insurance, bankruptcy, estates and trusts, government regulation, partnerships, and corporations. 3 cr. 3 Lec. (Departmental Standards Version of BUS 212)

### **BUS 218 Advertising and Sales Promotion**

This course is a study of the procedures and techniques of advertising. Creation of advertising ideas, purposes of advertising, fundamentals of advertising layout and writing copy, selection and use of media, the role of the advertising agency, and marketing research will be discussed. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 218 approved by Academic Affairs on 11/13/03)

### **BUS 221 Human Resource Management**

A study of how organizations utilize human capital to achieve objectives. Emphasis is placed on the primary functions of human resource management, including strategic management, workforce planning and development, human resource development, compensation and benefits, employee and labor relations, and health, safety and security. (Per Departmental Standards Version of BUS 221, approved by Academic Affairs on 2/12/04)

### **BUS 226 Introduction to Finance**

This course covers fundamental elements of business finance. Course topics include the concepts of financial analysis, time value of money, security valuations, risk and return, capital budgeting, and other issues in corporate decision-making. Prerequisite: ACC 101 and equivalent of MTH 125, 133, 155 or higher. 3 cr. 3 Lec. (per Departmental Standards for BUS 226 approved by AAC 2/26/15)

### **BUS 228 Administrative Office Management**

This course is designed to develop managerial and supervisory skills for the administrative office manager. Included is a presentation of the fundamental principles and successful practices of office administration and [demonstration of] current office operations through case studies and

observations when possible. Case studies and simulations of office situations will be used to increase students' critical thinking and problem-solving skills. Students will utilize integrated software for professional presentations and problem solving encountered by administrative personnel. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 228, approved by Academic Affairs on 11/15/00)

### **BUS 230 Customer Service Relations**

This course provides students with an overview of the basic concepts and current trends in the customer service industry. Emphasis will be placed on developing an organizational customer service philosophy as well as the role of consistency and quality in customer service delivery. Special areas of study include problem solving, development of a customer service strategy, creation of customer service systems, handling challenging customers, customer retention, and measuring satisfaction. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 230, approved by Academic Affairs on 4/8/04)

### **BUS 240 Food and Beverage Management**

This course provides a basic understanding of the principles of food and beverage production and service management. The course covers effective layout and design, sanitation and safety, menu planning, the purchasing cycle, and cost control procedures for both products and payroll. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 240, approved by Academic Affairs on 09/26/2013)

### **BUS 241 Principles of Selling**

An introduction to the basic principles underlying the sales process and their practical application to sales situations. Emphasis will be placed on practical discussions and sales presentations. Prerequisite: BUS 124. 3 cr. 3 Lec. (per Departmental Standards version for BUS 241 approved by Curriculum Committee 11/9/17)

### **BUS 251 Event Management**

The purpose of this course is to acquire an in-depth knowledge about the specialized field of "event management" and to become familiar with the management techniques and strategies required to successfully plan, promote, implement and evaluate special events. The students will gain an understanding of all aspects of event management including marketing strategies, sponsorship, budgeting, risk management, event operations and logistics. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 251, approved by Academic Affairs on 09/26/2013)

### **BUS 274 Bartending Management**

This course presents a systematic approach to bartending procedures by detailing the flow of beverage business through a bar beginning with mixology and ending with cash settlement. The principal objective of this course is to teach students how to master the art of bartending. Students will be trained to prepare the wide variety of drinks on the market today. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of BUS 274, approved by Academic Affairs on 09/26/2013)

### **BUS 275 Business Internship**

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a 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 (BUS 157 with a C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor, and in good academic standing with a GPA of 2.5 or above in business course core and approval from Business Faculty. 3 cr. 1 Lec. 6 Lab. (Departmental Standards Version of BUS 275 - approved by Curriculum Committee on 2/25/16)

## **CHEMISTRY (CHE)**

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### **CHE 107 Introduction to Chemistry I**

This introductory course in chemistry includes topics in atomic structure, bonding, chemical formulas, chemical equations, matter, measurement, periodicity, states of matter, mole calculations, stoichiometry, acid-base chemistry, buffer systems, electrochemistry, kinetics, equilibrium and solution chemistry. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. Prerequisite: MTH 125 or its equivalent. CHE 107 is recommended for students with no previous chemistry background. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of CHE 107, approved by Academic Affairs on 5/8/2008) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **CHE 130 Introduction to Organic and Biochemistry**

The lecture course is designed to allow the student to familiarize himself/herself with the practical applications of chemistry and its relationship to everyday life. Basic concepts are developed in organic and biochemistry. Classes of compounds covered including aliphatic and aromatic hydrocarbons, alcohols, phenols, ethers, amines, aldehydes and ketones, carboxylic acids, amino acids and proteins, carbohydrates and lipids. Laboratory experiments are chosen to be meaningful and practical so as to develop a greater understanding of lecture topics. Prerequisite: CHE 107 or high school chemistry. 4 cr. 3 Lec. 3 Lab. (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

### **CHE 131 General Chemistry 1**

This course examines fundamental laws and principles underlying chemical action and the properties of elements and compounds based on the study of atomic structure, chemical bonding and the periodic system. The laboratory experience provides for quantitative and qualitative analyses. CHE 131 satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: High school chemistry or CHE 107. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of CHE 131 - approved by Academic Affairs on 5/17/07) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **CHE 132 General Chemistry 2**

This course continues Chemistry 131, covering solutions, kinetics, equilibrium, acids/bases, thermodynamics, electrochemistry, and nuclear chemistry. The laboratory portion of the course involves practical applications of these principles in qualitative and quantitative analyses. Chemistry 132 satisfies a Math/Science curriculum laboratory science requirement. Prerequisite: CHE 131 General Chemistry 1. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of CHE 132 - approved by Academic Affairs on 11/2/98) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **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, General Chemistry 2. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of CHE 211, approved by Academic Affairs on 12/9/99)

### **CHE 212 Organic Chemistry 2**

This course is a continuation of CHE 211 and covers structure, reactivity, and the synthesis of aldehydes, ketones, carboxylic acids and amines. The Spectroscopic identification of organic compounds will be continued. The course includes survey of the chemistry of carbohydrates, dyes, amino acids,

peptides, and proteins. Satisfies Math/Science curriculum laboratory science requirement. Prerequisite: CHE 211, Organic Chemistry 1. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of CHE 212, approved by Academic Affairs on 12/9/99)

### **CHE 299 Directed Study Chemistry Research**

Laboratory research in Chemistry topics designed to improve methods of Chemical education is carried out. The basic objective of this research is to find better ways of learning and teaching Chemistry. Prerequisite: CHE 132. 1 cr. 1 llb. Directed Study approved by VP of Academic Affairs 5/7/2013 as one-time offering.

## **COMPUTER INFORMATION SYSTEMS (CIS)**

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### **CIS 100 Information Technology Orientation**

This course is designed to help beginning information technology students gain a better understanding of their field of study. The course introduces such topics as ethics and professional responsibility, written and oral communication, and succeeding in information technology. Placement testing at or above ENG 100 is recommended. Not recommended for students testing at REA 099. 1 cr. 1 Lec. (Per Departmental Standards Version of CIS 100, approved by Academic Affairs on 09/20/07)

### **CIS 110 Introduction to Computing and Applications**

This is a non-programming course designed to familiarize the student with the use of modern microcomputers as tools for problem solving. Students will complete projects using application software for word processing, spreadsheets, graphics, and presentation software. Basic computer experience is required (i.e. operating system usage, fundamental word processor usage, etc) Not recommended for students who test below MTH 125 or MTH 133, or test below CLS 101. 3 cr. 3 Lec. 1 Lab. (Per Departmental Standards Version of CIS 110, approved by Curriculum Committee 9/24/2015)

### **CIS 111 Operating System Environments**

This course will familiarize students with both conventional and modern operating system environments. Basic concepts of operating system structure, elements, functions, and operation will be addressed. The course will also explore the concepts of disk management, file system management, user management, and security management through operating system utilities. Students will be provided with an introductory, hands-on experience with command-line operating system interfaces based on Windows-based and UNIX-based environments. 2 cr. 1.5 Lec. 2 Lab. (Departmental Standards Version of CIS 111 - approved by Curriculum Committee 9/24/2015)

### **CIS 116 Introductory Programming**

This is an introductory course designed to familiarize the student with the use of a structured programming language and the microcomputer system. A structured approach to problem solving and the development of algorithms will be presented and applied to the writing of computer programs. This course is designed for those with little or no experience with computer programming. Math 133 is preferred as a prerequisite as opposed to MTH 125. Prerequisite: Successful completion of MTH 125 or MTH 133 or MTH 155 and above. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version for CIS 116, approved by Academic Affairs Committee 03/14/2013)

### **CIS 119 Intro to Web Page Design**

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

Lab. (Per Departmental Standards Version of CIS 119, approved by Academic Affairs on 10/28/04)

### **CIS 150 Introduction to Geographic Information Systems**

This is a non-programming course designed to familiarize the student with geographic information systems (GIS) Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage) 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of CIS 150/GIS 150, approved by Academic Affairs on 5/2/03)

### **CIS 210 Advanced Computing with Microcomputers**

This is a non-programming course designed to provide the student with advanced skills in applications software use and customization with an emphasis on Information Technology. Students will complete projects using application software for databases, word processing, and spreadsheets. Emphasis will be placed on the analysis of problems and implementation of technology solutions using application software. Significant computer experience is required. Prerequisite: Successful completion of CIS 110. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of CIS 210, approved by Academic Affairs on 11/18/04, to become effective Fall 2005)

### **CIS 212 Analysis and Logical Design**

Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team-oriented analysis and design of a departmental level system. This course examines the system development and modification process. It emphasizes the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object oriented analysis and design approaches, use of modeling tools, adherence to methodological life cycle and project management standards are presented. Prior knowledge of software design methodologies along with knowledge of a programming language and/or database management software is important. Prerequisite: Successful completion of CIS 116. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of CIS 212, approved by Academic Affairs on 5/17/07)

### **CIS 216 Advanced Programming**

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

### **CIS 221 Computer Architecture**

This course covers technical computer topics to the extent necessary to allow the student to develop an understanding of the interrelationships between computer hardware design and systems and application software. Prerequisite: Successful completion of CIS 116 - Introductory Programming or NET 100 - Networking Fundamentals. 3 cr. 3 Lec. (Per Departmental Standards Version of CIS 221, approved by Academic Affairs on 9/11/03)

### **CIS 222 Physical Design and Implementation**

Students will learn to develop the detailed physical design and implementation of a logical design. This course covers information systems design and implementation within a software development or database

management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using software development tools or database software to implement the logical design. Prerequisite: Successful completion of CIS 212 - Systems Analysis and Design. 3 cr. 2 Lec. 2 lab. (Per Departmental Standards Version of CIS 222, approved by Academic Affairs on 5/17/07)

### **CIS 225 Assembly Language**

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

### **CIS 250 Data Structures**

This course is a further study of topics in program and algorithm development. Topics include structured and object-oriented programming concepts, arrays, structures, string processing, stacks, queues, linked lists, pointer variables, recursion, and internal searching and sorting methods. Prerequisite: Successful completion of CIS 216 - Advanced Programming. 3 cr. 3 Lec. (Departmental Standards Version of CIS 250 - approved by Academic Affairs 3/11/99)

## **COLLEGE LEARNING SKILLS (CLS)**

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### **CLS 090 Fundamentals of Reading**

This course offers instruction in basic reading and thinking strategies and supports students in developing these skills by effectively applying what is learned. CLS 090 is a required course for those students who, based on assessment testing, need to improve basic reading comprehension skills and strategies. Prerequisite: College Placement Criteria. 0 cr hrs. 3 lec. (Per Departmental Standards Version of CLS 090, approved by Academic Affairs on 3/18/2009)

### **CLS 099 Critical Reading**

CLS 099 is a required course for those students who, based on assessment testing, scores from the college placement test (CPT) and academic background, need to improve reading comprehension skills and strategies. The course offers instruction in critical reading and thinking strategies and supports students in developing these learning strategies by effectively applying what is learned. Prerequisite: CLS 090 for students placed in that course or placement criteria. 0 cr. 3 lec. (Per Departmental Standards Version of CLS 099, approved by Academic Affairs on 03/18/2009)

### **CLS 101 Critical Reading and Thinking**

This course is designed to instruct students in effective reading skills and critical thinking skills that are essential to meet the demands of college-level courses. Emphasis is placed on the development of college-level working vocabulary and inferencing skills and strategy application to college texts. This course will focus on improving reading and critical thinking proficiency and appreciation for extensive and varied reading, writing, listening and thinking exercises. This course will help prepare students for critical thinking and research across the curricular disciplines. Prerequisite: None; recommended for students who successfully complete CLS 099. 3 cr. 3 Lec. (Per Departmental Standards Version of CLS 101, approved by Academic Affairs on 5/11/17)

## **CRIMINAL JUSTICE (CRJ)**

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### **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. 3 cr. 3 Lec. (Departmental Standards Version of CRJ 101)

### **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. Pre-requisite: CRJ 101, 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 102, approved by Curriculum Committee 2/23/17)

### **CRJ 103 Introduction to Alcohol and Nicotine Studies**

An introductory course, this class will explore the dynamics of alcohol and nicotine use, abuse, and dependence. The impact of alcohol /nicotine use, abuse, and dependence on society will be studied. Family influence, addiction dynamics, and causation and treatment approaches will be examined. Pre-requisite: none 3 cr. 3 lec (per Departmental standards version CRJ 103 approved by Curriculum Committee 2/25/16)

### **CRJ 108 Introduction to Homeland Security**

This course surveys the policies, practices, concepts and challenges confronting practitioners in Homeland Security. It provides an overview of threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. It examines the strategies and systems involved in protecting against and responding to threats. Discussion National Incident Management System impact on local practices, risk assessment and mitigation, communications and technology systems, medical and public health emergencies, and infrastructure protection (to include the managerial, political, legal and organizational issues related to crisis planning and response) 3 cr. 3 lec. Prerequisite: none. (per Departmental Standards version of CRJ 108 approved by Curriculum Committee on 3/9/17)

### **CRJ 109 Domestic Terrorist and Extremist Groups**

This course traces the emergence and growth of domestic terrorist and extremist groups within the United States. Students will assess various groups' intentions, capabilities, and activities within contexts of and ramifications on national security paradigms. 3 cr 3 lec Prerequisite: CRJ 108. (per Departmental Standards for CRJ 109 approved by Curriculum Committee 3/9/17)

### **CRJ 110 Criminal Evidence**

Criminal Evidence is a detailed study of the rules of evidence in New York State and the Federal system. The process of admitting evidence into court is emphasized. Types of evidence, such as circumstantial and direct, are also discussed. Constitutional rights concerning search and seizure, self incrimination and due process are studied. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 110, approved by Academic Affairs on 5/14/98)

### **CRJ 111 Mind of a Terrorist I**

This course examines and discusses areas such as: 1) the definition of terrorism; 2) the process of how does one become a terrorist; 3) the social and psychological impact of terrorism on both the individual and society and 4) the strategies that are successful in dealing with terrorism. 3 cr. 3 Lec. Prerequisite: None. (per departmental standards version of CRJ 111 approved by Curriculum Committee on 3/24/17)

### **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. 3 cr 3 lec Prerequisite: CRJ 108. (per Departmental Standards for CRJ 114 approved by Curriculum Committee on 3/9/17)

#### **CRJ 115 Criminal Law**

This course is a comprehensive study of criminal law, including definitions, culpability, defenses, sentencing, and classifications of specific offenses. Emphasis will be placed on New York State Penal Law statutes. The course will also include a study of the sources of criminal law as well as the basic elements of crime. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 115, approved by Academic Affairs on 2/28/01)

#### **CRJ 117 Intelligence Analysis and Homeland Security**

The purpose of this course is to provide students with an overview of Homeland Security policy analysis and the United States intelligence community. The study of United States intelligence and Homeland Security operations is an analysis of how the various branches of government work together and, as a check upon each other, how they work to protect and promote American interests at home and abroad. As students progress through this course, they will learn about strategic thought and strategy formulation. They will develop the ability to assess Homeland Security issues and threats using intelligence. Students will cultivate an understanding of the political and military institutions involved in the formulation and execution of Homeland Security policy through diplomacy, intelligence operations, and military force. Pre-requisite: CRJ 108, 3 Cr. 3 Lec. (Per Curriculum Committee approval of Department Standzrds on 4/13/17)

#### **CRJ 126 Introduction to Substance Abuse**

An introductory course, this class will explore the dynamics of use, abuse, and addiction of major drugs of abuse (both legal and illegal) in our society today. The history of drug use will illustrate the evolution of societal issues today concerning drug use including the "war on drugs", legalization, mandated testing, preventions/treatment, and initiatives, and other relevant topics. Pre-Requisites: none. 3 Credit, 3 lecture. Equivalent to HUS 126. (Per Departmental Standards Version of CRJ 126, approved by Curriculum Committee 9/24/2015)

#### **CRJ 137 Fire Investigation I**

This course is an intensive survey of the cause and origin of various types of fires. Accidental, electrical and intentional fires will be studied. The course is designed to give a comprehensive exposure to most of the investigative procedures that are applicable in today's fire scene environment. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ/FPT 137, approved by Academic Affairs on 5/17/07)

#### **CRJ 139 Response to Terrorist Acts**

This course is a survey of the responses of the criminal justice system and emergency management systems to terrorist acts. The focus of this course will be critical incident management and response to mass casualties from law enforcement and emergency responder perspectives. Defining and analyzing a terrorist act as a crime scene will also be discussed. Federal, state and local agency capabilities and responsibilities will be compared. Preventive tactics used by law enforcement agencies and the military are emphasized. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 139, approved by Academic Affairs and cross-listed with FPT 139 on 12/9/04, for fall semester 2005)

#### **CRJ 141 Organized Crime**

This course is a survey of organized Crime in America from its origins in rural and frontier America to its contemporary urban character. The succession of ethnic groups involved in organized crime in America will be studied with emphasis on the relationships among organized crime groups and to the criminal justice system. Specialized statutes enacted in response to organized crime, such as RICO, will also be studied. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 141, approved by Academic Affairs on 11/15/01)

#### **CRJ 204 Substance Abuse and Dual Diagnosis**

This course examines the concepts of chemical dependency, co-occurring disorders, and their impact on the individual and family system functioning and community. Developmental models, theories, etiology of addictions/addictive behaviors and theory of dual diagnosis are explored. Students will examine different strategies and techniques on how to identify and assess persons with dual diagnosis. 3 Cr 3 Lec Prerequisites: HUS/CRJ 126 with a C or higher and PSY 133. (per Departmental Standards version of CRJ 204 approved by Curriculum Committee 3/9/17)

#### **CRJ 205 Forensic Investigation I**

This course studies the principles, methods, techniques, and procedures of criminal investigation. The course includes current investigative procedures used in the handling of crime scenes, the collection and preservation of evidence. Emphasis is also placed on report writing and court testimony. Prerequisite: CRJ 102 or CRJ 110. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 205, approved by Academic Affairs on 10/24/02)

#### **CRJ 208 Issues in Public Safety**

This course is designed for in-depth study of selected topics of current concern to criminal justice, corrections, firefighting, paramedic, and other public safety professionals. Topics are selected from current issues and problems confronting public safety organizations. Diverging viewpoints are explored for each topic. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ/FPT 208, approved by Academic Affairs on 2/16/06)

#### **CRJ 210 Professional Codes of Conduct**

This course is designed to help students develop a framework for ethical behavior and to become more effective in addressing ethical issues in the field of Human Service, Chemical Dependency and Criminal Justice Programs. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, National Association of Human Service Education, CASAC Cannon of Ethics and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 210, approved by Curriculum Committe on 9/24/2015)

#### **CRJ 211 Practicum in Criminal Justice**

This course is designed to provide students with first hand experience in the Criminal Justice system. Each student will be required to spend a minimum of ninety hours with a criminal justice agency, observing and participating in various functions of the agency. Prerequisite: 30 credit hours including CRJ 101 and permission of instructor. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of CRJ 211, approved by Academic Affairs on 5/17/00)

#### **CRJ 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/Co-Requisite ENG 100. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 214, approved by Curriculum Committee on 9/24/2015)

#### **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, 3 Cr, 3 Lec. (per Departmental Standards version CRJ 218 approved by Curriculum Committee on 4/13/17)

#### **CRJ 224 Criminal Justice Report Writing**

The course is the study and preparation of a variety of legal instruments (forms) required to process the accused through the criminal justice system. The effects New York State and Federal court decisions have on the preparation of legal instruments (forms) is an integral part of this course. Prerequisite: CRJ 102 Pre/Corequisite: ENG 218. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 224, approved by Academic Affairs on 10/31/2013)

#### **CRJ 225 Forensic Investigation 2**

This course studies the principles, methods, techniques and procedures of criminal investigation. This course focuses on aspects of serious crime investigations, fingerprints, surveillance, computer crime, ritualistic crime, and crimes against property. Prerequisite: CRJ 102 or 110. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 225, approved by Academic Affairs on 12/9/04 for fall 2005)

#### **CRJ 226 Concepts of Chemical Dependency**

This class will explore the dynamics of chemical dependency of the major drugs (both legal and illegal) in our society today. The various models of addressing dependency will be discussed including the medical, human spirit, psychosocial, and pharmacological models. An in-depth analysis of dual diagnosis, co-dependency, infectious diseases and addictions, addiction and the family, chemical abuse by children and adolescents, and the influence upon neonatal development will be examined. Various treatment approaches will be studied including interventions, relapse prevention and self-help groups. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. 3 cr. 3 lec. Prerequisite: CRJ/HUS 126 with a "C" or better. (Per Departmental Standards Version of CRJ 226, approved by Curriculum Committee on 9/24/2015)

#### **CRJ 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. 3 cr. 3 Lec. (Per Departmental Standards Version of CRJ 233, approved by Academic Affairs on 03/08/2012)

#### **CRJ 235 Drug Investigation**

Drug Investigation is a general survey of the drugs which are a part of the legal / illegal drug trade in the United States. It will also study the techniques used by investigative personnel in the investigation of the production, importation, distribution and use of these drugs at both the local and national level. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse culture. Prerequisite: CRJ/HUS 126 (with a C or better) or CRJ 101 and Pre/Corequisite ENG 100. 3 cr. 3 Lec. (Per Departmental Standards version of CRJ 235 approved by Curriculum Committee on 9/24/2015)

#### **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.

### **CULINARY ARTS (CUL)**

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#### **CUL 102 Introduction to Culinary Theory and Practice**

This course is designed to provide a foundation for development of culinary theory and practical skills needed by both culinary arts students and hotel/restaurant management students. Topics covered include sanitation and safety techniques, nutrition planning and awareness, basic skill development, product identification, and proper cooking methods for various types of foods. Students will be introduced to and will prepare mother and minor sauces, stocks, and soups. 2 cr. .5 Lec. 4.5 Lab. (Per Departmental Standards Version of CUL 102, approved by Academic Affairs on 4/19/07)

#### **CUL 105 Grow-Prep-Eat: From Farm to Table**

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

#### **CUL 120 Nutrition**

This course will provide students with the nutritional knowledge required



to develop and modify recipes and menus to meet the needs of an increasingly health conscious public. Students will develop a practical systems approach to deliver nutritional alternatives to food service customers. 3 cr. 3 Lec. (Per Departmental Standards Version of CUL 120, approved by Academic Affairs on 2/24/05)

### **CUL 130 Sanitation and Safety**

The course examines the proper sanitation and safety methods in the food service industry. Emphasis will be placed on problems, procedures, techniques, and practices in sanitation and safety. This course includes the exam for a sanitation certificate, accredited by the American National Standards Institute (ANSI) -Conference for Food Protection (CFP) 1 cr. 1 Lec. Prerequisite: none.(Per Departmental Standards Version of CUL 130, approved by Curriculum Committee on 5/12/16)

### **CUL 140 Principles of Baking**

This course is designed to provide students with an introduction to the basic ingredients used in baking and general factors in production and preservation of baking products. Topics covered include: an introduction to bread and roll production, sweet yeast dough products, biscuits, muffins and scones, doughnuts and crullers, pies, pastries, icings, cream and whipped toppings, cakes and cake specialties, and cookies. The methods of sanitation and safety will be addressed throughout the course. 2 cr. .5 Lec. 4.5 Lab. (Per Departmental Standards Version of CUL 140, approved by Academic Affairs on 4/19/07)

### **CUL 212 Quantity Food Production**

This course will introduce the student to theory and actual application of food production in a professional kitchen. Emphasis will be placed on practical application of batch cooking techniques and dining room service. Students will function in all positions of employment, gaining skills in such areas as quantity food production, menu development, and waiter/waitress service. Sanitation and safety principles, nutrition planning and awareness, and restaurant organization topics are addressed in this course. Prerequisite: CUL 102 and CUL 130 both with a C or better. 2 credits .5 Lec. 4.5 Lab. (Per Departmental Standards Version of CUL 212, approved by Curriculum Committee 5/12/16)

### **CUL 240 Principles of Baking 2**

This course is designed to provide students with advanced principles of baking that yield quality baked products. Emphasis is placed on the understanding of weights and measures, tool and equipment use, baking terminology, and ingredient functions. Students will learn and practice dough mixing methods, creaming and foaming methods, fermentation techniques, and sourdough applications. Students will work with a wide array of doughs and batters as they prepare hearth breads from around the world, rustic and specialty breads, Danish and puff pastries, croissants, pies, pate a'choux, muffins and quick breads. The methods of sanitation and safety will be addressed throughout the course. Prerequisite: CUL 140 Principles of Baking I. 2 cr. .5 Lec. 4.5 Lab. (Per Departmental Standards Version of CUL 240, approved by Academic Affairs on 4/19/07)

## **EARLY CHILDHOOD (ECD)**

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### **ECD 101 Introduction to Early Childhood Development and Education**

This course is an introduction to early childhood care and education. It provides an overview of the Early Childhood Profession and related careers. Developmentally effective approaches are explored through a variety of educational settings. Topics include child development, learning theories, educational philosophy, historical influences, family involvement and diversity. Field observations are part of the course requirements. 3 cr. 3 Lec. (Per Departmental Standards Version of ECD 101, approved by Academic Affairs on 9/25/14)

### **ECD 150 Creative Arts for Young Children**

This course provides an overview of the Creative Arts (creative dramatics, visual arts, music & dance) for teachers of young children. It prepares the teacher to support a highly creative atmosphere in an early childhood environment by providing them with a professional foundation, a knowledge base and the techniques to implement a process approach based curriculum. Developmentally effective approaches to creativity are explored through a variety of methods. Prerequisites: None. 3 cr. 3 lec. (Per Departmental Standards outline, approved by Academic Affairs 10/2007)

### **ECD 181 Child Health and Safety**

This course will examine how to promote wellness, nutrition and safety for the young child. Students will study suspected maltreatment indicators and reporting techniques for mandated reporters. The laws and processes for obtaining evaluation and treatment for young children with special needs will be examined. Students will learn about effective techniques and community resources when working with and supporting young children and their families. There are two field observations required for this course. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of ECD 181, approved by Academic Affairs on 9/25/2014)

### **ECD 190 Observation and Assessment Young Child Development**

This course provides students with skills and methods of observing young children. Through formal and informal observations, students will develop a basic understanding of children's development. Using assessment of children's development as a tool for individual and group planning, program development will be explored. The observation lab portion of this class will require two hours outside of class time per week. The lab experience will be with preschool aged children. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of ECD 190, approved by Academic Affairs on 9/25/2014)

### **ECD 201 Lesson Planning, Environments and Resources (3 to 6 years)**

This course will examine methods, materials, environments and resources used in developmentally appropriate planning for the preschooler (3 to 6 years) Curriculum and environment planning include creative arts, literacy, math, science and technology. The student will take into consideration developmental domains when planning activities. Prerequisites: ECD 101 with a grade of C or better and matriculated into ECD. Recommended completion of ECD 181 & ECD 190. 3 cr. 3 Lec. (Per Departmental Standards Version of ECD 201, approved by Curriculum Committee on 2/25/16)

### **ECD 202 Lesson Planning, Environments 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. 3 cr. 3 Lec. (Departmental Standards Version of ECD 202 - approved by Academic Affairs on 04/30/09)

### **ECD 240 Field Work in Early Childhood Education (3-6 years)**

This course is designed to give the student experience implementing Developmentally Appropriate Practice (DAP) in an early childhood education classroom (ages 3 to 6 years) Under the supervision of an experienced early childhood teacher, each student will develop basic interaction, guidance, observation and assessment techniques. Lesson plans will be developed and implemented at the field placement site. The student will spend a minimum of 90 hours at the fieldwork site. Prerequisites:

Completion or concurrent registration of ECD 201. 3 cr. 1 Lec. 6 lab. (Per Departmental Standards Version for ECD 240, approved by Curriculum Committee on 2/25/16)

### **ECD 280 Fieldwork in Early Childhood Care and Education (Birth to 36 Months)**

This course is designed to give the student experience in implementing Developmentally Appropriate Practice (DAP) in an early childhood setting for infants or toddlers and twos. Each student will develop basic interaction, guidance, observation and assessment techniques. These will include planning for a responsive environment based on infant, toddler and twos development. The student will spend a minimum of ninety hours in an early childhood setting developing these skills. Prerequisites: Current enrollment in or completion of ECD 202 3 cr. 1 Lec. 6 Lab. (Departmental Standards Version of ECD 280 - approved by Academic Affairs on 09/23/2010)

## **ECONOMICS (ECO)**

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### **ECO 100 Elements of Economics**

This one-semester course is designed to provide an understanding of the American economy as a whole and of alternative solutions to present-day economic problems therein. Study in this course will be directed to the development of economic institutions, and to economic theory, history, and economic principles as basic tools of analysis and understanding. Elements of Economics covers macro and micro topics in a survey manner. Prerequisite: Equivalent of MTH 098 or CPT placement into MTH 125 or higher. 3 cr. 3 Lec. (Departmental Standards Version of ECO 100, approved by academic Affairs 2/26/15)

### **ECO 101 Macro-Economics**

Macroeconomics is a study of economic analysis as applied to problems of economic growth, business fluctuations, unemployment and inflation. Monetary and fiscal policies are evaluated as techniques used to achieve the economic goals of society. Prerequisite: Equivalent of MTH 125, 133, 155, or higher. 3 cr. 3 Lec. (Departmental Standards Version of ECO 101, approved by Academic Affairs 2/26/15) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **ECO 102 Micro-Economics**

Microeconomics is a study of the problem of scarcity and how individuals and institutions make choices between competing uses of scarce resources. The course addresses the operation of the price system under conditions of perfect and imperfect competition and analyzes the nature of a market economy and the way it allocates resources and distributes income. Prerequisite: Equivalent of MTH 125, 133, 155, or higher. 3 cr. 3 Lec. (Departmental Standards Version of ECO 102 approved by Academic Affairs 2/26/15) This course fulfills the following SUNY General Education learning outcome: Social Sciences

## **EDUCATION (EDU)**

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### **EDU 210 Principles of Education**

This course is designed as a comprehensive introduction to the historical, sociological, and philosophical foundations of education. The course will require students to examine the social purposes of education in historical and contemporary contexts; engage students in the study of education through the academic disciplines of sociology, history, and philosophy; examine the significance of social differences for education; develop and express a personal philosophy of education; and explore best practices in all aspects of teaching. 3 cr. 3 Lec. (Per Departmental Standards Version of EDU 210, approved by Academic Affairs on 3/11/04)

## **EMERGENCY MEDICAL SERVICES (EMS)**

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### **EMS 100 Certified First Responder**

This course offers basic essentials designed for professional rescuers who are first to arrive at an emergency medical scene. The job of the Certified First Responder (CFR) is to provide care for life-threatening illness or injury and, if possible, prevent the patient's condition from worsening until a higher-level care provider arrives at the scene. Successful completion, and compliance with New York State Department of Health Guidelines will lead to eligibility to sit for the New York State written and practical CFR certification examinations. 3 cr. 3 Lec. .5 Lab. (Per Departmental Standards Version of EMS 100, approved by Academic Affairs on 12/6/12)

### **EMS 121 Emergency Medical Technician**

This course is for individuals who might be present during medical emergencies. Topics will include the roles of the technician and ambulance; bacteriology, resuscitation, respiratory emergencies, cardiovascular emergencies, wounds, sprains, strains, dislocations, fractures, head injuries, mental disturbances, childbirth, legalities, automobile extrications, and hospital emergency room coordination. This course prepares and qualifies the student to sit for the New York State Emergency Medical Technician certification exam, providing all other New York State Department of Health qualifications are met. Prerequisites: None. 8.5 cr. 7 Lec. 3.0 Lab, and .5 Clinical. (Per Departmental Standards Version of EMS 121, approved by Academic Affairs on 09/13/2012)

### **EMS 130 EMT Field Clinical**

This course prepares the student with limited basic life support experience for the paramedic program. Topics will include orientation to the ambulance, EMS systems, patient assessment, patient movement, transportation, direct verbal communications, radio communications, and documentation of clinical findings. The course is graded on a pass(P)/fail(F) basis. Prerequisites: EMS 121 or NYS EMT-Basic Certification or equivalent; and permission of instructor. Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Paramedic Program Handbook. 1 cr. 3 Clinical (Per Departmental Standards Version of EMS 130, approved by Academic Affairs on 4/14/05)

### **EMS 140 Advanced Emergency Medical Technician**

This course prepares the student to provide advanced medical care to ill or injured individuals. The topics include roles and responsibilities, medical and legal concerns, ethics, introduction to pharmacology principles, basic and advanced airway, patient assessment, as well as management of patients with traumatic or medical emergencies. This course along with EMS 145 prepares and qualifies the student to sit for the New York State Advanced EMT certification examinations, providing all other certification requirements are met. Prerequisites: EMS 121 or equivalent and NYS EMT Certification and High School diploma or GED and 6 months EMT experience (as determined by Paramedic Program Director) Pre- or Co-requisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Advanced EMT Program Handbook. 9.5 cr. 8 Lec. 1.5 Lab. 3 Cln. (Per Departmental Standards Version of EMS 140, approved by Academic Affairs on 10/30/14)

### **EMS 145 Advanced EMT Field Summative Evaluation**

This course provides an opportunity for the EMS student to manage patients in the prehospital setting. Students will demonstrate competency at the level of an Advanced EMT in patient assessment, intravenous catheterization, communication techniques, trauma injury and medical emergency treatment plan formulation and implementation, as well as team leadership. The course is graded on a pass (P)/ fail (F) basis. Prerequisites: EMS 121 or equivalent and NYS EMT Certification and High

School diploma or GED and 6 months EMT experience (as determined by Paramedic Program Director) Co-Requirement: EMS 140, Pre- or Co-Prerequisite: Current infection control, hazardous materials and incident command system training, conforming to the requirements of the Advanced EMT Program Handbook. .5 cr. 1.5 Clinical. (Per Departmental Standards Version of EMS 145, approved by Academic Affairs on 10/30/2014) Successful completion of this course and EMS 140 is required to gain New York State Advanced EMT certification exam eligibility, providing all other certification requirements are met.

#### **EMS 180 Paramedic A**

This course prepares the student to provide advanced medical care to ill or injured individuals. The topics include anatomy and physiology, pathophysiology, EMS communications and documentation, patient assessment, airway and ventilation, pharmacology and medication administration, obstetric and gynecological emergencies, assessing and managing the newly born, and respiratory emergencies. This course, along with EMS 185, EMS 280, EMS 285, and EMS 275 prepares and qualifies the student to sit for the New York State and National Registry Paramedic certification examinations, providing all other certification requirements are met. 9.5 Cr, 6 Lec, 6 Lab, 4.5 Cln. Prerequisite: Current NYS EMT Certification; EMS 130 or 2 years of EMT experience, as determined by Paramedic Program Director, Co-requisites: MTH 098 or college placement at MTH 125 or higher. 9.5 cr. 6 lec. 6 lab. (Per Departmental Standards version EMS 180 approved by Curriculum Committee 9/15/16).

#### **EMS 185 Paramedic B**

This course prepares the student to provide advanced medical care to ill or injured individuals. The topics include cardiovascular emergencies, responding to cardiac arrest, shock and resuscitation, neurology, abdominal and gastrointestinal emergencies, endocrine emergencies, immunology, toxicology, pediatrics, geriatrics, ears/throat/nose complaints, hematology, infectious disease, patients with special challenges, and behavioral emergencies. This course, along with EMS 180, 280, 275, and 285 prepares and qualifies the student to sit for the New York State and National Registry Paramedic certification examination, providing all other certification requirements are met. Prerequisite: EMS 180 and current NYS EMT Certification. (per Departmental Standards of EMS 185 approved by Curriculum Committee on 9/15/16)

#### **EMS 190 Emergency Medical Technician Refresher**

This course is designed for practicing Emergency Medical Technicians (EMT-Bs) to renew and update information related to their practice. The course will focus on medical and trauma management techniques that have changed or been updated. Course may be repeated four times for credit. Prerequisites: EMT-Basic and/or EMT Certification or equivalent, or permission of instructor. 4 cr. 3 lec. 2 lab. (Per Departmental Standards for EMS 190, approved by Curriculum Committee 9/24/15)

#### **EMS 275 Paramedic Capstone Field Internship**

This course provides an opportunity for the EMS student to manage patients in the prehospital setting. Students will demonstrate competency at the level of paramedic in patient assessment, intravenous catheterization, medication administration, advanced airway management, as well as formulation and implementation of care plans to address patients with traumatic, cardiac, respiratory, neurological, anaphylaxis, toxicological, neonatal, geriatric or obstetric emergencies. The student will also demonstrate team leadership and emergency scene management. The course is graded on a pass (P)/fail (E) basis. Successful completion of this course and EMS 180, 185, 280, and 285 are required to gain New York State EMT-Paramedic certification exam eligibility, providing all other certification requirements are met. Co-requisite: EMS 285. (per Departmental Standards of EMS 275 approved by Curriculum Committee 9/15/16)

#### **EMS 280 Paramedic C**

This course prepares the student to provide advanced medical care to ill or injured individuals. The topics include trauma systems, mechanism of injury, bleeding, soft tissue trauma, burns, face and neck trauma, head and spine trauma, chest trauma, abdominal and genitourinary trauma, orthopedic injuries, the critical patient, environmental emergencies, the well-being of the EMT, critical thinking, incident management, extrication and rescue, hazardous materials, disaster response, and crime scene awareness. This course, along with EMS 180, 185, 275, and 280 prepares and qualifies the student to sit for the New York State and National Registry Paramedic certification examination, providing all other certification requirements are met. Prerequisite: EMS 185 and current NYS EMT Certification. (per Departmental Standards for EMS 280 approved by Curriculum Committee 9/15/16)

#### **EMS 285 Paramedic D**

This course prepares the student to provide advanced medical care to ill or injured individuals. The topics include EMS systems, public health, medical-legal and ethical issues, lifespan development, ambulance operations, AHA Pediatric Advanced Life Support, and AHA Advanced Cardiac Life Support. This course, along with EMS 180, 185, 280, and 275 prepares and qualifies the student to sit for the New York State and National Registry Paramedic certification examination, providing all other certification requirements are met. Prerequisites: EMS 280 and current NYS EMT Certification; Co-requisite: EMS 275. (per Departmental Standards for EMS 285 approved by Curriculum Committee on 9/8/16)

### **ENERGY (EGY)**

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#### **EGY 110 Energy Workforce Readiness**

This course will aid students in preparing to take industry-based, third party certification examinations. Successful attainment of specified certifications is necessary for completion of this course and will aid students in acquiring an entry-level position in the energy sector. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of EGY 110, approved by Academic Affairs on 3/13/2014)

#### **EGY 130 Electrical Theory and Practice for Energy Workers**

This course provides an introduction to basic electrical theory and practice. Topics will include safety while working with electricity and proper utilization of tools and equipment used in working with electricity. Prerequisite: MTH 125, MTH 133, MTH 155 or higher. 4 cr. 4 Lec, 2 Lab (Per Departmental Standard Version for EGY 130, approved by Curriculum Committee on 9/24/2015)

#### **EGY 135 Plumbing/HVAC for Energy Workers**

This course investigates the basic theories and practices in the Plumbing, Heating, Ventilation and Air Conditioning (HVAC) field. It combines hands-on training with classroom instruction focusing on safety while covering the basic topics of tools, blueprint reading, pipefitting, connections, gas and oil furnaces and burners, electrical components of all systems, air conditioners and refrigerators. Prerequisite: None. 4 cr. 4 Lec. 2 Lab. (Per Departmental Standard for EGY 135, approved by Curriculum Committee on 9/24/2015)

#### **EGY 142 Photovoltaic (PV) Systems 1**

This course provides theoretical and hands-on experience in the areas of solar site analysis, design, layout and installation of photovoltaic (PV) systems. The course is designed to develop student understanding of PV components and systems and their integration into electrical systems. This course will present basic system sizing and equipment operation information to individuals who may wish to ultimately achieve NABCEP\* certified PV installer status. Upon completion students are eligible to take the NABCEP PV Entry Level Exam. \*(North American Board of Certified

Energy Practitioners) Prerequisite: EGY 130. 3 cr. 2.5 Lec, 1.5 Lab. (Per Departmental Standards Version for EGY 142, approved by Academic Affairs on 2/13/2014)

### **EGY 146 Solar Heating (SH) Systems I**

This course provides theoretical and hands-on experience in the application, installation, design and operation of Solar Heating Systems in North America. The course is designed to develop student understanding of solar heating components and systems and their integration into building systems. This course will present basic system sizing and equipment operation information to individuals who may wish to ultimately achieve NABCEP\* certified Solar Heating installer status. Upon completion students are eligible to take the NABCEP SH Entry Level Exam. \*(North American Board of Certified Energy Practitioners)Pre/Co-requisite: EGY 135. 2 cr. 2 Lec. 1 Lab. (Per Departmental Standards Version for EGY 146, approved by Curriculum Committee on 9/24/2015)

## **ENGLISH (ENG)**

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### **ENG 099 Basic Composition**

English 099 is required of students whose writing skills are identified as pre-college by the Accuplacer Sentence Skills Test and a writing sample. Students complete a variety of reading and writing assignments designed to develop their skills in paragraph and essay writing, as well as to strengthen their command of Standard American English grammar and sentence structure. 0 cr. 3 Lec. (Per Departmental Standards Version of ENG 099, approved by Academic Affairs on 12/12/2012)

### **ENG 100 College Composition**

English 100 is an introduction to academic writing. The course is designed to strengthen student skills in grammar, sentence structure, organization and development of college-level writing, and prepare students for English 101: Research and Composition. In English 100, students complete diverse, predominantly non-fiction reading and writing assignments designed to improve their ability to organize and develop thesis-driven essays directed to an academic audience. Prerequisite: Placed (by CPT or waiver) in ENG 100 or passed ENG 099. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 100, approved by Academic Affairs on 03/08/2012)

### **ENG 101 Research and Composition**

English 101 students will employ strategies and techniques for successful academic essay and research writing. The course is designed for students who demonstrate skill in the process of developing essays. Students will use a variety of methods and sources documented in MLA style. Students complete diverse, predominantly non-fiction reading and writing assignments designed to enhance their ability to write 4-5 complex essays for varied purposes, directed to academic audiences. At least one research essay that defends an arguable assertion is required for students to complete the course. Prerequisite: Placed into ENG 101 by CPT or by Department Chair or passed English 100. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 101, approved by Academic Affairs on 03/08/12) This course fulfills the following SUNY General Education learning outcome: Basic Communication

### **ENG 102 Literature and Composition**

English 102 students will employ strategies and techniques for reading, analyzing, interpreting, and evaluating fiction, poetry, and drama. Readings will include literature of merit by male and female authors from diverse time periods, thematic areas, and cultural perspectives. Students will complete a variety of writing assignments designed to develop skills in literary analysis and will write formal, literature-based essays on the three genres. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation

for upper-level literature courses. Prerequisite: ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 102, approved by Academic Affairs on 4/20/06) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 107 Grammar Rules**

ENG 107 is designed for students who need to develop or refresh their skills in Standard American English grammar, sentence structure, and usage. This course focuses on mastering grammar principles, sentence structure, and usage. Students improve their style by applying these skills to their own sentences. Students will also study sentence structure by combining sentences and improving their style to avoid wordiness. This course is intended for ENG 099 and/or ENG 100 and/or ENG 101 students. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of ENG 107, approved by Academic Affairs on 3/08/2012)

### **ENG 111 Research Strategies**

ENG 111 is designed for students who wish to develop sophisticated skills and strategies for today's research writing in academic disciplines. Students acquire a broad and in-depth proficiency in navigating the complexities of contemporary research assignments. This highly interactive course focuses on strategies for locating sources in library databases and on the web; evaluating sources; paraphrasing, summarizing, and quoting diverse source material; synthesizing researched material into coherent paragraphs with student commentary; and documenting sources by using 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/Co-requisite: ENG 100 or 101. 1 cr. 1 Lec. (Per Departmental Standards Version of ENG 111, approved by Academic Affairs on 09/30/2010)

### **ENG 114 Early Childhood Literature**

Early Childhood Literature is a survey course in which the student investigates criteria for selection of readings for children up to age 12, learns strategies for teaching literature in that age group, and determines the values expressed and literary qualities of children's literature. The course is specifically designed for students in the Early Childhood curriculum. Pre-requisite: ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of ENG 114 - approved by Academic Affairs on 2/25/99) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 151 Poetry**

This literature course provides opportunities for students to read, analyze, interpret, and evaluate poetry. In the process, they experience how poetry communicates via word choice, figurative language, imagery, sound devices, structures, and other poetic devices. Students also explore several forms of poetry by reading and analyzing specific examples of each. They discuss the role poetry plays in contemporary culture and examine its impact on the individual and on society as a whole. In addition to studying the content and forms of poetry, students improve critical and creative thinking skills by writing literary analyses and by creating poetry of their own. Prerequisite: ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 151, approved by Academic Affairs on 5/17/05) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 152 Mystery: Introduction to Crime Culture**

ENG 152 focuses on crime fiction. ENG 152 students will develop their critical thinking skills and hone their abilities in literary analysis by engaging with a variety of written and visual texts from around the globe. Additionally, the course will provide students with a history of the mystery/detective genre, exposure to a variety of media within which the mystery has successfully emerged and developed, and the vocabulary with which to

intelligently discuss such media. Students will analyze connections between texts and the cultures and historical moments that produced those texts. Prerequisite: English 101. 3 cr. 3 Lec. (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

### **ENG 171 Short Story**

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

### **ENG 173 Film Interpretation**

This course provides opportunities for students to view, analyze, interpret, and evaluate film. In the process, students experience film conventions such as mise-en-scene, narrative, characterization, point of view, composition, sound, editing, and theme. Students will study and discuss major film movements. Students also explore film by viewing and analyzing specific examples from a variety of films. Students discuss the role film plays in contemporary culture and examine its impact on the individual and on society as a whole. In addition to studying the content and forms of film, students improve critical and creative thinking skills by writing film analyses. Pre/Co Requisite: ENG 101. 3 cr. 3 lec. (Per Departmental Standards for ENG 173, approved by AAC on 11/18/2010) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 185 The Novel**

This course focuses on the novel as a specialized literary form. English 185 students will enhance their abilities to understand the nature of fiction with special emphasis on elements of the novel such as plot, setting, character, symbolism, narration, style, and tone. Students will analyze themes dealing with the human condition both globally and locally, as well as analyze individual and collective cultural perspectives. Orally, and in writing, students will apply literary analysis to make informed judgments of texts. Prerequisite: ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of ENG 185 - approved by Academic Affairs 1/29/98) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 186 Women in Literature**

English 186 is a literature elective which introduces students to the roles women have been given and have taken in literature. Students will read diverse texts about and by women from various time periods and gain insight into their distinctive social, cultural, and historical/political development. The course may be organized by genre and/or theme and may include an in-depth exploration of a selected author, text, or cultural community. Students will complete a variety of writing assignments designed to develop skills in literary analysis and will write formal, literature-based essays. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Prerequisite: ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 186, approved by

Academic Affairs on 12/10/2013) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 193 Literature of the Other**

ENG 193 is a literature elective which explores the writing of authors who have been Othered within their societies for reasons including, but not limited to, race, gender, sexuality, religion, national origin, political dissent, social class, cultural affiliation, or ethnic or gender identity. Students read diverse texts from various time periods and gain insight into their distinctive social, cultural, and historical/political development. The course may be organized by genre and/or theme and may include an in-depth exploration of a selected author, text, or cultural community. Students will complete a variety of writing assignments designed to develop skills in literary analysis including formal, literature-based essays. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Prerequisite: ENG 101. 3 cr. 3 Lec. (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

### **ENG 195 Intro to Non-Western Literature**

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

### **ENG 201 Survey of British Literature I**

ENG 201 is a literature elective which provides a survey of British literature from its beginnings to the early 18th century. Students will engage in oral and written literary analysis of representative texts chosen to reflect cultural and literary characteristics of a succession of historical periods. Students will complete a variety of writing assignments designed to develop skills in literary analysis and will write formal, literature-based essays. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Prerequisite: ENG 102. 3 cr. 3 Lec. (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

### **ENG 202 Survey of British Literature II**

ENG 202 is a literature elective which provides a survey of British literature from the 18th century to current day. Students will engage in oral and written literary analysis of representative texts chosen to reflect cultural and literary characteristics of a succession of historical periods. Students will complete a variety of writing assignments designed to develop skills in

literary analysis and will write formal, literature-based essays. This course is designed for students who have already demonstrated college-level skills in essay writing and provides a foundation for upper-level literature courses. Prerequisite: ENG 102. 3 cr. 3 Lec. (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

### **ENG 203 American Literature 1**

English 203 is a literature elective which provides a survey of American literature from the pre-Colonial period to 1865. Reading selections will reflect the major literary movements of a succession of historical periods, revealing the increasing diversity of American literary voices. Students will become familiar with significant economic, political, and social influences on texts and will engage in oral and written literary analysis, interpreting a variety of representative texts. Prerequisite: ENG 102. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 203, approved by Academic Affairs on 10/06/05) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 204 American Literature 2**

English 204 is a literature elective which provides a survey of American literature since approximately 1865. Reading selections will reflect the major literary movements of a succession of historical periods, revealing the increasing diversity of American literary voices. Students will become familiar with significant economic, political, and social influences on texts and will engage in oral and written literary analysis, interpreting a variety of representative texts. Prerequisite: English 102. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 204, approved by Academic Affairs on 10/06/05) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 214 Survey of Childrens Literature**

Survey of Children's Literature is designed to acquaint students with the range and depth of literature written for children from birth through adolescence. Students study literary and critical approaches to books read by or read to children, with an emphasis upon realistic fiction, information books, fantasy fiction, poetry, and folk literature. Pre-requisite: ENG 102: Composition & Literature. 3 cr. 3 Lec. (Departmental Standards Version of ENG 214 - approved by Academic Affairs on 10/19/98) This course fulfills the following SUNY General Education learning outcome: Humanities

### **ENG 218 Technical and Professional Writing**

English 218 focuses on the principles of technical and professional writing. Using real-world contexts, students practice various document modes and formats. They exercise critical thinking skills by analyzing purpose and audience, undertaking research to develop content, and selecting the appropriate style to resolve specific communication problems. Using current technologies, students incorporate basic graphics and page design techniques into their computer-generated documents. To pass the course, students are required to write and submit a capstone project that demonstrates proficiency with various technical and professional writing principles studied during the semester. Prerequisite: English 101. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 218, approved by Academic Affairs on 9/7/06)

### **ENG 220 Creative Writing**

ENG 220 is a course designed to encourage and develop student's interest and talent in the writing of fiction, nonfiction, poetry and other genres, at the instructor's discretion. No prior creative writing experience is necessary, but students must be committed to the creative process and to considerable writing and rewriting. Creating writing satisfied a Liberal Arts or free elective but not a composition or literature requirement. Prerequisite: ENG 100. 3 cr. 3 Lec. (Departmental Standards Version of ENG 220 -

approved by Academic Affairs 05/15/08) This course fulfills the following SUNY General Education learning outcome: The Arts

### **ENG 221 Writing Literary Non Fiction**

This course is designed to give students the opportunity to read and practice writing literary nonfiction. Students will read a variety of selected literary nonfiction, paying particular attention to the major elements of this genre; narration, description, techniques of organization, point of view, creation of scenes, dialogue, style, and theme. Students will also write a variety of short and longer literary nonfiction pieces themselves, using personal experience, as well as academic and hands-on research. This course is designed for individuals interested in the genre of literary nonfiction, as well as those who wish to improve their writing skills beyond English 101. Prerequisite: ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 221, approved by Academic Affairs on 10/18/01) This course fulfills the following SUNY General Education learning outcome: The Arts

### **ENG 222 Fiction Writing**

This course is designed to give students the opportunity to read and practice writing literary fiction. Students will read a variety of selected literary fiction, paying particular attention to the major elements of this genre: narration, description, techniques of organization, point of view, creation of scenes, dialogue, style, and theme. Students will also write a variety of short and longer literary fiction pieces themselves. This course is designed for individuals interested in the genre of literary fiction, as well as those who wish to improve their writing skills beyond English 100. Prerequisite: ENG 100 or permission of the instructor. 3 cr. 3 Lec. (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

### **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. 3 cr. 3 lec. (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

### **ENG 224 Dramatic Writing**

This course is designed to give students the opportunity to understand, analyze, examine, read and practice writing scripts for film, television, stage and new media. Students will read scripts and view scenes from films, television and new media paying particular attention to the major elements of this genre: structure, inciting incident, characterization, back story, dialogue, stage and screen directions, setting, the importance of the central question, climax, denouement. The differences of the major genres will be explored; Television, Film, Theater and new media. As well, the different genres of story: Comedy, Drama, 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. 3 cr. 3 Lec. (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

### **ENG 225 Shakespeare's Plays**

English 225 is an introduction to Shakespeare the dramatist, through an

analytical reading of selected plays. Chosen plays will reflect phases of Shakespeare's career, as well as genres such as comedy, history, and tragedy. Plays will be discussed in the context of economic, political, and social developments which influenced Elizabethan drama. Of special interest will be Shakespeare's development as a playwright as well as his contribution to drama. Students will engage in oral and written analyses of texts. Prerequisite: ENG 102. 3 cr. 3 Lec. (Per Departmental Standards Version of ENG 225 approved by Academic Affairs on 10/11/00) This course fulfills the following SUNY General Education learning outcome: Humanities

#### **ENG 245 Survey of Native American Literature**

This course will cover a range of Native American writings, from oral "tribal" stories and poems in translation, to autobiographical narratives and contemporary fiction and poetry. Students will be exposed to a range of writings representing diverse Native American communities and will study both oral narratives transformed to writing and texts originally presented in written form. The course will not focus on any one Native American community in depth, yet will allow this opportunity to students through paper assignments. The course will also demonstrate how an understanding of specific cultural and historical contexts informs each selected text. Prerequisite: English 102. 3 cr. 3 Lec. (Departmental Standards Version of ENG 245 - approved by Academic Affairs on 5/14/99) (Note: ENG 245, Survey of Native American Literature, formerly was ENG 145, Native American Literature) This course fulfills the following SUNY General Education learning outcome: Other World Civilization

### **ENGINEERING SCIENCE (ENS)**

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#### **ENS 100 Engineering Orientation**

This course is designed to help beginning engineering students decide on their field of engineering. The history and evolution of engineering is examined from early military requirements to today when there are many fields of engineering. This course introduces such topics as ethics and professional responsibility, written and oral communication, the engineering design process, succeeding in engineering, decision making, and makes extensive use of computer projects to teach the students how to use an integrated software package. Traditionally offered in fall semesters only. Prerequisite: Current enrollment in, or successful completion of, MTH 185 or higher. 1 cr. .5 Lec. 1.5 Lab. (Per Departmental Standards Version of ENS 100, approved by Academic Affairs on 4/22/02)

#### **ENS 101 Engineering Graphics**

This course is designed to give the student a basic knowledge of graphical concepts and relationships including orthographic projection, dimensioning, sectioning, tolerancing, spatial analysis, and two and three-dimensional relationships. These concepts are studied via the use of a Computer Aided Design (CAD) software package. Students will create detailed two-dimensional drawings and generate accurate three-dimensional wire frame models of objects. The course includes a project where the students will design and build an object and then present it to the class. 3 cr. 2 Lec. 2 Lab. (Departmental Standards Version of ENS 101 - approved by Academic Affairs on 11/2/98)

#### **ENS 199 Introduction to Engineering Design and Build**

This course is an introduction to the design process for an electrical or 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. 1 Cr 2 Lab. Pre-requisite: None. (per Departmental Standards for ENS 199 approved by Curriculum Committee 3/9/17)

#### **ENS 200 Engineering Design and Build**

This course is a study of the design process, preparation of technical reports, and the preparation and delivery of an oral presentation in the context of a specific electronic and mechanical design/build project. Participating in a state and/or national design and build competition is required which may involve an overnight field trip, depending on location. Prerequisite: PHY 143. 1 cr. 2 Lab (Per Departmental Standards Version of ENS 200, approved by Academic Affairs on 03/20/2008)

#### **ENS 201 Statics**

This course is the study of systems at rest. Topics include concepts of forces and moments, resolution and composition of vector quantities, conditions for static equilibrium, statics of particles, statics of rigid bodies in two and three dimensions, distributed forces, centroids and center of gravity, friction, and principle of virtual work. Prerequisite: Successful completion of MTH 222 - Calculus 2 and PHY 143 - Science and Engineering Physics. 3 cr. 3 Lec. (Departmental Standards Version of ENS 201 - approved by Academic Affairs on 5/14/99)

#### **ENS 204 Dynamics**

This course is the study of systems in motion. Topics include Newton's Law of Motion, dynamic equilibrium of particles and rigid bodies with applications of D'Alembert's Principle in translation and rotation, moments of inertia, work, energy, and impulse and momentum. Prerequisite: Successful completion of ENS 201 - Statics and MTH 222 - Calculus 2. 3 cr. 3 Lec. (Departmental Standards Version of ENS 204 - approved by Academic Affairs on 5/13/99)

#### **ENS 206 Mechanics of Materials**

This course is an elementary analysis of physical properties of deformable bodies. Topics include the following: stress and strain at a point, Mohr's Circle, torsion, axial loads, flexure, columns, beams, riveted joints, and pressurized vessels. Prerequisite: Successful completion of ENS 201 - Statics. 3 cr. 3 Lec. (Departmental Standards Version of ENS 206 - approved by Academic Affairs on 11/2/98)

#### **ENS 207 Electrical Science**

This is a Calculus-based introductory course in electrical circuit analysis. Topics include methods of AC and DC circuit analysis such as the Thevenin Equivalent, Kirchoff's Law, Nodal and Mesh analysis, the principle of superposition and operational amplifier models. Laboratories will include the use of meters, oscilloscopes, series/parallel circuits, and operational amplifiers. Laboratory time in this course is used for laboratory assignments, recitation, lecture, and tests. The course includes a project where the students will design and build a project that will produce electricity (wind, photovoltaics, etc), or do some system control, or signal modification, and then present it to the class. Prerequisite/corequisite: Successful completion of MTH 242 - Differential Equations and PHY 145- Science & Engineering Physics 3. 3 cr. 2 Lec. 2 Lab. (Departmental Standards Version of ENS 207 - approved by Curriculum Committee 2/8/18)

### **FIRE PROTECTION TECHNOLOGY (FPT)**

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#### **FPT 101 Principles of Emergency Services**

This course is designed as a basic survey of the entire medium of fire protection, fire prevention and fire extinguishment. The application of scientific principles to the studies of fire protection technology and development of career positions in the discipline for the individual are important in this course. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 101, approved by Academic Affairs on 5/17/07)

#### **FPT 102 Building Construction for Fire Protection**

This course provides the components of building construction that relate to fire and life safety. The focus of this course is on the firefighter safety.

The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. 3 cr hrs, 3 lec hrs. Prerequisite: None. (Per Departmental Standards Version of FPT 102, approved by Academic Affairs on 12/18/2008)

### **FPT 103 Fire Protection Systems**

This course provides information relating to the features of design and operation of fire alarm systems, water based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. Prerequisite: None. 3 cr hrs. 3 lec hrs. (Per Departmental Standards Version of FPT 103, approved by Academic Affairs on 12/18/09)

### **FPT 105 Firefighting 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. 6 cr. 4 Lec. 6 Lab. (Per Departmental Standards Version of FPT 105, approved by Academic Affairs on 02/14/2013)

### **FPT 109 Fire Behavior and Combustion**

This course is designed as a basic introduction to the theories and fundamentals of and why fires start, spread, and how they are controlled. The application of scientific principles and concepts associated with the chemistry and dynamics of fire are stressed. Successful completion of this course meets the requirements for the United States Fire Administration, National Fire Science Curriculum. Pre-Requisites: None. 3 cr. 3 lec. (Per Departmental Standards outline, approved Academic Affairs Committee on 04/17/08)

### **FPT 120 Introduction to Fire Prevention and Inspection**

This course is a study of the fire prevention system from development through inspection; within private, commercial, and public assembly buildings. This course will also describe effective methods of instructing different styles of fire prevention and how they apply to individualized types of assembly. Inspection methods and fire codes will also be discussed. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 120, approved by Academic Affairs on 2/16/06)

### **FPT 121 Fire Instructor 1**

This course will focus on information and skills necessary for fire service personnel to meet selected requirements of the National Fire Protection Association 1041 Professional Fire Instructor Qualifications Level 1. Topics include the challenges, safety issues and legal considerations that fire instructors face. Students will consider dimension of the learning process as well as strategies and approaches for planning, delivering, managing and evaluating training. Prerequisite: Completion of FPT 105 and FPT 205, with IFSAC Certification. Pre or Co-requisite: ENG 100 or placement into ENG 101. Other eligibility: Students who hold the prerequisite certifications and successfully complete the course will have the opportunity to sit for the IFSAC Accredited Fire Instructor Level-I, National Exam. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 121, approved by Academic Affairs on 03/14/2013)

### **FPT 137 Fire Investigation 1**

This course is an intensive survey of the cause and origin of various types of fires. Accidental, electrical and intentional fires will be studied. The course is designed to give a comprehensive exposure to most of the investigative procedures that are applicable in today's fire scene environment. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT/CRJ 137, approved by Academic Affairs on 5/17/07)

### **FPT 139 Response to Terrorist Acts**

This course is a survey of the responses of the criminal justice system and emergency management systems to terrorist acts. The focus of this course will be critical incident management and response to mass casualties from law enforcement and emergency responder perspectives. Defining and analyzing a terrorist act as a crime scene will also be discussed. Federal, state and local agency capabilities and responsibilities will be compared. Preventive tactics used by law enforcement agencies and the military are emphasized. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 139, approved by Academic Affairs and cross-listed with crj 139 as of 12/22/04, for fall semester 2005)

### **FPT 205 Fire Fighting 2**

New York State Firefighting 2 is designed to be a comprehensive course that completely prepares a firefighter to respond to emergencies as a team leader. This course also accomplishes the objectives of NFPA 1001 Standard For Fire Fighter Professional Qualifications and trains the Firefighter II as a team leader. This course will train the Firefighting 1 I to work and operate without direct supervision. Prerequisite: Must have completed and passed FPT 105- Firefighting 1 and be a current member of a municipal, volunteer, or military fire department. Must have a current physical (within 1 year) and be able to wear self contained breathing apparatus and have a Training Authorization Letter signed by his/her Fire Chief to meet the above requirements. 2 cr. 1.5 Lec. 1.5 Lab. (Per Departmental Standards Version of FPT 205, approved by Academic Affairs on 03/14/2013)

### **FPT 206 Fire Officer 1**

This course will focus on information and skills necessary for fire service personnel to meet selected requirements of the National Fire Protection Association 1021 Professional Fire Officer Qualifications Level 1. Topics include the roles, challenges, communications, leadership, group behavior, safety issues and legal considerations that fire officers face. This course provides compulsory foundation and theoretical knowledge necessary to understand the principles governing the successful conduct of the Fire Officer. Prerequisites: FPT 121, Fire Service Instructor 1. Pre or Co-requisite: ENG 100 or placement into ENG 101. Other eligibility: Students who hold the prerequisite certifications and successfully complete the course will have the opportunity to sit for the IFSAC Accredited Fire Officer Level 1, National Exam. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 206, approved by Academic Affairs on 03/14/2013)

### **FPT 210 Professional Codes of Conduct**

This course is designed to help students develop a framework for ethical behavior and to become more effective in addressing ethical issues in the field of Human Service, Chemical Dependency and Criminal Justice Programs. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, National Association of Human Service Education, CASAC Cannon of Ethics and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: ENG 100 and HUS 101 (with a C or better) or CRJ 101 or FPT 101. 3 cr. 3 Lec. (Per Departmental Standards Version of FPT 210, approved by Curriculum Committee on



9/24/2015)

### **FPT 211 Practicum in Fire Protection Technology**

This course is designed to provide students with first-hand experience working in a fire department. Each student will be required to spend a minimum of ninety hours with a fire department, observing and participating in various functions of the agency. Prerequisite: Complete 24 credit hours including FPT 101 and permission of instructor. Other eligibility required by NYS: Intern must be at least 18 years of age and a current member of a fire department; Intern must be physically able to perform the duties of a firefighter; Intern must not have any felony convictions. 3 cr. 1 Lec, 6 lab. (Per Departmental Standards Version of FPT 211, approved by Academic Affairs on 09/27/12)

## **FRENCH (FRE)**

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### **FRE 112 Elementary Conversational French 2**

This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in French in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to FRE 121, 122. Native speakers should not take this course. This course is open to students who have completed FRE 111 or no more than three years of high school French. This course is not open to students who have completed more than three years of high school French, or FRE 122 or higher. Prerequisite: FRE 111, no more than three years of high school French, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. (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

### **FRE 121 Elementary French 1**

This humanities elective offers an introduction to the French language and French cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for French cultures in this course. The course is designed for students who have no background in French. It is not open to native speakers or to students with more than two years of high school French. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: None. 3 Lecture hours, 3 Credit hours. Approved by AAC 09/25/2008 This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **FRE 122 Elementary French 2**

This humanities course is the second half of a 2-semester sequence that constitutes an introduction to French language and French cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. FRE 121 is a pre-requisite (with a grade of "C" or better being strongly recommended) for successful completion of this course. This course is not open to native speakers or to students with four years or more of high school French. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education.

Pre-Requisite: 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. Three Credit hours, 3 lecture hours. Approved by AAC 09/25/2008. This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **FRE 221 Intermediate French 1**

This humanities course is the first half of a 2-semester sequence that continues the development from FRE 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in French. Student participation in this course will be entirely in French. A study of French cultures and customs continues to be developed in this course. 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. 3 cr. 3 Lec. (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

### **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. 3 cr. 3 Lec. (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

## **GEOGRAPHY (GEG)**

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### **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. Prerequisite: ENG 100 or CPT into ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of GEG 101 - approved by Academic Affairs on 12/11/14) This course fulfills the following SUNY General Education learning outcome: Other World Civilization

## **GEOLOGY (GEO)**

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### **GEO 102 Planet Earth**

This non-lab science course provides an introduction to the Earth sciences and is intended to meet the science requirement for Business and career curricula students. Concepts in astronomy, geology, oceanography, and meteorology are developed. The course has no prerequisites, but does involve report writing. Students who test into developmental writing or reading courses should not take this course until they have completed such requirements. This course is not open to students who have taken GEO 110. 3 cr. 3 Lec. (Per Departmental Standards Version of GEO 102 approved by Academic Affairs on 5/10/00) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **GEO 105 Environmental Geology**

Environmental Geology is the study of the interrelationships between Earth processes that shape the natural environment and human activities. This non-

lab science course covers basic geologic processes, the nature of geological hazards, mineral, energy, and water resource management, pollution and waste management, and environmental law. Emphasizes the application of geological principles in the discussion and evaluation of specific environmental issues. 3 cr. 3 Lec. (Per Departmental Standards Version of GEO 105, approved by Academic Affairs on 5/10/00) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **GEO 110 Earth Sciences**

This introductory course to the Earth sciences explores concepts in scientific investigation in the fields of astronomy, geology, oceanography, and meteorology. Laboratories are designed to provide experience with a scientific approach to observation, astronomical phenomena, geologic materials and principles, oceanography, and weather maps and forecasting. This course is recommended for nonscience majors. This course is not open to students who have taken GEO 102. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of GEO 110, approved by Academic Affairs on 4/22/02) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **GEO 131 Physical Geology**

This course examines the composition and structure of the Earth and the processes that shape its landscapes. Course and laboratory content includes the examination of mineral, water, and energy resources, surface processes, topographic and geologic maps. Major concepts are reinforced with field examinations. This course satisfies the science requirement for students from all areas, including math/science, and transfers as a lab science course at all four-year institutions. It is recommended to all nonscience and science students who are interested in gaining scientific insights into environmentally related concerns. Pre-requisites: Successful completion of MTH 098 or placement into MTH 125 or higher and ENG 099 or placement into ENG 100 or higher. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of GEO 131, approved by Curriculum Committee on 12/8/2016) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **GEO 132 Historical Geology**

Historical Geology is the study of the major developments in the history of the Earth from its origin to the present. Topics include Earth's formation and early history, the origin and development of life, extinctions, and global environmental change, including climate change. Labs and regional field trips emphasize the rock and fossil evidence of Earth's changes over time. This course satisfies the science requirement for students from all areas, including math/science, and transfers as a college level lab science course at all four-year institutions. It is recommended to all nonscience and science students interested in natural history or science education. Prerequisites: Successful completion of MTH 125 or MTH 133 or placement into MTH 125 or higher; ENG 100 or placement into ENG 101 and successful completion of one of the following: GEO 102, GEO 105, GEO 110 or GEO 131. 4 cr. 3 Lec, 3 Lab. (per Departmental Standards version of GEO 132 approved by Curriculum committee on 12/8/2016) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **GEO 141 Astronomy**

This course focuses on an observational and descriptive study of the Earth in our solar system and of the Sun in the universe of stars and galaxies. It includes methods, instruments, problems of astronomy, and field and laboratory experience. Prerequisites: Successful completion of MTH 125 or equivalent. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of GEO 141 - approved by Academic Affairs on 11/16/98) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

## **GERMAN (GER)**

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### **GER 121 Elementary German 1**

This humanities elective offers an introduction to the German language and German cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for German cultures in this course. The course is designed for students who have no background in German. It is not open to native speakers or to students with more than two years of high school German. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: None. 3 Lecture hours, 3 Credit hours. Approved by AAC 09/25/2008 This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **GER 122 Elementary German 2**

This humanities course is the second half of a 2-semester sequence that constitutes an introduction to German language and cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. GER 121 is a pre-requisite (with a grade of "C" or better being strongly recommended) for successful completion of this course. This course is not open to native speakers or to students with four years or more of high school German. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: GER 121, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. Three Lecture Hours, 3 Contact Hours. Approved by AAC 09/25/2008. This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **GER 221 Intermediate German 1**

This humanities course is the first half of a 2-semester sequence that continues the development from GER 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in German. Student participation in this course will be entirely in German. A study of German cultures and customs continues to be developed in this course. New students should have completed at least four years of high school German. This course is open to native speakers. Prerequisite: GER 122, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. (Per Departmental Standards Version for GER 221, approved by AAC on 05/10/2012)

### **GER 222 Intermediate German 2**

This Humanities course is the second half of a 2-semester sequence that continues the development of the four basic language skills of listening, comprehension, speaking, reading and writing with an emphasis on communication. Student participation in this course will be entirely in German. The course also introduces literary analysis of German literature. New students should have completed at least 4 years of high school German. This course is open to native speakers. Prerequisite: GER 221, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. (Per Departmental Standards Version for GER 222, approved by AAC on 05/10/2012)

## **GEOGRAPHIC INFORMATION SYSTEMS (GIS)**

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### **GIS 150 Introduction to Geographic Information Systems**

This is a non-programming course designed to familiarize the student with geographic information systems (GIS) Students will learn to use a GIS for storing, displaying, and analyzing spatially located information. Course topics will include GIS design, data formats, and data representation, and the use of global positioning systems (GPS) for spatially locating data. This course emphasizes the application of GIS as an analytical tool in natural resource management, population characteristics, and marketing. Basic computer experience is required (e.g. operating system usage, word processor usage) 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version of GIS 150/CIS 150, approved by Academic Affairs on 5/2/03)

## **HEALTH (HEA)**

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### **HEA 101 Personal and Community Health**

This course is designed to provide basic information, options, and applications of health issues to aid individuals in making appropriate decisions in leading to optimal health. The students will be encouraged to think critically as consumers of health-related information and products in everyday life. 3 cr. 3 Lec. (Departmental Standards Version of HEA 101)

### **HEA 102 Cardiopulmonary Resuscitation (CPR)**

Cardiopulmonary Resuscitation (including, infants, children, adults) is designed to acquaint students with vital lifesaving information and skills in order to perform CPR/AED, rescue breathing, and emergency first aid. 1 cr. 1 Lec. 1 Activity (per Departmental Standards Version of HEA 102 - approved by Curriculum Committee on 3/9/17)

### **HEA 110 Responding to Emergencies**

Responding to Emergencies is a course designed to familiarize students with the Emergency Medical System (EMS), and the proper and improper methods associated with emergency care. This class is designed to introduce students in the recognition and treatment of emergency situations. This course will acquaint students with vital lifesaving information and skills in order to perform Cardio Pulmonary Resuscitation (CPR), rescue breathing, and emergency first-aid. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of HEA 110, approved by Academic Affairs on 12/09/10.

## **HISTORY (HIS)**

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### **HIS 111 History of Western Civilization 1**

History 111 is a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped western civilization from ancient times to the 14th century. 3 cr. 3 Lec. (Per Departmental Standards Version of HIS 111, approved by Academic Affairs on 10/28/99) This course fulfills the following SUNY General Education learning outcome: Western Civilization

### **HIS 112 History of Western Civilization 2**

History 112 is a survey of the major social, economic, political, cultural and intellectual developments that have shaped Western Civilization from the Renaissance and Reformation through the Nineteenth century. 3 cr. 3 Lec. (Per Departmental Standards Version of HIS 112, approved by Academic Affairs on 12/9/99) This course fulfills the following SUNY General Education learning outcome: Western Civilization

### **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. 3 cr. 3 Lec. (Departmental Standards Version of HIS 120 - approved by Academic Affairs on 10/9/14)

### **HIS 122 Introduction to African American History**

This course introduces students to the people of African descent in America from the experience of capture through Modern African America. The social, political, economic and intellectual dynamics that have shaped the African American community and its relationship to wider America will be addressed. 3 cr. 3 Lec. (Per Departmental Standards Version of HIS 122, approved by Academic Affairs on 5/13/02)

### **HIS 150 American History to 1877**

This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience through Reconstruction. It is recommended that students take this course only after completing any required noncredit coursework in reading (CLS) Prerequisite: CPT placement into ENG 100 or higher. 3 cr. 3 Lec. (Departmental Standards Version of HIS 150 - approved by Academic Affairs on 2/10/11) This course fulfills the following SUNY General Education learning outcome: American History

### **HIS 151 American History 1877 to Present**

This course provides a survey of the major social, economic, political, cultural, and intellectual dynamics that have shaped the American experience since Reconstruction. It is recommended that students take this course only after completing any required noncredit coursework in reading (CLS) Prerequisite: CPT Placement into ENG 100 or higher. 3 cr. 3 Lec. (Departmental Standards Version of HIS 151 - approved by Academic Affairs on 2/10/11) This course fulfills the following SUNY General Education learning outcome: American History

### **HIS 210 The American Civil War**

This course presents a general survey of the major political, economic, social, and cultural influences as each has impacted the Civil War. It will focus upon the period preceding the Civil War, discuss the significant battles of the Civil War, and conclude with a review of the condition at the time of cessation of hostilities. The course will also analyze the historical effects of the Civil War on the American political process, the military, social programs, and the economic system. Prerequisite: HIS 150. 3 cr. 3 Lec.

### **HIS 232 Native American History**

This course is a survey of the history of the Native peoples of the United States from pre-contact to the present. Emphasis will be placed on Indian-White relations and the continuing development of federal Indian policy and its impact. Attention will also be given to the persistence, change, and adaptation of Native cultures to historical and contemporary social conditions as well as individual and community efforts to maintain sovereignty and cultural identity. (Prerequisite: HIS 150 or HIS 151 or permission of instructor) 3 cr. 3 Lec. (Departmental Standards Version of HIS 232 - approved by Academic Affairs on 10/9/14)

### **HIS 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's place in the world. 3 cr 3 lec. Pre/corequisite ENG 100 or CPT into ENG 101. (per Departmental Standards for HIS 252 approved by Curriculum Committee on 9/28/17)

### **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. 3 cr. 3 lec. Pre/co requisites: ENG 100 or College Placement Testing ENG 101. (per Departmental Standards for HIS 255 approved by Curriculum Committee on 9/28/17)

### **HIS 260 Topics in History**

This course is designed to allow focused exploration about topics of interest to students and faculty in the Social Science Department, specifically in History. Through a variety of methods, students will examine prominent issues regarding the topic and will be engaged in critical thinking activities in order to develop their own points of view and/or applied knowledge of the topic. Students will be required to do some reading, writing, research, group, and project work with minimal instructor supervision. Specific information about the topic for a semester will be available from the Liberal Arts Division Office at the time of registration. Prerequisites: ENG 101 and HIS 150 or HIS 151; or permission of instructor. 1-3 Cr 1-3 LEC. (per Departmental Standards version HIS 260, approved by Academic Affairs 2/24/2011)

## **HOSPITALITY AND TOURISM (HOS)**

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### **HOS 101 Introduction to Hospitality and Tourism**

This course provides a basic understanding of the lodging, foodservice, travel and tourism industry by tracing industry growth and development, reviewing the organization of business operations, and by focusing on industry opportunities and future trends. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of HOS 101, approved by Academic Affairs on 09/26/2013)

### **HOS 111 Survey of Agri-Business Technologies**

This course will introduce the student interested in agriculture to a variety of technologies that will assist in a successful career in agriculture. This course examines local agriculture technologies such as; dairy systems, tillage machinery, planting equipment, and agriculture hydraulic systems. 1 cr. 1 lec. (per Departmental Standards version of HOS 111 approved 12/10/2015)

### **HOS 153 Introduction to Winery Operation**

This course is designed to introduce students to northern New York's growing wine industry including existing wineries, opportunities to enter the wine industry at any level from grape growing, wine making, wholesale and retail wine distribution, to tourism development. Students will learn about the professional organizations and resources available to support grape growers and vintners. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of HOS 153, approved by Academic Affairs on 10/27/11) per Academic VP one time offering approved 7/14/2011)

### **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 offsite wine producers, pricing and compliance

with applicable government regulations. Prerequisite: WIN/BUS/HOS/HRM 153 or permission of the instructor. 2 cr. 2 Lec. (Per Departmental Standards Version of HOS 154 by Academic Affairs on 02/28/2013)

### **HOS 157 Professional Development and Skills Seminar**

This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of HOS 157, approved by Curriculum Committee on 12/10/15)

### **HOS 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. 3 cr. 3 Lec. (Per Departmental Standards Version of HOS 201, approved by Academic Affairs on 11/17/2011)

### **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. 3 cr. 3 Lec. (Per Departmental Standards Version of HOS 251, approved by Academic Affairs on 09/26/2013)

### **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. 2 credits, .5 Lec. 4.5 Lab. (Per Departmental Standards Version of HOS 275, approved by Curriculum Committee on 5/12/16)

### **HOS 276 Hospitality/Winery Marketing and Operations Internship**

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum and successful completion of CUL 130 or permission of instructor. 3 cr. 1 Lec./6 Lab. (Per Departmental Standards Version of HOS 276, approved by Curriculum Committee 9/24/2015)

## **HOTEL/RESTAURANT MANAGEMENT (HRM)**

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### **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. 3 cr. 3 Lec. (Per Departmental Standards Version of HRM 110, approved by Academic Affairs on 09/26/2013)

### **HRM 150 Introduction to Entrepreneurship**

This course provides a basic introduction to the concept of entrepreneurship for students who may have an interest in someday starting or operating their own business. Topics include exploring the idea of becoming an entrepreneur, developing a successful business idea, moving from an idea to an entrepreneurial venture, and managing and growing the entrepreneurial firm. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of HRM 150, approved by Academic Affairs on 09/26/2013)

### **HRM 152 Wine Selection and Appreciation**

This course is designed to deepen the serious wine student's appreciation and knowledge of the complex and exciting world of wine. This course could be of particular importance to the student contemplating the hospitality field as a career, the restaurateur directly involved in serving wine to the public, the liquor store operator in guiding his wine-purchasing decisions, and all those persons who desire to increase their personal knowledge of wine. Prerequisites: None. 3 cr. 3 Lec. Equivalent to BUS 154. Minimum age of 18. (Per Departmental Standards Version for HRM 152, approved by Academic Affairs on 09/26/2013)

### **HRM 160 Hospitality Law**

This course provides students with a basic understanding of the legal rights, obligations, and responsibilities associated with managing hotel and restaurant operations. Through case study analysis and discussion, students will be introduced to legal jargon, effective management technique, ethical responsibilities, and effective policies and procedures used to provide a safe and secure environment for guests and staff. 3 cr. 3 Lec. (Per Departmental Standards Version of HRM 160, approved by Academic Affairs on 3/11/04)

### **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. 3 cr. 3 Lec. (Per Departmental Standards Version of HRM 201, approved by Academic Affairs on 11/17/2011)

### **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. (Per Departmental Standards Version of HRM 240, approved by Academic Affairs on 09/26/2013)

### **HRM 274 Bartending Management**

This course presents a systematic approach to bartending procedures by

detailing the flow of beverage business through a bar beginning with mixology and ending with cash settlement. The principal objective of this course is to teach students how to master the art of bartending. Students will be trained to prepare the wide variety of drinks on the market today. Prerequisites: None. 3 cr. 3 Lec. (Per Departmental Standards Version of HRM 274, approved by Academic Affairs on 09/26/2013)

## **HUMAN SERVICES (HUS)**

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### **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. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 100, approved by Academic Affairs on 03/08/2012)

### **HUS 101 Introduction to Human Services**

This course is an introduction to the field of human services. This course will focus on the history, scope and current status of the helping professions. The students will explore the impact of personal/cultural values, technical vocabulary and techniques used in human services delivery systems. This course introduces students to cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Co or Prerequisite: ENG 100 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 101 approved by Curriculum committee 9/24/2015)

### **HUS 103 Introduction to Alcohol and Nicotine Studies**

An introductory course, this class will explore the dynamics of alcohol and nicotine use, abuse, and dependence. The impact of alcohol / nicotine abuse, and dependence on society will be studied. Family influence, addiction dynamics, and causation and treatment approaches will be examined. 3 cr. 3 Lec. (per Departmental Standards version HUS 103 approved by Curriculum Committee 9/24/2015)

### **HUS 107 Introduction to Case Management Practice in Human Services**

An introductory course, this class will explore professional issues in case management and skills needed to perform effective case management in the human service profession. Case management will be defined and the different models of case management will be presented. Because case management takes place in the context of an agency, organizational structure, agency resources, and requirements for delivering and improving services will be discussed. Activities of case management such as, assessment, interviewing, service delivery, referral and documentation will be explored. Special attention will be given to the unique characteristics of case management as it applies to substance abuse. The history of case management will be presented along with current issues in case management ethics and the law. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: HUS 101 with a grade C or better. 3 cr. 3 Lec. (Per Departmental Standards Version for HUS 107, approved by Curriculum Committee 9/24/2015)

### **HUS 126 Introduction to Substance Abuse**

An introductory course, this class will explore the dynamics of use, abuse, and addiction of major drugs of abuse (both legal and illegal) in our society today. The history of drug use will illustrate the evolution of societal issues today concerning drug use including the "war on drugs", legalization, mandated testing, preventions/treatment, and initiatives, and other relevant topics. Pre-Requisites: none. 3 Credit, 3 lecture. Equivalent to

CRJ 126. (Per Departmental Standards Version of CRJ 126, approved by Curriculum Committee 9/24/2015)

### **HUS 201 Introduction to Helping Skills**

In this course, students will be introduced to fundamental skills, techniques and strategies used in the helping professions. Students will develop and practice the skills needed to assist clients seeking help with personal problems. Methods for evaluating client success and helper effectiveness will be explored. Classic counseling theories will be presented. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: HUS 101; HUS 102 or HUS 107 with a grade of C or better; concurrent registration in HUS 240. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 201, approved by Curriculum Committee 9/24/2015)

### **HUS 202 Introduction to Group Counseling**

This course introduces students to group counseling and the group process. The course exposes students to the unique function and the dynamics that occur within a group counseling setting. Students study the theories of 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. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 202, approved by Curriculum Committee on 9/24/2015)

### **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. 3 cr. 3 Lec. (Per Departmental Standards Version for HUS 203, approved by Curriculum Committee on 9/24/2015)

### **HUS 204 Substance Abuse and Dual Diagnosis**

This course examines the concepts of chemical dependency, co-occurring disorders, and their impact on the individual and family system functioning and community. Developmental models, theories, etiology of addictions/addictive behaviors and theory of dual diagnosis are explored. Students will examine different strategies and techniques on how to identify and assess persons with dual diagnosis. 3 cr 3 lec Prerequisites: HUS/CRJ 126 with a C or higher and PSY 133. (per Departmental Standards for HUS 204 approved by Curriculum Committee 3/9/17)

### **HUS 210 Professional Codes of Conduct**

This course is designed to help students develop a framework for ethical behavior and to become more effective in addressing ethical issues in the field of Human Service, Chemical Dependency and Criminal Justice Programs. This course will use the standards of National Association of Social Workers, American Counseling Association, American Association of Marriage and Family Therapists, National Association of Human Service Education, CASAC Cannon of Ethics and American Psychological Association to build a theoretical framework for approaching ethical dilemmas in a systematic manner. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisite: ENG 100 and HUS 101 (with

a C or better) or CRJ 101 or FPT 101. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 210, approved by Curriculum Committee on 9/24/2015)

### **HUS 214 Special Issues in Drugs and Crime**

This class will explore the relationship and cultural impact of drugs and crime in our society today. The various models of addressing this relationship will be discussed including: drug classifications, Criminal justice classifications, prevention processes and drug in our society (war on drugs) An in-depth analysis of the theories of criminal behavior, family involvement, situational foundations of the drug/crime relationship and practical issues of drugs and crime will take place. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. Prerequisites: CRJ/HUS 126 with a "C" or better and Pre/Co-Requisite ENG 100. 3 cr. 3 Lec. (Per Departmental Standards Version of HUS 214, approved by Curriculum Committee on 9/24/2015)

### **HUS 226 Concepts of Chemical Dependency**

This class will explore the dynamics of chemical dependency of the major drugs (both legal and illegal) in our society today. The various models of addressing dependency will be discussed including the medical, human spirit, psychosocial, and pharmacological models. An in-depth analysis of dual diagnosis, co-dependency, infectious diseases and addictions, addiction and the family, chemical abuse by children and adolescents, and the influence upon neonatal development will be examined. Various treatment approaches will be studied including interventions, relapse prevention and self-help groups. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse cultures. 3 cr. 3 lec. Prerequisite: CRJ/HUS 126 with a "C" or better. (Per Departmental Standards Version of HUS 226, approved by Curriculum Committee on 9/24/2015)

### **HUS 235 Drug Investigation**

Drug Investigation is a general survey of the drugs which are a part of the legal / illegal drug trade in the United States. It will also study the techniques used by investigative personnel in the investigation of the production, importation, distribution and use of these drugs at both the local and national level. This course discusses cultural competency and the skills needed to understand, communicate with and effectively interact with people across diverse culture. Prerequisite: CRJ/HUS 126 (with a C or better) or CRJ 101 and Pre/Co-Requisite ENG 100. 3 Cr. 3 Lec. (Per Departmental Standards version of HUS 235 approved by Curriculum Committee on 9/24/2015)

### **HUS 240 Human Services Field Practicum 1**

This course is designed to provide human services students with hands-on work experience in a human service agency. Each enrolled student will spend a minimum of 120 hours (approximately eight hours per week for a semester) working in a human services agency observing and participating in the work of the agency. Students also participate in a one hour weekly seminar class conducted by a human service faculty member to integrate course content and to address practicum progress and problems. Prerequisites: HUS 101 with a C or better and HUS 102 or HUS 107 with a C or better, Pre/Co-requisite HUS 201 and overall GPA of 2.0 or permission of instructor. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of HUS 240, approved by Curriculum Committee on 9/28/17)

### **HUS 280 Human Services Field Practicum 2**

This course is a continuation of HUS 240 and is designed to provide human services students with hands-on work experience in a human service agency and the opportunity to expand and refine their skills in the human services delivery system. Each enrolled student will spend a minimum of ninety hours (approximately six to eight hours per week for a

semester) working in a human services agency, observing and participating in the work of the agency. This course offers the students the continued opportunity to integrate classroom learning with an on-the-job human services field experience. Students also participate in a one hour weekly seminar class conducted by a human services faculty member to facilitate the integration of course content and to address practicum progress and problems. Prerequisite: HUS 101, HUS 102, HUS 201 and HUS 240. HUS 101 and HUS 240 must be completed with grade C or better. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards outline, approved Academic Affairs Committee 03/08/2012)

### **HUS 290 Human Services Degree Program Capstone**

This course is the capstone to the human services degree. It is designed to provide human services students with a capstone experience in a community with the opportunity to expand and refine their soft skills and integrate previous learning in the human services degree program. Each enrolled student will complete a community assessment which will include but will not be limited to determining the strengths of the chosen community; the challenges of the community; government structure of the community; the power structures within the community; the economic health of the community; and the well-being of the vulnerable populations in the community. Their assessment will be accomplished by research, interviews, and observations in the community. This course offers the students the continued opportunity to integrate classroom learning with hands-on experience. Students also participate in a one hour weekly seminar class conducted by a human services faculty member to facilitate the integration of course content and to address capstone progress and problems. Prerequisite: Completion of HUS 201 and 240 all with grade C or better and completion of POL 122. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of HUS 290, approved by Academic Affairs on 3/13/2014)

## **INTERDISCIPLINARY (INT)**

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### **INT 102 Career Exploration**

INT 102 is a one-credit hour semester course designed for undecided students to focus on their career choices, and decided students to confirm their choice. Students will explore their skills, interests, values, personality, and learning styles through self-assessment instruments and use various resources for career information. Information about goal setting and decision-making skills will help students integrate self awareness with career information and available opportunities in their career field to create a career plan. 1 cr. 1 Lec. (Per Departmental Standards Version of INT 102, approved by Academic Affairs on 4/22/02)

### **INT 104 Introduction to College**

INT 104 INTRODUCTION TO COLLEGE is a thematically constructed seminar. Through critical analysis of a theme and assignments related to the theme, students will develop application skills that will enable them to perform more effectively as student-citizens in their academic careers. Study and learning techniques, test-taking and cooperative learning strategies, critical thinking, decision-making, and basic educational technology proficiency are the specific application skills to be taught and assessed. The course promotes personal growth, encourages self-efficacy, and teaches students to use a variety of available resources so that they will be able to obtain and use information effectively as they pursue academic goals. 3 cr. 3 lec. Prerequisite: None. (Per Departmental Standards Version of INT 104, approved by Curriculum Committee on 9/14/17)

### **INT 250 Honors Seminar**

This course is required as the culminating experience for students enrolled in the Honors Program option of their curricula. The course will examine a selected issue, concept, or time period from the perspectives of several

disciplines. Each topic will reflect some aspect of the human condition and address the expression of that human condition through the arts and sciences. The topic will vary from semester to semester. This course will fill a Humanities elective, or a Social Sciences elective, and therefore a Liberal Arts elective, or free elective. Prerequisite: Completion of at least 40 credit hours, including two honors-designated courses, is required. 3 cr. 3 Lec. (Departmental Standards Version of INT 250)

## **ITALIAN (ITA)**

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### **ITA 111 Elementary Conversational Italian 1**

This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in Italian in a variety of realistic situations that the student may encounter. No prerequisite is necessary. Native speakers should not take this course. This course is not open to students who have completed more than two years of high school Italian. Prerequisite: None. 3 cr. 3 lec. (Per Departmental Standards Version of ITA 111, approved by Academic Affairs on 10/14/2010) This course fulfills the following SUNY General Education learning outcome: Foreign Language

## **JOURNALISM (JOU)**

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### **JOU 101 News and Feature Writing**

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

## **MATHEMATICS (MTH)**

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### **MTH 090 Fundamentals of Mathematics**

This course is a required, competency based course for students whose mathematical skills have been identified as pre-college. Topics include operations with whole numbers, integers, fractions and decimals; ratios and proportions, percentages, measurement, geometry and algebraic expressions and basic linear equations. Contextual problems will be integrated. 0 cr. (4 cr. imputed) 4 Lec. (per Departmental Standards MTH 090 approved by Curriculum committee on 3/9/17)

#### **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. Pre-requisite: none, 2 cr 2 lec. (per Departmental Standards version of MTH 090A, approved by Curriculum Committee 2/25/16)

#### **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. Pre-requisite: MTH 090A or placement by department chair. 2 cr 2 lec. (per Departmental Standards version of MTH 090B, approved by Academic Affairs 1/29/15)

#### **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. 4Lec. (Per Departmental Standards Version of MTH 098, approved by Academic Affairs on 09/27/2012)

### **MTH 118 Conquering Technology in Math Education**

This course is designed to reinforce objectives taught in MTH 148 & MTH 149 (Mathematical Reasoning for Elementary Teachers I & II) through the use of current technology and web based applications. Topics will familiarize pre-service teachers with how to use current technology, create a screencast, and create a digital portfolio. This class will focus on utilizing the benefits of technology to enhance the learning experience in MTH 148 & MTH 149. Students will increase their ability to use technology related to the education field and enhance their ability to effectively communicate elementary school mathematics. Co/Prerequisite: MTH 148 or MTH 149 or permission of department chair. 1 cr. 1 Lec. (per Departmental Standards version of MTH 118, approved by Academic Affairs on 1/29/15)

### **MTH 125 Intermediate Algebra**

This course is designed to provide students with the skills in algebra that are necessary to continue on with algebra-based coursework. Topics include algebraic and graphic solutions of linear, exponential and logarithmic equations and linear inequalities, systems of equations and inequalities, and operations with polynomials and factoring. The course will utilize a function and contextual problems approach. For students considering taking MTH 144 this course is not recommended. Prerequisite: Math placement (by CPT) or successful completion of MTH 098. 3 cr. 3 Lec. (Per Departmental Standards Version of MTH 125, approved by Academic Affairs on 3/13/2014)

### **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 (Fundamentals of Mathematical Literacy) or higher or math placement (by CPT) into MTH 133 (Technical Mathematics 1), or permission of the department chair. 3 cr. 3 lec. (Per Departmental Standards Version of MTH 133, approved by Academic Affairs on 02/28/2013) This course fulfills the following SUNY General Education learning outcome: Mathematics

### **MTH 144 Elementary Statistics**

This course provides a basic introduction to statistics and its applications to mathematics, science, social science, and business. Emphasis is placed on calculating, interpreting, reading and reporting through writing, descriptive statistics. Topics include: The design of a statistical study, observational studies, experiments, graphs, tables, statistical notation, measures of central tendency, variability, probability, the normal distribution, correlation and regression. Students will be expected to read, summarize and interpret current newspaper and journal articles and/or conduct a survey and report the results. Students will also be expected to demonstrate competency with current technology. Prerequisite: Math placement (by CPT) or successful completion of MTH 098 or higher. Pre/Co-Requisite: ENG 100 (College Composition) or English placement (by CPT) into ENG 101 (Research and Composition) Not open, without permission of the department chair, to students with a C or better in MTH 155 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of MTH 144, approved by Academic

Affairs on 3/10/2011) This course fulfills the following SUNY General Education learning outcome: Mathematics

### **MTH 148 Mathematical Reasoning for Elementary Teachers 1**

This course is the first of a two-semester sequence designed for the prospective New York State teaching bands Birth-2, 1-6, 5-8, and Birth-6. Students who plan to transfer to a four-year institution in Early Childhood, Childhood, or Middle Childhood Education should take this course. Students will develop an understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics' (NCTM) Standards. Topics include: problem solving, sets, whole numbers, integers, numeration systems, rational numbers, real numbers, proportional reasoning and number theory. A hands-on problem solving approach will be emphasized throughout this course. Prerequisite: Completion of MTH 125 (Intermediate Algebra) with a C or better or CPT placement into MTH 148. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 148, approved by Academic Affairs on 5/12/2011) This course fulfills the following SUNY General Education learning outcome: Mathematics

### **MTH 149 Mathematical Reasoning for Elementary Teachers 2**

This course is the second of a two-semester sequence designed for the prospective New York State teaching bands Birth-2, 1-6, 5-8, and Birth-6. Students who plan to transfer to a four-year institution in Early Childhood, Childhood, or Middle Childhood Education should take this course. Students will develop an understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics' (NCTM) Standards. Topics include: statistics, probability, geometry, constructions, congruence, similarity, measurement, and motion geometry. A hands-on problem solving technology-based approach will be emphasized throughout this course. Prerequisite: Successful completion of MTH 148 with a C or better or permission of the instructor. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 149, approved by Academic Affairs on 3/08/2012) This course fulfills the following SUNY General Education learning outcome: Mathematics

### **MTH 150 Math is REAL: Relevant Explorations and Learning**

The course is designed to inspire students to be actively engaged in mathematical thought. The topics include: problem-solving, number theory, Euclidean and Non-Euclidean geometry, the concept of infinity, and optional topics chosen from topology, probability, fractals, chaos, and decision making. Prerequisite: Math placement (by CPT) or successful completion of MTH 098 or higher. Pre/Co-requisite ENG 100 (College Composition) or English placement (by CPT) into ENG 101 (Research and Composition) 3 Lec. (Per Departmental Standards Version of MTH 150, approved by Academic Affairs on 03/13/2014) This course fulfills the following SUNY General Education learning outcome: Mathematics

### **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, Precalculus. Prerequisite: MTH 125 (Intermediate Algebra), or MTH 133 (Technical Mathematics 1) or placement by CPT. 3 cr. 3 Lec. (Departmental Standards Version of MTH 155 approved by AAC 2/26/15) This course fulfills the following SUNY General Education learning outcome: Mathematics

### **MTH 165 College Algebra and Trigonometry**

This course is designed to prepare students for success in the study of Precalculus. Topics include graphing, functions, exponential, logarithmic, polynomial and rational equations, absolute value, transformations, complex numbers, systems of linear equations, matrices, right triangles and functional trigonometry. Prerequisites: CPT placement or a grade of C or



better in either MTH 125, Intermediate Algebra, or MTH 133, Technical Mathematics, 4 cr. 4 Lec. (per Departmental Standards version of MTH 165, approved by Academic Affairs on 1/29/15) This course fulfills the following SUNY General Education learning outcome: Mathematics

#### **MTH 174 Mathematical Probability and Statistics 1**

This course is a study of the scientific method and the role of probability and statistics in making inferences based on observed data. Topics include descriptive statistics, correlation and linear regression, the Method of Least Squares, probability, the binomial random variable, the normal random variable, sampling distributions, and statistical inference including single-sample estimation and single and two-sample hypothesis testing using the  $t$ ,  $z$ , and  $X$  squared distributions. Students are required to develop and demonstrate literacy with current technology as it applies to the study of MTH 174. Prerequisite: Math placement (by CPT) or completion of MTH 144 with a C or better or successful completion of MTH 155 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of MTH 174 approved by Curriculum Committee on 10/8/2015) This course fulfills the following SUNY General Education learning outcome: Mathematics

#### **MTH 184 Mathematical Probability and Statistics 2**

This course is a continuation of MTH 174 (Mathematical Probability and Statistics I) and a further study of inferential statistics. Topics include two-sample estimation and significance testing, analysis of variance, tests for normality, nonparametric statistics, Chi-Square tests and analysis of contingency tables, simple regression, multiple linear regression, nonlinear regression techniques, relative importance analysis, logistic regression, principal components analysis, and factor analysis. Students will further develop and demonstrate proficiency with graphing calculator/computer technology. Prerequisite: Successful completion of MTH 174 (Mathematical Probability and Statistics I) or permission of the instructor. 3 cr. 3 Lec. (Departmental Standards Version of MTH 184 - approved by Curriculum Committee on 10/8/2015)

#### **MTH 185 Precalculus**

This course is designed to prepare students for success in the study of calculus. Concepts and functions will be represented graphically, numerically, symbolically and verbally. Linear, quadratic, exponential, and logarithmic functions are reviewed. Critical thinking is developed as instruction focuses on the study of trigonometric, power, polynomial and rational functions and their operations. Students will be expected to demonstrate competence in the use of current technology as it applies to Precalculus topics. Prerequisites: Completion of MTH 165, College Algebra and Trigonometry with a grade of C or better or math placement by CPT. 4 cr. 4 Lec. (Departmental Standards Version of MTH 185 - approved by Academic Affairs on 1/29/15) This course fulfills the following SUNY General Education learning outcome: Mathematics

#### **MTH 221 Calculus 1**

MTH 221 is the first course in the calculus sequence for students in mathematics, science, computer science, and engineering. Basic analytic geometry, functions, limits and continuity, derivatives of algebraic and trigonometric functions, chain rule, implicit differentiation, antiderivatives, definite integrals, Fundamental Theorem, and applications of derivatives and integrals form the core concepts. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 1. Prerequisite: Completion of MTH 185 Precalculus with a C or better, placement by CPT or permission of the Mathematics Department Chair. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 221, approved by Academic Affairs on 09/13/2012) This course fulfills the following SUNY General Education learning outcome: Mathematics

#### **MTH 222 Calculus 2**

MTH 222 is the second course in the calculus sequence for students in mathematics, science, computer science, and engineering. The theory

of integration, techniques of integration, numerical approximation of integrals, the application of integration to the solution of word problems, and an introduction to sequences and series, power series, and Taylor and Maclaurin Series. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 2. Prerequisite: Completion of MTH 221 (Calculus I) with a grade of C or better. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 222, approved by Academic Affairs on 09/13/2012)

#### **MTH 231 Discrete Mathematics**

Introduction to non-continuous side of mathematics; methods of proof, logic, sets, relations, functions, number theory, mathematical induction, counting techniques and graph theory. This course is designed for students who plan to major in mathematics and/or computer science. Prerequisites: Completion of MTH 221 Calculus 1 with a C or better. 3 cr. 3 Lec. (per Departmental Standards version of MTH 231, approved by Academic Affairs on 1/29/15)

#### **MTH 241 Calculus 3**

This course is a continuation of MTH 222 and is designed to be an introduction to multivariable calculus. Topics include: Vectors and vector functions, partial differentiation, and multiple integration in rectangular, polar, cylindrical, and spherical coordinates, vector fields, line integrals, Green's Theorem, Stoke's Theorem, divergence, and curl. An emphasis will be placed on applications from science, engineering, and mathematics. Students are required to develop and demonstrate literacy with current technology as it applies to the study of Calculus 3. Prerequisite: Completion of MTH 222 (Calculus 2) with a grade of C or better. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 241, approved by Academic Affairs on 09/13/2012)

#### **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. 4 cr. 4 Lec. (Per Departmental Standards Version of MTH 242, approved by Curriculum Committee on 3/9/17)

#### **MTH 245 Linear Algebra**

This course is a study of the theory of matrices and applications of systems of linear equations. Topics include systems of linear equations, matrices and matrix algebra, vectors and vector spaces, linear independence, span of a set of vectors, basis and dimension of a vector space, linear transformations of vector spaces, rank of a matrix and the Rank Theorem, determinants and their properties, eigenvalues and eigenvectors, diagonalization of matrices, inner products, orthogonal basis, Gram-Schmidt Orthogonalization, and orthogonal projection of a vector onto a subspace. Prerequisite: Successful completion of MTH 222 Calculus 2 or higher. 3 cr. 3 Lec. (Per Departmental Standards Version of MTH 245, approved by Curriculum Committee on 10/8/2015)

## **MUSIC (MUS)**

#### **MUS 100 Fundamentals of Music**

Fundamentals of Music is an introduction to the elements of music such as melody, rhythm, harmony and form. Taking a performance-based approach with singing, recorders and keyboard, emphasis is on music reading and writing. This course is for students with little or no background

in music and is recommended for early childhood and education students. Fundamentals of Music also serves as a prerequisite to Music Theory I. 3 cr. 3 Lec. (Per Departmental Standards Version of MUS 100, approved by Academic Affairs on 10/28/99) This course fulfills the following SUNY General Education learning outcome: The Arts

### **MUS 101 Music Theory 1**

Music Theory I introduces the rudimentary aspects of melody, rhythm, harmony, form, texture and style analysis. The course follows a composition-based approach with emphasis on aural comprehension and sight singing skills. The course also includes the study of intervals, keys (tonal centers), triads (chords), simple part-writing and rhythmic reading. Prerequisite: Ability to read music. 3 cr. 2 Lec./2 Lab. (Departmental Standards Version of MUS 101 - approved by Academic Affairs on 12/14/98) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities

### **MUS 115 Music Appreciation**

Music Appreciation is an introduction to music in Western civilization. The course examines the materials of music (melody, rhythm, harmony, form, timbre, texture, dynamics, and musical style) and performance media, while the development of analytical listening skills is emphasized. Literature, compositional styles, and major composers of each musical era are discussed: Medieval, Renaissance, and Baroque music; 18th century Classicism and 19th century Romanticism; and music from the 20th century to the present. No prerequisites. 3 cr. 3 Lec. (Per Departmental Standards Version of MUS 115, approved by Academic Affairs on 10/9/03) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities

### **MUS 121 Jefferson Singers**

The Jefferson Singers is the college's choral performing ensemble. This course provides singers the opportunity to rehearse and perform a wide variety of music literature from the classical and contemporary repertoires. Principles of group performance are presented with emphasis placed on the interpretation of choral music literature. The instructor may audition students for voice types to achieve ensemble balance and determine vocal competence. Participation in ensemble performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 121 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisite: Previous choral performance experience or permission of the instructor. 1.5 cr. 4 Lab, .5 Field Experience. (Per Departmental Standards Version of MUS 121, approved by Curriculum Committee 2/8/18) This course fulfills the following SUNY General Education learning outcome: The Arts

### **MUS 122 SUNY Jefferson Jazz Ensemble**

The SUNY Jefferson Jazz Ensemble is the college community jazz band. This course provides instrumentalists the opportunity to rehearse and perform a wide variety of music literature from jazz standards through contemporary repertoire. Principles of group performance are presented with emphasis placed on the interpretation of jazz styles, articulation, improvisation, and other factors significant to the development of jazz performance techniques. Students must supply their own musical instrument except for piano keyboards. The instructor may audition students for instrument selection to achieve ensemble balance and determine instrumental competence. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 122 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisites: Previous jazz ensemble performance experience or permission of the instructor. 1.5 cr. 4 lab. .5 field experience. (Per Departmental Standards Version of MUS 122, approved by Curriculum Committee 2/8/18) This course fulfills the following SUNY General Education learning outcome: The Arts

### **MUS 123 SUNY Jefferson Wind Ensemble**

The SUNY Jefferson Wind Ensemble is the college community concert band. This course provides instrumentalists the opportunity to rehearse and perform a wide variety of music literature from classical and contemporary repertoires. Principles of group performance are presented with emphasis on the interpretation of concert band literature. Students must supply their own musical instrument except for piano keyboards and timpani drums. The instructor may audition students for instrument selection to achieve ensemble balance and determine instrumental competence. Participation in performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 123 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisite: Previous wind ensemble performance experience or permission of the instructor. 1.5 cr. 4 Lab, .5 Field Experience. (Per Departmental Standards Version of MUS 123, approved by Curriculum Committee 2/8/18) This course fulfills the following SUNY General Education learning outcome: The Arts

### **MUS 124 SUNY Jefferson Orchestra**

The SUNY Jefferson Orchestra is the college community orchestra. This course provides instrumentalists the opportunity to rehearse and perform a wide variety of music literature from classical and contemporary repertoires. Principles of group performance are presented with emphasis on the interpretation of orchestral literature. Students must supply their own musical instrument except for piano keyboards and timpani drums. The instructor may audition students for instrument selection to achieve ensemble balance and determine instrumental competence. Participation in ensemble performances is mandatory; unexcused absence from a required performance will result in a failing grade for the course. MUS 124 may be taken up to four semesters for credit; additional semesters may be audited. Prerequisite: Previous orchestra performance experience or permission of the instructor. 1.5 cr. 4 Lab, .5 Field Experience. (Per Departmental Standards Version of MUS 124, approved by Curriculum Committee 2/8/18) This course fulfills the following SUNY General Education learning outcome: The Arts

### **MUS 150 History of Rock and Roll**

History of Rock & Roll traces the development of America's most popular music genre from its origins in rhythm and blues, jazz, gospel and country music to the present. Emphasis will be placed on the development of music listening skills, written analysis and on understanding the many different styles of rock & roll by studying representative works of well-known artists and composers. The role of rock music as a social, cultural and economic force will be examined. 3 cr. 3 Lec. (Departmental Standards Version of MUS 150 - approved by Academic Affairs on 12/14/98) This course fulfills the following SUNY General Education learning outcome: The Arts, or Humanities

### **MUS 172 Piano Class 1**

Piano Class I is group instruction in fundamental piano technique designed for the beginning pianist. Students learn basic musicianship skills and develop technical proficiency through performance of piano music from various genres. Piano class I uses a performance-based approach with group keyboard lessons in the music lab. This course is recommended for students planning a career in music, early childhood or elementary education. Students must have access to an out-of-class keyboard for practice. 3 cr. 3 Lec. (Per Departmental Standards Version of MUS 172, approved by Academic Affairs on 05/14/09) This course fulfills the following SUNY General Education learning outcome: The Arts

### **MUS 173 Voice Class 1**

Voice Class 1 is group instruction in fundamental vocal technique designed for the beginning singer. Students learn basic musicianship skills and develop technical proficiency through performance of vocal music from

various genres. Voice Class 1 uses a performance-based approach with group voice lessons in the music lab. The course is recommended for students planning a career in music, early childhood, or elementary education. Pre-Requisite: None. 3 cr hrs. 3 lec hrs. (Per Departmental Standards Version of MUS 173, approved Academic Affairs on 05/14/2009) This course fulfills the following SUNY General Education learning outcome: The Arts

#### **MUS 174 Guitar Class 1**

Guitar Class 1 is group instruction in fundamental guitar technique designed for the beginning guitarist. Students learn basic musicianship skills and develop technical proficiency through performance of guitar music from various genres. Guitar Class 1 uses a performance-based approach with group guitar lessons in the music lab. This course is recommended for students planning a career in music, early childhood, or elementary education. Students must provide their own acoustic/classical guitar. Pre-Requisites: None. 3 cr hrs. 3 lec hrs. (Per Departmental Standards Version of MUS 174, approved by Academic Affairs on 05/14/2009) This course fulfills the following SUNY General Education learning outcome: The Arts

#### **MUS 272 Piano Class 2**

Piano Class 2 is a continuation of MUS 172 with group instruction in more advanced piano technique and repertoire designed for the intermediate pianist. Students advance musicianship skills and develop greater technical proficiency through performance of progressively more difficult piano music from various genres. Piano Class 2 uses a performance-based approach with group keyboard lessons in the music lab. This course is recommended for students planning a career in music, early childhood, or elementary education. Students must have access to an out-of-class keyboard for practice. Pre-requisites: MUS 172. 3 cr. 3 lec. (Per Departmental Standards for MUS 172, approved by Academic Affairs Committee on 05/17/2009) Successful completion of this course satisfies the Arts SUNY General Education learning outcome. Some work that students do in this course (assignments, exams, or performances) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement in General Education. This course fulfills the following SUNY General Education learning outcome: The Arts

#### **MUS 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. 3 cr. 3 Lec. (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

### **NETWORKING (NET)**

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#### **NET 100 Networking Fundamentals**

This course introduces the student to the underlying concepts of data communications, telecommunications and Networking. It focuses on the terminology and technologies in current networking environments. It is meant to provide a general overview of the field of networking as a basis for continued study in the field. Hands-on experiences are included within this course. Basic computer skills are required for this course (the ability to use the operating systems and applications such as word processing, Internet browsers, and email) 3 cr. 3 Lec. 1 lab.(Per Departmental

Standards Version of NET 100, approved by Curriculum Committee on 2/11/16)

#### **NET 131 Local Area Networks**

Students in this course learn the concepts, technologies, components and protocols inherent in today's local area networking environments. They will see how computers are connected together to form peer-to-peer, server-based networks, back-bone networks, and discover the functionality and uses of a router and switch. Commonly used network operating systems are introduced in this course. Various LAN technologies as well as wireless LAN technologies are explained. Network security topics are integrated throughout the course. Prerequisite: Successful completion of NET 100. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of NET 131, approved by Curriculum Committee on 2/11/16)

### **NURSING (NUR)**

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#### **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. 7 cr. 4 Lec. 4 Lab. 5 Clinical. (Per Departmental Standards Version of NUR 111, approved by Academic Affairs on 10/08/09)

#### **NUR 112A Maternal and Newborn Health**

Nursing 112A builds upon the nursing theory and skills learned in Nursing 111. Performance improves after the novice has experience coping with real situations. More sophisticated rules guide the student as they focus on the childbearing family. The advanced beginner is encouraged to consider more objective facts as they concentrate on wellness in addition to psychosocial needs. The nursing process is used to assist families to an optimal level of wellness. Communication skills are demonstrated through purposeful interactions and principles of health teaching are put into practice. Prerequisites: NUR 111, BIO 203, PSY 133. Pre or Corequisites: BIO 204, and PSY 233. Co-requisite: NUR 112B. 3.5 cr. 2 Lec. 1.0 Lab. 3.5 Clinical. (Per Departmental Standards Version of NUR 112A, approved by Academic Affairs on 5/13/2010)

#### **NUR 112B Medical/Surgical 1**

Nursing 112B builds on the nursing theory and skills learned in Nursing 111. Performance improves after the novice has experience coping with real situations. More sophisticated rules guide the student as they focus on clients undergoing surgery, clients with problems in mobility, as well as, multiple health concerns. The advanced beginner is encouraged to consider more objective facts as they focus on health restoration and promotion. The nursing process is used to assist individuals and families to an optimal level of health. Communication skills are demonstrated through purposeful interactions and principles of health teaching are put into practice. Prerequisites: NUR 111, BIO 203, and PSY 133. Pre- or Co-requisites: BIO 204 and PSY 233. Co-requisite: NUR 112A. 3.5 cr. 2 Lec. 1.0 Lab. 3.5 Clinical. (Per Departmental Standards Version of NUR 112B, approved by Academic Affairs on 12/11/14)

#### **NUR 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 Clinical. (Per Departmental Standards Version of NUR 115A, approved by Academic Affairs on 5/17/05)

### **NUR 115B Clinical Practice- Medical/Surgical**

This course is designed to offer the student an opportunity to apply previously learned nursing theory from NUR 111 and NUR 112A&B. Students will utilize the nursing process to give patient care in medical/surgical 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 Clinical. (Per Departmental Standards Version of NUR 115B, approved by Academic Affairs on 5/17/05)

### **NUR 212 Pharmacology**

The course focuses on major drug categories, their action, pharmacokinetics, use, and compatibility. It incorporates the physiology of body systems necessary to understanding how drugs work in the body. Nursing implications of drug therapy will be stressed. This course is generally offered in the fall semester only. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203 and BIO 204. 3 cr. 3 Lec. (Per Departmental Standards Version of NUR 212, approved by Academic Affairs on 12/11/14)

### **NUR 231A Medical/Surgical II**

NUR 231A builds on the nursing theory and skills previously learned. Performance improves after the advanced beginner has experience coping with more complex real situations. Previously learned concepts are expanded and guide the student as they focus on clients with endocrine, nutrition, elimination, and psychosocial responses leading to illness of an acute/chronic nature. The competent student begins to develop a plan of care based on the considerable conscious, abstract, analytic contemplations of the problem and begins to achieve efficiency and organization. The student develops long-term goals for clients expanding the attributes of current to future situations. Principles of health teaching are integrated and more complex technical skills are developed. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. Prerequisite or Corequisite: BIO 202, NUR 212. Co-requisite: NUR 231B. 5 cr. 3 Lec. .75 Lab 5.25 Clinical. (Per Departmental Standards Version of NUR 231A, approved by Academic Affairs on 12/11/14)

### **NUR 231B Psychosocial Nursing**

NUR 231B Psychosocial Nursing provides students expansion of application in the use of the nursing process to treat people with actual or potential mental health problems or psychiatric disorders. Students continue to promote and foster health and safety; assist people to regain or improve their coping abilities, maximize strengths, and prevent further disability. Focus on nursing care which promotes and supports the emotional, mental and social well-being of the client and family while experiencing stressful events as well as clients with acute or chronic mental illness. Nursing 231B builds on theory and skills previously learned. The performance of the competent nursing student is to establish a perspective and the plan of care is based on considerable conscious, abstract, analytical contemplation of the problem. Emphasis is placed on the use of communication skills to aid in establishing a therapeutic relationship in purposeful interactions

and basic group processes. The nursing process, with its related skills of observation, communication, and health teaching as the basis of nursing practice, continues to be presented. Psychological changes and stages of psycho-social development of children, adolescents, mature and aging adults are taught. Prerequisites: NUR 111, NUR 112A, NUR 112B, BIO 203, BIO 204, PSY 133, PSY 233. Prerequisite or Corequisite: BIO 202, NUR 212. Co-requisite: NUR 231A. 5 cr. 3 Lec. 5.25 Clinical .75 Lab. (Per Departmental Standards Version of NUR 231B approved by Curriculum Committee on 9/14/17)

### **NUR 232 Medical/Surgical III**

NUR 232, Medical/Surgical III provides the proficient nursing student with more complex patients. This allows the student to utilize previously learned aspects and apply those to more critically ill clients. NUR 232 focuses on nursing care requirements in response to clients with complex respiratory, cardiac, mobility, neurological, genitourinary, sensory perception and communication issues from infancy to senescence. The proficient student nurse learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. Students are able to prioritize, analyze, plan and evaluate patient responses. The use of case studies enhances their ability to grasp situation and share situations where they felt successful and thought their interventions made a difference. Principles of rehabilitation and health teaching are integrated throughout the course. The student has the opportunity to function in a leadership role, collaborate with the health care team, and use the nursing process in providing care to individuals and groups of patients. Beginning management and organizational skills learned in Nursing 234 are applied in the management component of clinical. Prerequisite: NUR 231A, NUR 231B; Co-requisite: NUR 234; Prerequisite or Co-requisite: NUR 212. 10 cr. 6 Lec. 1.5 Lab. 10.5 Clinical. (Per Departmental Standards Version NUR 232, approved by AAC on 10/11/12)

### **NUR 234 Nursing 5: Nursing Practice Seminar**

Nursing 234, Seminar in Nursing, is a capstone course which allows nursing students to qualitatively explore issues related to morality, ethics, legal responsibilities, legislative concerns, nursing research, and educational development. Students write their own contracts which allow them to explore aspects of the profession. The expert student nurse no longer relies on concrete rules to complete his or her understanding of the situation to an appropriate action. Prerequisite: NUR 231A, NUR 231B, NUR 212, Co-requisite: NUR 232, Co-requisite/Prerequisite: NUR 212. 2 cr. 2 Lec. (Per Departmental Standards Version of NUR 234, approved by Academic Affairs on 10/11/2012)

## **OFFICE TECHNOLOGY (OFC)**

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### **OFC 121 Beginning Keyboarding**

This course is designed to develop basic professional keyboarding skills. Instruction is given utilizing keyboarding and word processing software. Production work will include centering, letters, tables, manuscripts, memorandums, reports, and other business documents. The average speed attainment will be 30-45 wpm. No prerequisite. 2 cr. 3 Lec./Lab. (Per Departmental Standards Version of OFC 121, approved by Academic Affairs on 3/14/01)

### **OFC 122 Intermediate Keyboarding**

This course is designed to increase the professional speed and accuracy levels of the keyboarding student. Instruction is given utilizing keyboarding and word processing software. An increased level of production of letters, manuscripts, memorandums, tables, and complex business documents will be expected. The average speed attainment will be 45-55 wpm. Prerequisite: OFC 121. 2 cr. 3 Lec./Lab. (Per Departmental Standards Version of OFC 122, approved by Academic Affairs on 3/14/01)

### **OFC 126 Business Communications**

An entry level course designed to develop business writing skills and review English grammar, punctuation, spelling, and capitalization skills. Also, the course encompasses verbal and nonverbal communication skills for the business employee. This course includes the development of writing business letters, office memoranda, short reports, and employment communications and other business documents. Prerequisites: none. 3 cr. 3 Lec. (Per Departmental Standards Version of OFC 126, approved by Academic Affairs on 2/24/2011)

### **OFC 157 Professional Development and Skills Seminar**

This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of OFC 157, approved by Curriculum Committee on 12/10/15)

### **OFC 211 Administrative Software Applications**

This course is designed to provide software training in the efficient use of administrative-related software. Students will apply word processing/ software presentation principles and theories to produce administrative and clerical projects, such as business letters, envelopes, labels, memos, formal reports, tables, charts, resumes, merged documents, slides, presentations, etc., to meet business and industry standards. The use of the On-Line Help function, Internet resources, dictionary, reference materials, procedures manuals, etc. will be stressed along with the skill of proofreading. This course incorporates advanced software functions such as sorting, columns, footnotes, graphics, page layout, slide templates, and design. Prerequisite: none. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of OFC 211, approved by Academic Affairs on 2/24/2011)

### **OFC 222 Integrated Business Applications**

This course is designed to integrate advanced software applications with administrative-related tasks. Students will simulate comprehensive workplace projects which tie together various skills, administrative knowledge, and computer applications learned in prior courses. These scenario-based projects will require students to prioritize work, handle business case situations from conception to completion, and employ appropriate software as problem-solving tools under production-style standards. Emphasis is placed on efficiently handling complex situations encountered in professional settings within appropriate time frames. Prerequisites: OFC 122 and OFC 211. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of OFC 222, approved by Academic Affairs on 4/8/04)

### **OFC 225 Administrative Support Services**

This course prepares students for administrative business office activities. This course includes techniques and topics such as computerized office correspondence, telecommunications, informational literacy, reprographics, mail handling procedures, records management, office forms, conference planning, office equipment, time management, travel arrangements, reference sources, office etiquette, and interpersonal relationships. Prerequisites: None. 3 cr. 4 Lec./Lab. (Per Departmental Standards Version of OFC 225, approved by Academic Affairs on 09/25/2008)

### **OFC 226 Administrative Correspondence**

This course is designed for office support personnel, administrative assistants, and office employees who supervise other workers to develop administrative writing with greater ease and confidence. Attention is given to common errors and editing tips. Students will learn how to support their

supervisor in communication tasks and how to assume greater responsibility for office policies, personnel reports, job descriptions, clerical/office job ads, reference/recommendation letters, job appraisal reports, and form design. Prerequisites: OFC 121 and OFC 126. 3 cr. 3 Lec. (Per Departmental Standards Version of OFC 226, approved by Academic Affairs on 11/15/00)

### **OFC 245 Medical Terminology**

This course is designed to teach the language of medicine to those who have elected a career in a medically-related profession. The study will include the basic structure of medical words including prefixes, suffixes, roots, combining forms, and plurals. Emphasis will be on building and understanding the professional vocabulary necessary for office employment in a medically-related field. (Fall Semester) 3 cr. 4 Lec./Lab. (Departmental Standards Version of OFC 245 - Approved by Academic Affairs on 11/20/97)

### **OFC 246 Medical Terminology and Transcription**

This course is a continuation of the comprehensive study of Medical Terminology as presented in OFC 245. The development of speed and accuracy in machine transcription of letters, case histories, hospital records, and other related medical documents utilizing a computer and current software will be emphasized. (Spring Semester) Prerequisite: OFC 121 and OFC 245. 3 cr. 4 Lec./Lab. (Departmental Standards Version of OFC 246 - Approved by Academic Affairs on 11/20/97)

### **OFC 248 Medical Office Technology**

Students will use current computer software to process medical documents and simulate recordkeeping in medical, dental, or other health offices. Patient scheduling, billing, insurance forms, and procedure codes will be utilized. Medical ethics and law will be addressed. Professional and career development will be discussed. (Spring Semester) Prerequisite: OFC 121 and OFC 245. 3 cr. 4 Lec./Lab. (Departmental Standards Version of OFC 248 - Approved by Academic Affairs on 11/20/97)

### **OFC 275 Office Technologies Internship**

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Completion of the Professional Development and Skills Seminar (ACC 157/AGB 157/BUS 157/HOS 157/OFC 157/ or PLA 157 with a C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor, and completion of OFC 211 with at least a B average and approval from Office Technologies faculty. Medical option students must also have completed OFC 245 with at least a B average. 3 cr. 1 Lec./6 Lab. (Departmental Standards Version of OFC 275 - approved by Curriculum Committee on 2/25/16)

## **PHYSICAL EDUCATION (PED)**

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### **PED 110 Archery**

PED 110 is an activity class designed to teach students the fundamental knowledge and skills of the sport. 1 cr. 2 Activity. (per Departmental Standards Version of PED 110 - approved by Curriculum Committee on 2/8/18)

### **PED 111 Golf**

PED 111 is an activity class designed to teach students the fundamental knowledge and skills of the sport. 1 cr. 2 Lab/Activity. (Departmental Standards Version of PED 111 - approved by Curriculum Committee 2/8/18)

**PED 113 Bowling**

Bowling is an activity class designed to teach students the fundamental knowledge and skills of the sport. 1 cr. 2 Lab. (per Departmental Standards Version of PED 113 - approved by Curriculum Committee 3/9/17)

**PED 137 Yoga for Beginners**

Yoga for beginners teaches basic postures and breathing exercises that derive from ancient India. Students are encouraged to develop a greater body-mind alliance, which is often not addressed in our culture. The combination of relaxation, general body toning, flexibility, and meditation gives the student an awareness of their enhanced human potential. Concepts of yoga philosophy are discussed, which provides the basis for the practice of these techniques. Prerequisite: none. 1 credit 2 contact. (per Departmental Standards approved by Academic Affairs 11/13/14)

**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. 1 cr. 1 lab. (Per Departmental Standards Version of PED 146, approved by Academic Affairs on 4/25/03)

**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 simulates real cycling conditions. This comprehensive program is totally non-competitive, allowing students to reach their prospective fitness goals at individual levels and speeds. 1 cr 2 Lab, (per Departmental Standards version approved 4/23/15)

**PED 165 Beginning Martial Arts**

PED 165 is an introduction to the martial arts emphasizing improvement in body flexibility, muscular endurance, strength, coordination, poise, and mental concentration. It is designed as a non-contact activity with no special protective equipment required. .5 cr. 1 Lab. (Per Departmental Standards Version of PED 165, approved by Academic Affairs on 5/10/00)

**PED 169 Introduction to Dance**

This course will provide a general introduction to the World of Dance as an Interdisciplinary Art Form. Various founders of the world of Modern Dance will be studied and introduced. Dance techniques in Ballet, Jazz, Modern, Hip-Hop, African, Broadway and more will be introduced through movement instruction. Students will experience both being the performer and the choreographer. Additionally, Dance for the Athlete, Dance for Special Needs Individuals, and Dance for Children will be explored. 1 cr. 2 Lab. (Per Departmental Standards Version of PED 169, approved by Curriculum Committee on 3/9/17)

**PED 174 Nordic Sports**

Nordic Sports is an activity class designed to teach students the fundamental knowledge and basic skills of cross country skiing and snowshoeing. Equipment is provided (skis, poles, ski shoes and snowshoes) Prerequisites: None. 1 cr. 2 Activity. (Per Departmental Standards Version for PED 174, approved by Academic Affairs on 1/23/2014)

**PED 177 Court Sports**

Court sports is an activity class designed to teach students the fundamental knowledge and skills of racquetball and pickleball. 1 cr. 2 contact. Pre-requisite: none. (per Departmental Standards version of PED 177 approved by Curriculum Committee 11/9/17)

**PED 178 Self Defense**

PED 178 is designed to teach self-defense awareness, avoidance, and

escape techniques. Students will receive instruction in how to avoid a risky situation as well as what to do if they are actually attacked. .5 cr. 1 Lab. (Per Departmental Standards Version of PED 178, approved by Academic Affairs on 4/26/04)

**PED 180 Wellness**

PED 180 is a lecture course designed to introduce basic concepts of wellness. Establishment of lifelong wellness behavior will be stressed based on the seven dimensions of wellness (Social, Physical, Intellectual, Emotional, Spiritual, Environmental and Occupational) 1 cr. 1 Lec. (per Departmental Standards Version of PED 180 approved 12/10/2016)

**PED 184 Power Walking**

PED 184 Power Walking is a comprehensive fitness program utilizing walking as a cardiorespiratory activity and emphasizing lifetime fitness and wellness. 1 cr. 2 Lab. (Departmental Standards Version of PED 184 - approved by Academic Affairs on 11/2/98)

**PED 188 Team Sports**

Team sports is an activity class designed to teach students the fundamental knowledge and skills of basketball and volleyball. 1 Cr. 2 Activity Pre-requisite: none. (per Departmental Standards version of PED 188 approved by Curriculum Committee 2/8/18)

**PED 191 Adventure Activities**

Adventure Activities is an activity class designed to involve innovative warm-up and conditioning exercises, group cooperation, personal and group problem solving initiatives, spotting skills, trust activities, and skills associated with individual challenges in an adventure setting. These activities will enable students to learn trust, cooperation, and healthy risk-taking behaviors in a supportive and safe environment. 1 cr. 2 Lab. (Per Departmental Standards Version of PED 191, approved by Academic Affairs on 12/10/2015)

**PED 192 Physical Conditioning**

Physical Conditioning is an activity class designed to increase the knowledge and the skills needed to develop a safe and effective training program with an emphasis on improving the components of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. In addition to orientation and class lecture modules, a student will be expected to complete 19 hours of lab activity during any open hours at the JCC Fitness Center. 1 cr. 2 Lab. (Per Departmental Standards Version of PED 192, approved by Academic Affairs on 12/10/2015)

**PED 194 Hiking**

This course is designed to allow students to read a topographical map, plot azimuths and courses, and navigate a trail successfully. Students will be responsible for planning and navigating multiple day hikes with proper gear. The students will plan and prepare meals for the group and discuss wilderness safety and personal health issues. Students will also demonstrate proper wilderness etiquette while following the "Leave No Trace" philosophy. 1 cr. hr. 2 contact hrs. (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.

**PED 195 Backpacking**

Backpacking is an activity class designed to involve students in the planning, resourcing, and conducting an overnight group trip. Participants will learn about technical equipment such as tents, packs, stoves, and sleeping bags. Skills in navigation, cooking, low impact camping and other techniques necessary to practice this outdoor activity safely and successfully will be

covered. Prerequisite: PED 194 Hiking; or permission of instructor. For safety reasons, student to instructor ration must not exceed 7:1 (NYS DEC Guidelines) 1 cr. 2 contact hrs. (Per Departmental Standards Version of PED 195, approved by Academic Affairs on 03/15/2013) Class will meet three times. The first class will be orientation to the class, review all of the course requirements and expectations, equipment needed, compass training, map reading, and class waivers. The two remaining classes will be specific backpacking days off campus.

### **PED 196 Wilderness Camping**

Wilderness Camping is an activity class designed to provide basic fundamentals of camping. The class will involve students in the planning, resourcing, and safely conducting an overnight camping trip. The students will plan and prepare meals for the group and discuss wilderness safety and personal health issues. Students will also demonstrate proper wilderness etiquette while following the Leave No Trace philosophy. 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. Pre-req: None. 1 Cr 2 Contact. (per Departmental Standards version of PED 196 approved by Curriculum Committee 11/9/17)

### **PED 201 Intro to Physical Education**

This course will serve as an introduction to the basic concepts involved with career possibilities and give information about preparing for professional service in all areas of "physical education." 3 cr. 3 Lec. (Departmental Standards Version of PED 201 - approved by Academic Affairs on 2/11/99)

### **PED 202 Sport in Society**

This course provides students with an in-depth study of the social dimensions of sport in a modern industrialized society. Substantive topics may include: sexism and racism in sport; sport and the mass media; deviance in sport; sport and social mobility; and the relationship of sport with religious, political and economic structures. The course is concerned with the application of the sociological perspective to a variety of contemporary issues and will enable the student to better understand how sport affects and reflects American culture. Prerequisites: None. 3 cr. 3 lec. (Per Departmental Standards Version of PED 202, approved by Academic Affairs on 12/9/2010)

## **PHILOSOPHY (PHI)**

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### **PHI 101 Introduction to Philosophy**

In this introductory level course, major philosophical questions will be examined to acquaint the student with the historical and structural foundations of Western thought. Emphasis will be placed upon the assumptions and methods of inquiry used by major philosophers, and a procedure for comparative analysis will be developed. Parallels will be drawn from history, art, literature, science, and technology to illustrate the thought structure of the age under discussion. 3 cr. 3 Lec. (Departmental Standards Version of PHI 101) This course fulfills the following SUNY General Education learning outcome: Humanities, or Western Civilization

### **PHI 212 Religions of the Far East**

This course will focus upon Indian, Chinese and Japanese religion and philosophy, as revealed through a historical and developmental study of the major religions of the Far East; Hinduism, Buddhism, Confucianism, Taoism and Shintoism. Original materials, both ancient and modern, will be studied so as to better understand the many diverse factors which have contributed to form the great civilizations and the complex nature of Far

Eastern thought. Prerequisite: PHI 101, or permission of instructor. 3 cr. 3 Lec. This course fulfills the following SUNY General Education learning outcome: Humanities, or Other World Civilization

## **PHYSICS (PHY)**

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### **PHY 131 General Physics 1**

This course is the study of fundamental laws and principles underlying physical phenomena. Emphasis is placed on mechanics, heat, waves, and motion. A background including trigonometry and high school Physics experience is very helpful. Satisfies Math/Science curriculum laboratory science requirement. Prerequisite: College placement testing above, or successful completion of, MTH 166 or higher (excluding MTH 174 and MTH 184) or Precalculus secondary school math with permission of Department. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of PHY 131, approved by Academic Affairs on 4/22/02) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **PHY 132 General Physics 2**

This course is a continuation of General Physics 1. Topics include thermodynamics, waves, sound, electricity, magnetism, and optics. Prerequisite: Successful completion of PHY 131 - General Physics 1. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of PHY 132 - approved by Academic Affairs on 5/14/99) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **PHY 143 Science and Engineering Physics 1**

This course is the first course in a three-semester sequence. This is a calculus-based approach to the physical principles required in engineering. This course emphasizes kinetics and kinematics of particles, Newton's Laws, systems of forces, work energy, power and momentum, rotational and oscillatory motion. Prerequisite: Successful completion of MTH 221 (Calculus 1) and high school physics or PHY 131 (General Physics I), or the permission of the instructor. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of PHY 143, approved by Academic Affairs on 5/10/07) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **PHY 144 Science and Engineering Physics 2**

This course is a continuation of Science and Engineering Physics 1 with emphasis on gravitation, fluids, heat, temperature, thermodynamics, properties of matter, waves, vibrating bodies, sound and AC circuits, optics and relativity. Prerequisite: Successful completion of PHY 143 - Science and Engineering Physics 1 or an introductory calculus based physics course. Co-requisite or prerequisite: MTH 241-Calculus 3 or MTH 242-Differential Equations. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of PHY 144 - approved by Academic Affairs on 5/14/99)

### **PHY 145 Science and Engineering Physics 3**

This course is a continuation of Science and Engineering Physics 2 with emphasis on capacitance, resistance, DC circuits, magnetic fields, inductance, AC circuits, reflection, refraction, diffraction interference, and electromagnetic waves. Prerequisite: Successful completion of PHY 143- Science and Engineering Physics 1 and Prerequisite/corequisite: MTH 241- Calculus 3 or MTH 242- Differential Equations. 4 cr. 3 Lec. 3 Lab. (Departmental Standards Version of PHY 145 - approved by Curriculum Committee 2/8/18) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

## **PARALEGALISM (PLA)**

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### **PLA 101 Introduction to Law and Paralegalism**

This course introduces students to the law through its classifications and sources. Students will examine a civil lawsuit through the roles that attorneys, paralegals, judges and other members of the legal community

play in the suit's resolution. Students will also examine substantive law and legal ethics. 3 cr. 3 Lec. (Per Departmental Standards Version of PLA 101, approved by Academic Affairs on 04/30/09)

#### **PLA 112 Legal Research and Writing**

This course will provide students with an understanding of the functions of the law library and will assist them in developing their research skills through the use of digests, encyclopedias, reporter systems, practice manuals, and video presentations. Students will be required to participate in the drafting of special research projects, the preparation of legal memoranda, and the preparation of pleadings. 3 cr. 3 Lec. (Per Departmental Standards Version of PLA 112, approved by Academic Affairs on 4/8/04)

#### **PLA 157 Professional Development and Skills Seminar**

This weekly business seminar is designed to provide students with the skills necessary to succeed in obtaining employment. This course focuses on preparing for the job search process, writing a resume, interviewing techniques, and developing the interpersonal relationship skills necessary for a positive job attitude. Students will also have the opportunity to learn about the best ways to change careers or gain work experience and to practice meeting with business people in various business career fields. This seminar is a required prerequisite to a business internship experience. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of PLA 157, approved by Curriculum Committee on 12/10/15)

#### **PLA 211 Civil Litigation**

The course provides an in-depth study of all the tools and procedures available to an attorney in preparing for and conducting civil litigation. Emphasis will be placed on the preparing of motions, subpoenas, gathering evidence, documentation, and witnesses. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of PLA 211, approved by Academic Affairs on 09/25/2008)

#### **PLA 213 Constitutional Law and American Society**

This course will trace the American historical experience through an examination of major Supreme Court decisions. The course will focus on the impact of those decisions on political, economic, and cultural implications of American institutions and diversity groups by using a case study approach. The course examines Supreme Court decisions that affect America's™ relationships with the rest of world. Supreme Court decisions from key U.S. Constitutional provisions such the 14th Amendment, Bill of Rights, Commerce Clause, and Articles 1, 2 and 3 will be the main focus of the course. Prerequisites: ENG 100 with C or better or CPT into ENG 101 or co-requisite of ENG 101. 3 cr. 3 Lec. (per Departmental Standards Approved by Academic Affairs 10/30/14) This course fulfills the following SUNY General Education learning outcome: American History

#### **PLA 221 Family and Domestic Relations Law**

A complete study of the substantive law of domestic relations. This includes the law of marriage, adoption, divorce, annulment, separation, family obligations, etc. The course will also explore matrimonial actions and various procedures employed therein. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of PLA 221, approved by Academic Affairs on 09/25/2008)

#### **PLA 232 Property Law**

A study of property ownership, closings, property management, property financing, and instruments pertaining thereto including development of consumer rights and usury statute analysis. Students will be trained to assist in the investigation, preparation, and maintenance of records necessary to perform the above services in a corporate law department or law office. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of PLA 232, approved by Academic Affairs on 09/25/2008)

#### **PLA 242 Estates, Wills and Trusts**

This course includes study of wills and trusts, and a survey of the fundamental principles of law applicable to each, study of the organization and jurisdiction of the surrogates court, detailed analysis of the administration of estates, and a review of estate and inheritance taxes applicable to such estates. Prerequisite: None. 3 cr. 3 Lec. (Per Departmental Standards Version of PLA 242, approved by Academic Affairs on 09/25/2008)

#### **PLA 275 Paralegal Internship**

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Completion of the Professional Development and Skills Seminar (ACC 157/AGB 157/BUS 157/HOS 157/OFC 157/ or PLA 157 with a C or better) and successful completion of at least 24 credit hours in the curriculum including a program faculty letter of recommendation and consent of the Internship instructor, and completion of PLA 101 and 112 with at least a B average in each course and permission from Paralegal faculty. 3 cr. 1 Lec. 6 Lab. (Departmental Standards Version of PLA 275 approved by Curriculum Committee on 2/25/16)

### **POLITICAL SCIENCE (POL)**

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#### **POL 121 Introduction to American Government**

This course is an introduction to the American political system, including the Constitutional framework; legislative, executive, and judicial functions; as well as the nature of American political parties, interest groups, public opinion, social movements, political economy, and the role each plays in contemporary American life. 3 cr. 3 Lec. (Per Departmental Standards Version of POL 121, approved by Academic Affairs on 10/28/99) This course fulfills the following SUNY General Education learning outcome: Social Sciences

#### **POL 122 State and Local Government**

This course is an examination of state and local governments within the American federal system. It will include the structure, function, political processes and political economy of state and municipal governments, with an emphasis on the State of New York. Where possible, a seminar approach will be used in this course. A field experience is required. 3 cr. 3 Lec. (Per Departmental Standards Version of POL 122, approved by Academic Affairs on 10/28/99) This course fulfills the following SUNY General Education learning outcome: Social Sciences

#### **POL 126 World Affairs**

The course is an introduction to modern world affairs with emphasis on issues and problems of the post-World War II period. Attention is focused on problems and prospects of developing regions of the world such as in Asia, Africa, and Latin America; tension areas and security issues; political economy; human rights; relationships among leading nations of the world; and a regional case study. This course satisfies SUNY General Education learning outcomes for Other World Civilizations. Prerequisite: CLS 099 or CPT Reading Test at 71 or >, and pre/co-requisite ENG 100 or CPT ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of POL 126, approved by Academic Affairs on 4/23/15) This course fulfills the following SUNY General Education learning outcome: Other World Civi

#### **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. 3 cr. 3 Lec. (Per Departmental Standards Version of POL 127, approved by Academic Affairs on 10/23/03) This course fulfills the following SUNY General Education learning outcome: Western Civiliza

### **POL 290 State or Local Government Internship**

The Internship is designed to provide students with work experience in an office for either state or local government in Jefferson Community College's service area. Each enrolled student will work a minimum of 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 04/17/08.

## **PSYCHOLOGY (PSY)**

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### **PSY 120 Creating Success in Life and College**

This interdisciplinary course is designed to help students develop essential skills to successfully become active, responsible learners. The course embraces a humanistic approach to success, which will assist participants in becoming actively involved in the direction of their lives through understanding the role of communication competences and personal self growth when making purposeful decisions. Topics will focus on life skills such as self-management and self-actualization, interdependence, clear self expression, role definition, personal responsibility, and self-motivation strategies. Prerequisite: none. 3 cr. 3 lec. (Per Departmental Standards Version of PSY 120, approved by Academic Affairs on 2/24/2011)

### **PSY 130 Psychology for Life: Personal Growth and Development**

This applied psychology course is designed to help you gain self-awareness and understanding and find ways to solve everyday problems through positive behavioral change. You will develop a deeper understanding of yourself and others, explore new choices, learn new ways of coping with personal and interpersonal problems, and develop effective strategies for changing your behavior. This course is suitable for students enrolled in CLS 099 and/or ENG 099. Pre-requisite: none. 3 Cr. 3 Lec. (per Departmental Standards version of PSY 130 approved by Curriculum Committee 2/23/17)

### **PSY 133 Introduction to Psychology**

This course is a survey of the study of the mind and human behavior and is designed to foster understanding of psychology as a scientific, research based endeavor. This survey will acquaint you with the major concepts and terminology of the discipline and give you a better understanding of self and others as you learn about psychology from several different perspectives: psychology as an academic science, psychology in your own life, and psychology in the broader world. Prerequisite- Completed CLS 099 or CPT Reading Test Score of 71 or above AND Co-requisite ENG 100 or CPT into ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of PSY 133, approved by Academic Affairs on 02/14/2013) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **PSY 220 Child and Adolescent Development**

PSY 220 examines theories and research related to child development from the prenatal period through adolescence. Topics will include: physical development; cognitive development; psychological, social, and emotional development; schooling and development; adult/child interaction; methods of research and assessment; and multicultural and current issues in child

and adolescent development. (Not open to students with credit in PSY 233) Prerequisite: PSY 133. 3 cr. 3 Lec. (Per Departmental Standards Version of PSY 220, approved by Academic Affairs on 10/9/14) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **PSY 232 Social Psychology**

This course involves an examination of the reciprocal effects of group membership on individual behavior and the individual's influence on group behavior. Topics will include issues of conformity, compliance, influence, attribution, socialization and social cognition. The course will also emphasize the organization and dynamics of groups and the development of shared opinions, attitudes and behaviors within groups. Prerequisite: SOC 144 or PSY 133. 3 cr. 3 Lec. (Departmental Standards Version of PSY 232 - approved by Academic Affairs on 5/13/99) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **PSY 233 Lifespan Development**

PSY 233 examines theories and research related to lifespan development from the prenatal period to old age and the end of life. Topics will include: physical development; cognitive development; social and personality development throughout the lifespan; methods of research and assessment; and current issues in lifespan development. (Not open to students with credit in PSY 220 OR PSY 222) Prerequisite: PSY 133. 3 cr. 3 Lec. (Per Departmental Standards Version of PSY 233, approved by Academic Affairs on 10/14/99) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **PSY 235 Abnormal Psychology**

This course examines the history, assessment, and treatment of abnormal behavior. Emphasis is placed on understanding abnormal behavior within the contexts of biological, psychological, and social/cultural factors. Prerequisite: PSY 133. 3 cr. 3 Lec. (Departmental Standards Version of PSY 235 - approved by Academic Affairs on 2/11/99) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **PSY 239 Death and Dying**

This course presents a sociological and psychological examination of death, dying and bereavement. Areas of emphasis include cultural factors in attitudes toward death, stages of dying and the tasks of those stages, death anxiety, communication with the terminally ill, the working through of grief, coping with survival, and the consideration of loss as a personal growth experience. Prerequisite: PSY 133 or SOC 144. 3 cr. 3 Lec. (Per Departmental Standards Version of PSY 239, approved by Academic Affairs on 02/14/2013)

### **PSY 252 Behavioral Statistics & Research Methods in Psychology**

This course examines scientific research methodology as it is applied to psychological questions. Both qualitative and quantitative methods will be discussed. All aspects of the research process, from forming a research question to analyzing and reporting data, will be examined. Statistical methods of central tendency, dispersion, correlation, regression, and ANOVA will be included. Lectures in this course will alternate with laboratory activities in which students will gain hands-on experience with different aspects of the research process. Students will complete an original research project. Prerequisite: PSY 133 and ENG 101, Pre/Co-requisite: MTH 144 or MTH 174. 3 cr. 2 Lec. 2 Lab. (Per Departmental Standards Version for PSY 252, approved by Academic Affairs on 4/23/2015)

## **SCIENCE (SCI)**

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### **SCI 107 Physical Science**

This course studies fundamental principles of chemistry and physics. Topics discussed include history of science, mechanics, properties of matter, heat,

temperature, atomic and molecular structure and basic chemical reactions. Emphasis is placed on the relation of physical science to our environment. Prerequisite: One year of high school mathematics. Recommended for students with no previous science background. SCI 107 is for students in career curricula and is not open to students who have completed CHE 131. 3 cr. 3 Lec. (Per Departmental Standards Version of SCI 107, approved by Academic Affairs on 4/22/02) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **SCI 110 Energy and the Environment**

This introductory course investigates non-renewable, renewable, and sustainable energy systems. The course examines short, medium, and long range energy options for a sustainable energy future. Topics include fossil fuels, nuclear energy, wind power, solar power, biomass, geothermal power, hydropower, and hydrogen. The course looks at the carbon dioxide issues and abatement as well as global climate change. Energy conservation and energy efficiencies are explored. This course incorporates discussion and analysis of current environmental issues as they relate to energy on local, regional, and global scales. MTH 133 is preferred as a prerequisite as opposed to MTH 125. Prerequisites: ENG 100 or placement into ENG 101. Pre or Co-Requisites: MTH 125, MTH 133, or placement into MTH 155 or higher. 3 cr. 3 lec. (Per Departmental Standards Version of SCI 110, approved by Academic Affairs on 03/14/2013) This course fulfills the following SUNY General Education learning outcome: Natural Sciences

### **SCI 199 Interdisciplinary Science and Mathematics**

Science 199 is an interdisciplinary course that directly integrates and demonstrates the dependent relationships between the three disciplines of science, mathematics, and computer science. This is accomplished by selection of one central scientific theme (usually an environmental theme) for the course and rigorous investigation of that topic. The investigation will include development of an experimental design, collection of original data in the field, use of the computer and mathematics to analyze the data collected, mathematical modeling, summary of findings, drawing conclusions, and making recommendations. Finally, a fourth discipline is introduced to this interdisciplinary course by requiring the students to present their findings in written, oral, and/or video form. The course is intended for any student excited about the application of real math and science through a hands-on approach. Prerequisite: The student must meet both of the following prerequisites (or obtain permission from the instructor) Minimum of at least two years of high school math or MTH 155 and at least one course in biology or chemistry that includes a lab component, either in high school or college. 4 cr. 3 Lec. 3 Lab. (Per Departmental Standards Version of SCI 199, approved by Academic Affairs on 10/11/00) This course fulfills the following SUNY General Education learning outcome: Mathematics, or Natural Sciences

## **SOCIOLOGY (SOC)**

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### **SOC 144 Introduction to Sociology**

This course involves an introduction to the scientific study of human society and social behavior. Emphasis is on the topics of: the sociological perspective, including the social construction of reality; culture and society; socialization; group interaction; deviance; social stratification; basic social institutions and social change. Prerequisite/Co-requisite: ENG 100 or CPT into ENG 101. 3 cr. 3 Lec. (Per Departmental Standards Version of SOC 144, approved by Academic Affairs on 09/27/2012) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **SOC 241 Marriage and Family**

This course will involve a sociological analysis of patterns of courtship, marriage, and family living in American society and in cross cultural comparison. Topics will include: families in historical perspective; theories and methods for studying marriage and family; gender, mate selection, love and

sex, marriage, divorce and remarriage, parenting; the political economy of family; abuse and violence; family diversity, and social change. This course satisfies SUNY General Education learning outcomes for Social Science. Prerequisite: ENG 100 or placement testing into ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 241 - approved by Academic Affairs on 10/9/14) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **SOC 243 Race, Ethnicity, and Cultural Minorities**

Employing the sociological method and the sociological imagination, this course will examine the realities and intersections of race, ethnicity, class, gender, and other minority groups in social life. Particular attention will be paid to how these social "categories" are structured by, and in turn contribute to the structuring of, social reality, and how these phenomena shape the identities and life experiences of individuals and social groups. Critical thinking will be strongly emphasized throughout the course. Prerequisite: SOC 144 and pre or co-requisite ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 243- approved by Academic Affairs 4/13/17) This course fulfills the following SUNY General Education learning outcome: Other World Civilization

### **SOC 244 Social Problems**

Social Problems provides a sociological perspective concerning major problems at the local, national, and global levels. This course examines both the objective and subjective sources of knowledge about social problems. Topics to be covered include, but are not be limited to: processes of social problem construction; the role of the media and other social actors; public reactions to social problems; potential solutions for problems. This sociological approach to the study of social problems and solutions reveals the social structure rather than the individual sources of problems in society. Prerequisite: SOC 144; Pre or Co-requisite ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 244 - approved by Curriculum Committee on 9/15/16) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **SOC 245 Criminology**

This course entails an in-depth study of crime beginning with the demonological theory proceeding through classical biological, psychological and sociological explanations. Philosophical and historical comparisons of criminological explanations are included. Major different types of crime and major social responses to crime are presented and analyzed. Prerequisite: SOC 144 and pre or co-requisite ENG 101. 3 cr. 3 Lec. (Departmental Standards for SOC 245- approved by Academic Affairs 4/13/17) This course fulfills the following SUNY General Education learning outcome: Social Sciences

### **SOC 246 Juvenile Delinquency**

This course involves the sociological investigation of the causes of and responses to juvenile deviance. Emphasis will be given to major theories about juvenile deviance and the influence of basic institutions. Topics to be studied include the family, peers, school, race and gender issues. Historical and contemporary juvenile justice systems and strategies for working with troubled youths will be examined. Prerequisite: SOC 144 and pre or co-requisite ENG 101. 3 cr. 3 Lec. (Departmental Standards Version of SOC 246 - approved by Academic Affairs on 4/13/17) This course fulfills the following SUNY General Education learning outcome: Social Sciences

## **SPANISH (SPA)**

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### **SPA 111 Elementary Conversational Spanish I**

This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is

placed on speaking and comprehension skills, while developing the ability to converse in Spanish in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to SPA 121, 122. No prerequisite is necessary. Native speakers should not take this course. This course is not open to students who have completed more than two years of high school Spanish, or SPA 122 or higher. Prerequisite: None. 3 cr. 3 lec. (Per Departmental Standards Version of SPA 111, approved by Academic Affairs on 03/11/2010) This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **SPA 112 Elementary Conversational Spanish 2**

This course is designed to meet the various conversational needs of the particular group of students enrolled in the class. Thus, the course content may be adapted to meet conversational needs for law enforcement, human services, travel, medicine or business on an elementary level. Emphasis is placed on speaking and comprehension skills, while developing the ability to converse in Spanish in a variety of realistic situations that the student may encounter. This course is neither a prerequisite for nor a natural stepping stone to SPA 121, 122. Native speakers should not take this course. This course is open to students who have completed SPA 111 or no more than three years of high school Spanish. This course is not open to students who have completed more than three years of high school Spanish, or SPA 122 or higher. Prerequisite: SPA 111, no more than three years of high school Spanish, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 lec. (Per Departmental Standards Version of SPA 112, approved by Academic Affairs on 03/11/2010) This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **SPA 121 Elementary Spanish 1**

This humanities elective offers an introduction to the Spanish language and Hispanic cultures. Students will practice the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on spoken communication. Students will also be encouraged to develop an appreciation for Hispanic cultures in this course. The course is designed for students who have no background in Spanish. It is not open to native speakers or to students with more than two years of high school Spanish. This course satisfies a SUNY General Education learning outcome. Some work that students do in this course (tests, papers, projects) may be retained by Jefferson Community College in order to demonstrate to SUNY overall levels of student achievement for General Education. Pre-Requisite: None. Approved AAC 9/25/2008. This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **SPA 122 Elementary Spanish 2**

This humanities course is the second half of a 2-semester sequence that constitutes an introduction to Spanish language and Hispanic cultures. It begins with a review of present and preterit tenses. The student will continue to develop the four basic skills of listening comprehension, speaking, and reading and writing with an emphasis on spoken communication. SPA 121 is a pre-requisite (with a grade of "C" or better being strongly recommended) for successful completion of this course. This course is 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. Pre-Requisite: SPA 121, or its equivalent, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. Three Credit hours, 3 lecture hours. Approved by AAC 09/25/2008. This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **SPA 221 Intermediate Spanish 1**

This humanities course is the first half of a 2-semester sequence that continues the development from SPA 122 of the four basic skills of listening comprehension, speaking, reading and writing with an emphasis on communication in Spanish. Student participation in this course will be entirely in Spanish. A study of Hispanic cultures and customs continues to be developed in this course. SPA 122 is a prerequisite for this course. New students should have completed at least four years of high school Spanish. This course is open to native speakers. Prerequisite: SPA 122, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. (Per Departmental Standards Version, approved by Academic Affairs on 05/10/2012) This course fulfills the following SUNY General Education learning outcome: Foreign Language

### **SPA 222 Intermediate Spanish 2**

This Humanities course is the second half of a 2-semester sequence that continues the development of the four basic language skills of listening comprehension, speaking, reading and writing with an emphasis on communication. Student participation in this course will be entirely in Spanish. The course also introduces literary analysis of Hispanic literature. SPA 221 is a prerequisite for this course. New students should have completed at least four years of high school Spanish. This course is open to native speakers. Prerequisite: SPA 221, or permission of the instructor. At the discretion of the instructor, a placement test may be administered to assess the student's level of proficiency. 3 cr. 3 Lec. (Per Departmental Standard Version, approved by Academic Affairs on 05/10/2012) This course fulfills the following SUNY General Education learning outcome: Foreign Language

## **SPEECH AND THEATER ARTS (STA)**

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### **STA 101 Fundamentals of Oral Communication**

This is an introductory course designed to focus on the development of the responsible and proficient skills needed to succeed in formal and informal group, interpersonal, and life situations. The content of the course includes a study and practice of the oral communication process. This is a skills oriented course with a variety of activities emphasizing performance, observation, and evaluation of self and others. This course is not open to students who have completed STA 151 Public Speaking or BUS 127 Management Communication. 3 cr. 3 Lec. (Per Departmental Standards Version of STA 101, approved by Academic Affairs on 4/5/00) This course fulfills the following SUNY General Education learning outcome: Humanities

### **STA 120 Creating Success in Life and College**

This interdisciplinary course is designed to help students develop essential skills to successfully become active, responsible learners. The course embraces a humanistic approach to success, which will assist participants in becoming actively involved in the direction of their lives through understanding the role of communication competences and personal self growth when making purposeful decisions. Topics will focus on life skills such as self-management and self-actualization, interdependence, clear self expression, role definition, personal responsibility, and self-motivation strategies. Prerequisite: none. 3 cr. 3 lec. (per Departmental Standards Version of STA 120, approved by Academic Affairs on 2/24/2011)

### **STA 151 Public Speaking**

This course introduces extemporaneous speaking with emphasis on informative and persuasive speech. Students will prepare, present, and evaluate various types of speech. Attention will be given to communication theory, audience analysis, and the speechmaking process (research, organization, and delivery) 3 cr. 3 Lec. (Departmental Standards Version

of STA 151) This course fulfills the following SUNY General Education learning outcome: Humanities

### **STA 161 Interpersonal Communication**

This course introduces the theory and practice of the interpersonal communication process. It is designed to enable students to better understand interpersonal communication situations and thus to improve the way they approach and respond to them. Types of human communication and interaction are emphasized, identified, defined, and analyzed. Topics include interpersonal communication effectiveness, self-concept, verbal and nonverbal messages, barriers and breakdowns to interaction, perception, listening, trust, and interpersonal relationship development, maintenance, and deterioration. This course is intended to promote understanding of communication theory, rather than to develop performance skills. 3 cr. 3 Lec. (Per Departmental Standards Version of STA 161, approved by Academic Affairs on 5/14/98) This course fulfills the following SUNY General Education learning outcome: Humanities

### **STA 183 Introduction to Acting**

This course is an introduction to drama as a performing art, with emphasis upon physical movement and the use of voice in the development of characterization. The student will have time to explore the craft using improvisation activities, voice, body movements, warm up and acting scenes. It is a functional approach to the basic techniques of acting with an in-class performance final. Prerequisite: None. 3 cr. 4 Studio. (Per Departmental Standards Version of STA 183, approved by Academic Affairs on 04/15/2010)

### **STA 211 Managing Conflict**

This course is an initiation to the study of conflict management and resolution. It is designed to familiarize students with the theory of conflict as well as a wide range of problem/solving techniques for practical application. Topics include the role of power, goals, perception, listening, negotiation, compromise, mediation, and communication skills in conflict. This course satisfies a SUNY General Education learning outcome and in so doing the instructor may require that some student work be retained by Jefferson Community College to demonstrate student achievement in the designated outcome. 3 Cr 3 Lec. Prerequisite: STA 101, STA 151, STA 161, SOC 144, PSY 133, or BUS 131. (per Departmental Standards version STA 211 approved by Curriculum Committee on 3/9/17) This course fulfills the following SUNY General Education learning outcome: Humanities

## **WINERY (WIN)**

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### **WIN 100 Northern New York Agriculture**

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

### **WIN 153 Introduction to Winery Operation**

This course is designed to introduce students to northern New York's growing wine industry including existing wineries, opportunities to enter the wine industry at any level from grape growing, wine making, wholesale and retail wine distribution, to tourism development. Students will learn about the professional organizations and resources available to support grape growers and vintners. Prerequisite: None. 1 cr. 1 Lec. (Per Departmental Standards Version of WIN 153, approved by Academic Affairs on 10/27/11)

### **WIN 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 offsite wine producers, pricing and compliance with applicable government regulations. Prerequisite: WIN/BUS/HOS/HRM 153. 2 cr. 2 Lec. (Per Departmental Standards Version of WIN 154 by Academic Affairs on 02/28/2013)

### **WIN 155 Enology**

This course explores the art and science of wine making. Topics include each aspect of wine making from grape selection and harvesting through pressing, aging, temperature stabilization, and bottling. The health, environmental and regulatory issues related to production of wine will be included. Prerequisite: WIN/BUS/HOS/HRM 153 or permission of the instructor. None. 3 cr, 2 Lec. (Per Departmental Standards Version of WIN 155, approved by Academic Affairs on 02/28/2013)

### **WIN 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. 3 cr. 3 Lec. (Per Departmental Standards Version of WIN 201, approved by Academic Affairs on 11/17/2011)

### **WIN 276 Hospitality/Winery Marketing and Operations Internship**

This course will provide students the opportunity to practice the skills learned from their coursework in a curriculum related work setting. Credit for the internship will be earned by satisfactorily completing 90 hours of approved placement in a curriculum related position in a business or organization and by attending a weekly class and completing class assignments. This course is designed for career curricula students. Prerequisites: Successful completion of at least 24 credit hours in the curriculum and successful completion of CUL 130 or permission of instructor. 3 cr. 1 Lec./6 Lab. (Per Departmental Standards Version of WIN 276, approved by Curriculum Committee 9/24/2015)

## **ZOOLOGY (ZOO)**

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### **ZOO 114 Domestic Animal Industries**

This Zoo Technology clinical will provide students with an introduction to the domestic animal industries- horse, dairy, beef, sheep/goat, swine, poultry, and pet. Students will identify common breeds and study terminology, housing, nutrition, reproduction, economics and health issues. Lectures, laboratories and field trips will introduce students to different management systems for livestock and domestic animals. Additionally, students will gain experience working with domestic animals and participate at a JCC zoo technology supported function outside of regularly scheduled class time. Field trips to animal operations will illustrate lecture concepts. Hands-on laboratory time will operate as a workplace simulation with attention to safety, professionalism and teamwork while working with domestic farm species. Pre-req/ Co-Req: BIO 111 or higher and ZOO 115. 2 cr. 1 Lec. 3 Lab. (Per Departmental Standards Version of ZOO 114, approved by Academic Affairs on 05/15/2014)

### **ZOO 115 Evolution of Zoos**

This Zoo Technology Clinical will introduce students to the fundamental principles of zoological park operations, basic habitat design and maintenance, animal care routines and procedures, workplace safety,

emergency situations and education programming. Students will study the history of zoos, modern zoos, zoo philosophies, and workplace policies. Students will also examine problems relating to private exotic animal ownership. Pre-req/ Co-Req: BIO 111 or higher and ZOO 114. 1 cr hr. 1 Lec. (Per Departmental Standards Version of ZOO 115, approved by Academic Affairs on 05/15/2014)

### **ZOO 116 Zoo Clinical 1**

This course will complement material covered in ZOO 115 lecture with a focus on application of concepts. Topics will include fundamental principles of zoological park operations, basic habitat design and maintenance, an introduction to animal care routines and procedures, workplace safety, and education programming. Students will be introduced to a clinical zoo site, its policies, and workplace philosophies and practice outreach skills by participating in a JCC zoo technology supported function outside of regularly scheduled clinical time. Visits to different zoos and animal care workplaces will provide students with opportunities to experience different animal collections and zoos. Pre-req/ Co-Req: BIO 111 or higher and ZOO 114. 1 cr hr. 1 Cln. (Per Departmental Standards Version of ZOO 116, approved by Academic Affairs on 05/15/2014)

### **ZOO 118 Animal Ethics and Welfare**

Students will examine the use of animals in our society in relation to ethical standards to humane care & use. Readings and class discussions will be used to explore the concept of animal welfare, the keeping of animals in captivity/zoos, the animals rights movement, quality of life, euthanasia and controversial issues relating to animal use and management. Students will be expected to practice emotional restraint and courtesy as they formulate and defend an ethical position statement on a controversial issue. Emphasis will be placed on understanding both sides of an issue and using factual evidence to develop and support an argument or policy. Pre-requisite- ZOO 114. 1 cr. 1 lec. (Per Departmental Standards Version of ZOO 118, approved by Academic Affairs on 05/15/2014)

### **ZOO 125 Zoo 2- Record Keeping and Regulations**

This course will provide students with further study of zoological park operations, workplace philosophies, animal exhibition and husbandry practices. Students will study the Association of Zoos and Aquariums (AZA), the United States Department of Agriculture (USDA) as it relates to zoo animal care, record keeping practices, animal-related legislation and other organizations of importance to zoo animal care professionals. Pre-Requisite- ZOO 114, ZOO 115, ZOO 116 and BIO 111 or higher, Pre/Co Requisite-ZOO 126 and BIO 217 or BIO 218. 1 cr. 1 lec. (Per Departmental Standards Version of ZOO 125, approved by Academic Affairs on 05/15/2014)

### **ZOO 126 Zoo Clinical 2**

This course will provide students with novel zoo workplace experience and practice of principles covered in other zoo technology courses. Students will adhere to AZA and USDA standards, practice oral and written communication skills and participate in a JCC zoo technology supported function outside of regularly scheduled class time. Field trips and workshops will broaden the student's experience and provide opportunity to compare the facilities and practices of different zoos. Pre-Requisite- AMG 114, AMG 115, AMG 116 and BIO 111 or higher, Pre/Co Requisite-AMG 125, AMG 205 and BIO 217 or BIO 218. 2 cr. 6 cln. (Per Departmental Standards Version of AMG 126, approved by Academic Affairs on 05/15/2014)

### **ZOO 205 Behavioral Husbandry**

Students will learn the principles of animal training with a focus on operant conditioning for use in zoological parks. The use of training as an animal husbandry tool will be explored with students developing a training proposal and practicing training principles. Furthermore, the purpose, principles and implementation of animal enrichment will be examined with emphasis on its use in zoological facilities. Using the enrichment guidelines of the American

Association of Zoo Keepers (AAZK) and the Disney Animal Program's SPIDER framework, students will practice developing and implementing animal enrichment activities. Pre-Requisites- ZOO 114, ZOO 115 and BIO 111 or higher. 1 cr. 1 lec. (Per Departmental Standards Version of ZOO 205, approved by Academic Affairs on 05/15/2014)

### **ZOO 215 Zoo 3: Exhibit Design and Maintenance**

This course will reinforce principles covered in previous zoo technology courses. Topics will include zoo exhibit design, zoo signage, interpretation, neonatal care, geriatric care, pest control and sanitation, contemporary zoo issues and zoo/workplace skills. Prerequisites: BIO 111 or higher and ZOO 126. Pre or Co-requisites: BIO 217 or BIO 218. Concurrent enrollment: ZOO 216. 1 cr. 1 lec. (Per Departmental Standards Version of ZOO 215, approved by Academic Affairs on 05/15/2014)

### **ZOO 216 Zoo Clinical 3**

This course will provide students with novel zoo workplace experience and further practice of principles covered in other zoo technology courses. Students will adhere to AZA and USDA standards, practice oral and written communication skills and participate in a JCC zoo technology supported function outside of regularly scheduled class time. Field trips and workshops will broaden the student's experience and provide opportunity to compare the facilities and practices of different zoos. With instructor approval, external rotations outside of the primary clinical site may be available for students wishing to gain experience at facilities other than the main clinical site. Prerequisites: BIO 111 or higher and ZOO 125 and ZOO 126. Pre or Co-requisites: BIO 217 or BIO 218. Concurrent enrollment in ZOO 215 is required. 2 cr. 6 cln. (Per Departmental Standards Version of ZOO 216, approved by Academic Affairs on 05/15/2014)

### **ZOO 220 Zoo Conservation**

This course will explore conservation issues relating to zoos. Emphasis will be placed on endangered species population management and environmental stewardship. Topics will include history of conservation, conservation organizations, role of zoos in conservation, current initiatives, threats to habitat, breeding programs for endangered species, reintroduction programs, wildlife rehabilitation, captive population management, habitat preservation, wildlife rehabilitation and going "green" in the workplace. Students will examine the impact of conservation issues on human and wildlife populations and the active role that animal professionals can assume. Contemporary issues such as climate change, global biodiversity, extinction, terrestrial & aquatic ecosystem health, economics and policy will be discussed. Students will gain an appreciation and understanding of why conservation of endangered species is important and what is currently being done. Prerequisite: BIO 217 or higher. 2 cr. 2 lec. (Per Departmental Standards Version of ZOO 220, approved by Academic Affairs on 05/15/2014)

### **ZOO 225 Zoo 4: Action Project Experience**

This capstone course will reinforce principles covered in previous zoo technology courses. Class topics will include chemical immobilization of zoo animals, use of darts and remote immobilization equipment, contemporary zoo issues and zoo/workplace skills. Students will draw upon their cumulative zoo technology program knowledge and experience to initiate, plan, develop, implement and assess a hands-on Zoo Action Project (ZAP). The ZAP project will require preparation and participation outside of scheduled class time. Workshops and a field trip will provide further opportunity to compare the facilities and practices of different zoos. Prerequisites: ZOO 215, ZOO 216 and BIO 217 or BIO 218. 1 cr. 3 lab. (Per Departmental Standards Version of ZOO 225, approved by Academic Affairs on 9/25/2014)

### **ZOO 226 Zoo Clinical 4**

This course will provide students with novel zoo workplace experience and further practice of principles covered in other animal management courses. Students will adhere to AZA and USDA standards, practice oral and written

communication skills and participate in a JCC zoo technology management supported function outside of regularly scheduled class time. Field trips and workshops will broaden the student's experience and provide opportunity to compare the facilities and practices of different zoos. There will be an overnight field trip to a distant metropolitan zoo. Students will be required to spend 4 weeks of clinical on external rotation (outside of primary clinical site) at a veterinary clinic. Additional external rotations may be available for students to gain experience at facilities other than the main clinical site. Prerequisites: ZOO 215, ZOO 216, ZOO 220 and BIO 217 or BIO 218. Pre or Co-requisites: ZOO 250 and ZOO 225. 2 cr. 6 cln. (Per Departmental Standards Version of ZOO 226, approved by Academic Affairs on 05/15/2014)

### **ZOO 250 Introduction to Veterinary Science**

This course will introduce students to the basic concepts of veterinary science and veterinary nursing in a clinical setting. Topics will include common veterinary terminology, animal restraint and handling, parenteral injections, collection of patient history, physical examinations, primary patient care procedures, principles of biosecurity, preventative medicine, drug dosing, veterinary equipment, hospital safety and hospital operation. Special attention will be given to zoo medicine and the unique challenges that are presented by wildlife species. Prerequisites: ZOO 215 and ZOO 216, or BIO 131 or higher. Co-requisite: ZOO 226. 2 cr. 2 lec. (Per Departmental Standards Version of ZOO 250, approved by Academic Affairs on 05/15/2014)

### **ZOO 275 Zoo Technology Internship 1**

The Zoo Technology Internship will provide students with the opportunity to practice the skills and apply the knowledge learned from their coursework. Students will be able to investigate areas of special interest in zoo technology. Placements will provide students with novel experiences and reinforce the principles taught in other Zoo Technology Program courses. The internship site is not required to be in the Watertown area. Prerequisites: ZOO 125 & ZOO 126 or ZOO 215 & ZOO 216 and successful application to an animal internship position. 3 cr. 1 Lec. 6 lab. (Per Departmental Standards Version of ZOO 275, approved by Academic Affairs on 05/15/2014)

### **ZOO 276 Zoo Technology Internship 2**

Zoo Technology Internship 2 will provide students with further opportunities to practice the skills and apply the knowledge learned from their coursework. Students will be able to investigate areas of special interest in zoo technology. ZOO 276 is a continuation of ZOO 275. However, with instructor approval, the student may choose a different internship host from ZOO 275. The internship site must provide novel work experience and is not required to be in the Watertown area. Prerequisite: ZOO 125 & ZOO 126 or ZOO 215 & 216. Prerequisite or Co-requisite: ZOO 275 and Successful application to an animal internship position is required. 3 cr. 1 Lec. 6 Lab. (Per Departmental Standards Version of ZOO 276, approved by Academic Affairs on 05/15/2014)

# Educational and College Services

## Academic Advising Services

Enrollment Services, Room 6-010, Jules Center / 315-786-2437 / [advising@sunyjefferson.edu](mailto:advising@sunyjefferson.edu)

After completing requirements for admission to the College, new students will be invited to an advising session with an academic advisor in Enrollment Services to discuss educational and career goals. During this session, an advisor will review degree requirements, workload issues, academic policies and support services provided by the College and assist the student with course selection and registration.

Matriculated students (enrolled in a degree program) will then be assigned a permanent academic advisor who will continue to assist them with course selection as well as academic and career planning. This advisor is typically a faculty member who is familiar with the student's major. It is important for students to meet regularly with their advisor to discuss their goals, course selection and progress toward degree completion.

The Enrollment Services staff also provides advising and registration assistance for all non-matriculated students (not enrolled in a degree program).

## Accommodative Services Office (ASO)

Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / [accessibility@sunyjefferson.edu](mailto:accessibility@sunyjefferson.edu)

The ASO addresses the needs of students with disabilities by accommodating students with documented disabilities. These needs are also met by encouraging partnerships among students, faculty, and the members of the ASO staff. The result of such cooperation is a supportive environment that promotes equal access for all students. Exams and quizzes for students with approved accommodative needs are coordinated through the Testing Center.

### Definition and Overview

JCC provides equal access to reasonable accommodations for each qualified student with a disability through individualized services, specialized equipment, and a supportive environment. A Learning Skills Specialist for Students with Disabilities acts as a liaison between the qualified student and the JCC staff and faculty as the student pursues educational goals. However, the College also fosters student self-reliance and independence.

JCC complies fully with Section 504 of the Federal Rehabilitation Act of 1973, which states, "No otherwise qualified handicapped individual in the United States...shall, solely by reason of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." A disability is defined by the Americans with Disabilities Act Amendments Act of 2008 as "having a physical or mental impairment that substantially limits one or more major life activities; having a record of such an impairment; or being regarded as having such an impairment."

It is the student's responsibility to initiate a request for eligibility review by contacting the Disability Specialist (see eligibility criteria below) and to follow stated College policies and procedures when requesting access to reasonable accommodations. It is strongly recommended that contact occur well in advance of classes. Furthermore, accommodations for placement testing cannot be provided until eligibility has been determined.

**Eligibility Criteria:** To qualify, a student must -

- Apply and be accepted to Jefferson Community College through the regular admissions or continuing education processes.
- Submit current and comprehensive documentation of the specific disability or disabilities along with a completed confidential registration form to the ASO on the first floor of the Deans Collaborative Learning Center. This documentation must be generated by a licensed M.D., licensed psychologist, or school psychologist; include a diagnosis of the disability; state how the disability affects the student; discuss functional limitations; and make recommendations for accommodation. Documentation will be kept confidential.
- Make an appointment to meet with the Disability Specialist to discuss reasonable accommodations and complete the intake process.

### Residence Hall/Dining Accommodations

Reasonable housing/dining accommodation requests are reviewed on a case-by-case basis, and are determined upon the supporting documentation that is provided. All requests must go through the Accommodative Services Office located on the first floor of the Deans Collaborative Learning Center. Students must complete and submit a Request for Housing/Dining Accommodation form. Once the Housing/Dining Accommodation form has been received the student will receive a packet of information to fill out and return to the disability specialist.

## General Services for Students with Disabilities

The ASO regularly offers the following services for students with disabilities:

Admissions placement testing	Supplemental tutoring referral
Accommodations process orientation	Advocacy
Campus faculty and staff liaison	Local, state, and federal agencies liaison
Classroom accommodations	High school resource
Note taking coordination	Residence Hall and dining accommodations

## Assistive Technology

JCC provides accessible computer technology and assistive equipment. The disability specialist will help students to understand their specific technology needs, inform them of campus equipment and assistive technology, and offer guidance as students make personal decisions about equipment they may purchase privately or through an alternative funding source.

The following assistive technology is available at Jefferson Community College to assist students with documented disabilities. Students who wish to access accommodations are required to document disabilities with the ASO.

Computer Screen Magnifier	Digital Voice Recorders
Headphones	Trackballs
Inspiration Software	Microsoft Windows Accessibility
Kurzweil Reader	VERA
Large Screen Internet Station	Voice Recorders
Livescribe Pens	Word Prediction
Optical Character Recognition (OCR)	Dragon Naturally Speaking
Pen Readers	Academic Testing Services/Exam Accommodations
Software Key latch	Approval of Service/Therapy Animals per Jefferson procedures
Speech Recognition	Talking Calculator
Speech Synthesizers	

## Affirmative Action / Diversity Office / Student Compliance Office

*Affirmative Action/Diversity Office: Lansing Administration Building, Room 1-109 / 315-786-2401*

*Student Compliance: Lansing Administration Building, Room 1-102 / 315-786-2237 or*

*McVean Student Center, Room 4-100 / 315-786-6561*

Jefferson Community College provides support for students with concerns regarding discrimination based on race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, or other civil rights issues. The Affirmative Action/Diversity and Student Compliance Offices are responsible for the College's compliance with the Civil Rights Acts of 1964 and 1991, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students may seek counseling or advocacy by consulting directly with the College Affirmative Action Office or one of the Student Compliance Offices.

## Career Planning and Job Placement Services

*Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / mgefell@sunyjefferson.edu*

Career Planning and Job Placement Services at JCC are designed to meet the vocational, educational, and employment needs of students and alumni as well as the employment needs of campus, local, regional, and national employers. Career Services also supports the academic and student support initiatives of the Jefferson faculty and staff. Career Planning and Job Placement Services and activities are supported through the American Counseling Association, the National Association of Colleges and Employers, and the State University of New York Career Development Organization.

Career Counseling is provided to students and alumni throughout various points in their college careers as they plan or change their academic majors, determine their career directions, and prepare for professional employment or advanced study. Offered through individual sessions, students and alumni are able to discuss their personal, educational, and career-related thoughts in a confidential and supportive environment. They are presented the opportunity to explore career fields and prospective occupations that are related to their respective interests, personality, values, skills, and lifestyles. Further, career exploration helps assess which academic program of study is the most appropriate to pursue to eventually meet their respective career goals.

To supplement the Career Counseling process, there are a variety of personality and career inventories which can be administered and interpreted. The Strong Interest Inventory, the Holland Self-Directed Search, the System of Interactive Guidance and Information (SIGI), and the Personality Preference Exercise may be recommended to help students optimize academic and career choices. We also network with campus and community professionals who mentor our students through job shadowing and informational interviewing experiences. 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.

Employment Counseling and related job placement activities offer practical assistance to students and alumni seeking an advanced



degree or employment. JCC's Career Planning and Financial Aid services work collaboratively to assist students seeking campus employment in the Federally-based Work Study, and Campus-based Student Aid employment programs. Career Services assists students and alumni with their employability prospects in the local, regional, and national labor market as well. Support is provided in the coordination of student employment credentials with ongoing resume and cover letter development and critiques, and mock interviewing sessions.

Career Services hosts individual campus visitations for employer, and military recruiters, and also brings them together with students and alumni during career, and employment fair programming. Employers are assisted in posting their employment opportunities for students and alumni through our employment network, CANNONlink. Career Services communicates with all employers, screens job postings, networks with staff and faculty, students, and alumni, and refers candidates to meet the needs of the employers.

Career programming is also brought into JCC classrooms and club meetings, as well as other campus and external communities such as local high schools and social agencies. Career Services presents targeted workshops on career planning, personality and career assessment, cover letter and resume writing, professional interviewing techniques, and labor market trends, and various other career and employment topics of interest.

An annual Graduate Survey is administered to Jefferson graduates by the Office of Institutional Research and reports information about the employment plans of our graduates upon their graduation.

JCC's career counselors are credentialed with master's degrees related to Counseling and Student Affairs, and subscribe to the American Counseling Association Code of Ethics and Standards of Practice. Confidentiality is maintained with all counseling sessions unless waived for the purpose of student advocacy.

## **Collegiate Science & Technology Entry Program (CSTEP)**

Deans Collaborative Learning Center, 1st Floor / 315-786-2396 / [CSTEP@sunyjefferson.edu](mailto:CSTEP@sunyjefferson.edu)

CSTEP is a New York State Department of Education grant funded program that provides support services to promote students' academic success in preparation for majors leading to careers in mathematics, science, technology and health-related fields and/or licensed professions. CSTEP program benefits include:

- Supplemental instruction in chemistry, biology, physics, engineering, human services and math "gateway courses"
- A mentoring program with faculty
- Paid Internship and research opportunities
- Increased access to professional development opportunities
- Trips/Tours and conference opportunities
- Academic, career and personal counseling
- Social activities
- Winter and Summer Programs
- Financial assistance with college applications
- Academic enrichment activities
- Meet new people and become a part of the CSTEP family

To be eligible for CSTEP, candidates must be a New York State resident, attending Jefferson full-time (taking a minimum of 12 credit hours), pursuing licensure in a professional field and identify as an African-American/Black, Hispanic/Latino, Native/Alaskan American or meet economic eligibility guidelines.

All CSTEP applicants must complete the Jefferson Community College application and CSTEP application, both available online at [www.sunyjefferson.edu](http://www.sunyjefferson.edu).

## **Campus Orientation and Retention Educators (CORE) Program / New Student Services**

McVean Student Center, Room 4-100 / 315-786-6597 / [newstudentservices@sunyjefferson.edu](mailto:newstudentservices@sunyjefferson.edu)

JCC's CORE Program is the orientation program offered for all new and incoming students. Our special orientation provides most of the information new students need to know about Jefferson as they transition to the campus. Furthermore, New Student Services assists with, and facilitates, activities for new and transfer students and their families. These events include:

New student orientation days  
Campus tours

Welcome Week  
Organization and staffing of events

Family newsletter

If you are interested in becoming a member of our student leadership team that runs these programs, fondly referred to as the CORE Student Staff, stop in the McVean Student Center, Room 4-100.

## Educational Opportunity Program (EOP)

Enrollment Services, Room 6-010, Jules Center / 315-786-2437 / [EOP@sunyjefferson.edu](mailto:EOP@sunyjefferson.edu)

EOP is a state-funded initiative that provides support services to students who despite being economically and academically disadvantaged, demonstrate the potential to successfully complete college. EOP services include but are not limited to:

- individual and academic counseling
- educational and career planning
- financial advisement
- limited financial assistance
- and a pre-freshman summer extended orientation program.

### Eligibility criteria is as follows:

- First-time college students who meet academic and financial guidelines
- Transfer students who reside in New York State and were enrolled in a similar post-secondary opportunity program such as EOP, HEOP, SEEK, or College Discovery at a previous institution. Verification of previous status is required. An EOP Transfer Applicant Information Sheet is available at [www.sunyjefferson.edu](http://www.sunyjefferson.edu).
- Current students and re-entering students who were previously admitted to Jefferson as EOP students

Academic eligibility is determined by JCC and is based on the applicant's high school records, and the college's placement test scores. First-time college students must meet both academic and income guidelines. Priority is given to applicants from historically disadvantaged backgrounds.

All EOP applicants should complete the Jefferson Community College application online and answer the appropriate question to indicate their interest in EOP. This will begin the process for program consideration.

## Athletics

McVean Center, Room 4-110 / 315-786-2232 / [athletics@sunyjefferson.edu](mailto:athletics@sunyjefferson.edu)

As a member of the Mid-State Athletic Conference, Region III of the National Junior College Athletic Association, Jefferson Community College fields six varsity teams for men: basketball, baseball, golf, soccer, lacrosse, and cross country; and seven varsity teams for women: basketball, golf, softball, volleyball, soccer, lacrosse, and cross country. Students are admitted free to regularly scheduled home games and are encouraged to support the College teams.

### Intramural Sports

The Athletic Department offers intramural programs and daily competitions throughout the year. Participants may choose to form their own team or join individually. Intramural sports are a great way to meet new people and add a level of enjoyment to your college experience without the time commitment intercollegiate athletics requires.

### Fitness Center

Jefferson has a state-of-the-art Fitness Center on campus with fifteen strength training stations, seventeen cardio stations, free weights and a dance/aerobic room. The Fitness Center has personal trainers and 2 CrossFit certified staff members for expert advice and accurate fitness testing. Currently the Fitness Center offers Spinning, MixedFit, Yoga and Crossfit classes. Schedules of JCC's athletic games, intramural schedule and fitness classes are listed online at [www.cannoneerathletics.com](http://www.cannoneerathletics.com).

## Faculty Student Association

Extended Learning Center, Suite E-111 / 315-786-2354 / [fsa@sunyjefferson.edu](mailto:fsa@sunyjefferson.edu)

The Faculty Student Association (FSA) of Jefferson Community College is a not-for-profit organization established in 1969 to serve the needs of the campus community. The Association began operations with the College's first bookstore and has since seen tremendous growth as the needs of the College and the mission of the Association have evolved. Today, FSA operates the bookstore; dining services including The Courtyard, the Corner Cafe, the new café in the CLC building, vending, and concessions; and Jefferson Campus Care. In addition, the FSA-LLC owns East Hall, the College's on-campus student housing, which is operated in partnership with Jefferson Community College. FSA also provides accounting services to student organizations and other groups on campus. FSA consists of all students, faculty and staff of the College. The organization is led by an active Board of Directors appointed to represent each of these constituencies.

### The Bookstore

The Bookstore carries a large variety of school supplies, required course materials, uniforms, and JCC clothing and merchandise. We offer used textbooks, textbook buyback, and have recently implemented an all-new textbook rental program! For more information, please visit the Bookstore in Building 6 or call us at (315) 786-2260. You can also check out our website at [www.bookstore.sunyjefferson.edu](http://www.bookstore.sunyjefferson.edu) for more information or to order books and supplies without waiting in line!

### Dining Services

FSA offers a variety of services to meet the dining needs of the campus community. The Courtyard is our on-campus dining facility.

During Fall and Spring semesters, the Courtyard is open Monday through Friday from 7am – 9pm and on weekends from 10am – 7pm. The Corner Café, located inside the Bookstore, features grab-and-go items like our signature paninis and salads, breakfast items, beverages, and more. The Smooth Brew Cafe, located in the Collaborative Learning Center (Building 15), features Starbucks coffee and grab-and-go food items.

### **SUNYCARD**

All JCC students, faculty, and staff can go to Campus Safety and Security in the Deans Collaborative Learning Center (15-140B) to pick up their SUNYCard, 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 SUNY cards will be issued Monday through Friday from 8:00 a.m. until 5:00 p.m. and by appointment only during 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**

FSA offers you the opportunity to establish a prepaid debit account on your SUNYCard. These accounts, known as Cannon Cash, give JCC students, staff and faculty a convenient method for making purchases across campus, including in the Bookstore, The Courtyard and the Corner Cafe, copiers, vending machines and the Student Activities office. Cannon Cash can be set up using cash, credit/debit card, or financial aid; please visit the Bookstore or call (315) 786-2260 for more information or to set up your account.

### **About GET**

GET is a place where students (and parents) can manage their campus card accounts, find places to eat and more. GET provides valuable information about account balances and spending history, and enables you to report a lost or stolen card at any time of day or night. For Parents: GET allows you to deposit funds into your student's campus accounts. Be able to manage your account 24/7 online starting the Fall of 2016.

### **Child Care**

Jefferson Campus Care is a New York State licensed childcare facility on the campus of Jefferson Community College. The Center is accredited by the prestigious National Association for the Education of Young Children. Jefferson Campus Care provides developmentally appropriate activities for children ages 21 months to 5 years. Hours of operation are Monday through Thursday from 7:30 a.m. to 5:45 p.m. and Friday from 7:30 a.m. to 5:00 p.m. during the College's Fall and Spring semesters. To inquire about enrolling your child at Jefferson Campus Care, call the site director at 315-786-2357. The primary mission of Campus Care is to serve the JCC campus community. Enrollment priority is given to the children of JCC students, faculty and staff.

## **Health and Wellness Center**

*Building 17 / 315-786-2376 / [jcs@sunyjefferson.edu](mailto:jcs@sunyjefferson.edu)*

The Health and Wellness Center is staffed by a registered nurse, licensed clinical social workers and secretary, and is the location of the Jefferson Community School. The office is open Monday through Friday from 9:00 a.m. to 5:00 p.m. Summer hours may vary. A health care provider is available to see students during Fall and Spring semesters on Monday and Thursday from 12:00 p.m. to 1:30 p.m. There is no charge for office visits, but students are responsible for off-campus costs including laboratory work, pharmaceuticals, x-rays, supplies, injections and other off campus care.

### **Health Services:**

Basic care for illness and injuries and First Aid	Physician Assistant (no charge)
Health Guidance and health information	Physicals required by program (on site or by arrangement)
Health and Accident insurance information and claim assistance	Referrals to specialists
Immunization Compliance oversight	Lactation Room for breastfeeding or breast pump use
Influenza (Flu) and PPD (tuberculosis testing) clinics	Over-the-counter medications and limited health care items
Wellness Wednesdays (free nutritious snacks, free back massages, vendors and health information)	

Personal counseling services include short-term mental health/personal counseling, community referrals and student food pantry.

### **Jefferson Community School**

Jefferson Community School (JCS) allows the expansion of many services to help low-income students complete their degrees and educational goals. Several services offered on campus and walk-ins are welcome. Services include, but are not limited to:

Personal/Mental Health Counseling	Vocational Rehabilitation for Veterans
College Nurse - general services	Food Pantry
Physician's Assistant-Mondays & Thursdays (12-1:30 p.m.)	Temporary Emergency Transportation Assistance
Watertown Vet Center - individual and group counseling	Temporary Drop-in Daycare Assistance

## Retention Services

Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / [studentsuccess@sunyjefferson.edu](mailto:studentsuccess@sunyjefferson.edu)

Retention Services assist students with navigating through the challenges of higher education. Students and coaches work together to develop proactive strategies to address academic concerns and life challenges. Academic success coaching services are available at no charge to JCC students. A comfortable area for individual and small-group study is available within the first floor suites and lounge.

Every student shares one commonality – goal completion. Retention Services support students who are interested in improving their academic performance, reaching their potential, and achieving completion of their goals. Whether that goal completion consists of a degree, certificate, or a single class your academic success coach will help you identify and move beyond obstacles that may hinder success.

### Academic Success Coaches:

- Work with the student to successfully complete coursework, persist to a degree/certificate and graduate in a timely manner
- Provide workshops, tabling events, and programs on a wide variety of topics with special emphasis on the first year experience
- Offer assistance and crisis management to students in academic or life distress
- Assist students with specific test-taking strategies, test anxiety, project planning, study skills, note taking, time management, referrals and semester planning

## Student Activities Center

Jules Center, Room 4-104 / 315-786-2431 / [studentactivities@sunyjefferson.edu](mailto:studentactivities@sunyjefferson.edu)

The mission and philosophy of Student Activities Center is to contribute to a supportive, invigorating, and growth producing learning community for all students. Student Activities provides a variety of co-curricular opportunities for students to develop leadership skills; to take responsibility for their ideas, values and actions; to cultivate civic responsibility and effective interpersonal and self-management skills; and to experience connections with peers and others that will inspire self-confidence and provide support in completing their education. This is accomplished through readily available and varied activities and programming, including social, physical and educational activities. The Student Activities Center provides direction and assistance to clubs and organizations, the Campus Activities Board, and the Judicial Board of Review. Additionally, students can find information about campus and area activities.

### Clubs

Students have the opportunity to join established clubs or to form new clubs that are chartered and funded through Student Government. Students determine their activities and apply lessons and skills learned in and out of the classroom. Information about how clubs operate, or how to form a new club, just come to the Student Activities Center.

### Judicial Board of Review (JBR)

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

### 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 area religious services.

### Campus Activities Board (CAB)

CAB at SUNY Jefferson is a student-run organization that provides a variety of quality entertainment and leadership opportunities for all students, allowing them to get involved on campus in a unique way. Not only do students gain incredible life skills through planning and running events, but they also enjoy experiences that they will remember for a lifetime with friends they'll never forget. Students can join to plan exciting events for all students at JCC like Fall Fest, Spring Fest, live concerts, coffee houses, entertainers including comedians, hypnotists and magicians and many more. CAB's events not only help student relax and enjoy their time on campus - they also often provide students with a much-needed break from studying. CAB provides students with experiences in planning, publicizing, budgeting and implementing programs that help them develop lifelong skills to complement their academic experiences at JCC. Any student at Jefferson is welcome and encouraged to get involved with CAB.

## Student Government

McVean Student Center, Room 4-105 / 315-786-2374

Student Government is a unified body of dedicated students who work together to address the needs and concerns of JCC students to better serve both the students and campus community. Student Government is comprised of the Executive Board, the Student Assembly

and committees. Student Government provides the following services for students:

- Serve as the student body's liaison to campus committees and JCC administration
- Assist in the management of student fees
- Provide open forums for student voices
- Respond to students' needs by creating innovative ideas that reflect the concerns of the campus community

Participation in Student Government is an effective way to share concerns and ideas and to learn about the various student activities that help support student learning outside the classroom. To meet your Student Government staff or to get involved stop in the Student Government Office in the McVean Student Center, Room 4-105.

## Testing Center

*Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / [thetestingcenter@sunyjefferson.edu](mailto:thetestingcenter@sunyjefferson.edu)*

The Testing Center, located in the John W. Deans Collaborative Learning Center, administers placement testing to all full-time and part-time matriculated students as well as to non-matriculated students taking an English or math class for the first time unless they have been exempted from testing based on past academic record.

Testing services include college placement testing, ability-to-benefit tests, College-Level Examinations (CLEP), DANTES Subject Standardized Test (DSST), other credit by exams testing and accommodative service exams and quizzes.

### Credit by Exam

College-Level Examinations (CLEP) and DANTES Subject Standardized Test (DSST) exams are also administered by the Testing Center located in the John W. Deans Collaborative Learning.

CLEP offers you the opportunity to receive college credit for what you already know by earning qualifying scores on any of the 33 CLEP examinations. DSST also offers you college credit and are more career-oriented exams, compared with the CLEP, which are more academic subject-based. The DSST is offered in 38 subjects and administered through computer-based exams.

## TRIO Student Support Services / STAR

*Deans Collaborative Learning Center, 1st Floor / 315-786-2288 / [gthompson@sunyjefferson.edu](mailto:gthompson@sunyjefferson.edu)*

STAR (Strategies to Achieve Results) is designed to provide assistance to JCC students above and beyond the ordinary college experience and stands for Strategies To Achieve Results. The STAR program assists matriculated students to successfully adjust to the college environment, succeed academically, and graduate from JCC and/or transfer to a four-year institution.

Services include a Summer Bridge Program for entering students, with English and reading developmental courses; academic, personal, and financial literacy counseling; group and one-on-one tutoring in mathematics, reading and English; workshops in test-taking, study habits, time management, and organization skills; a career exploration course; transfer advising and services; tickets to cultural events; & need-based scholarships.

Students who are U.S. citizens, permanent residents, or naturalized citizens are eligible for STAR if they are first generation (neither parent holds a four-year degree), have a documented disability on file with the college, or meet the income guidelines. In addition, students must show academic need. JCC's program is intended to serve approximately 160 students per year; an application and eligibility process determines those to be served.

The STAR program is a TRIO student support services project, sponsored by a U.S. Department of Education Student Support Services grant in partnership with JCC's Enrollment Management & Student Life and Academic Divisions.

## Veterans Services

*Collaborative Learning Center, 1st Floor / 315-786-2288 / [cmcnamara@sunyjefferson.edu](mailto:cmcnamara@sunyjefferson.edu) or [sschulz@sunyjefferson.edu](mailto:sschulz@sunyjefferson.edu)*

Jefferson Community College offers numerous Veterans services aimed at supporting our Veterans as they attain their educational goals. Services include, but are not limit to:

- Veterans only initial developmental Math and English courses
- Veteran professional tutoring services for math, English and writing
- Veterans book loan program
- Academic coaching and advising
- Veterans lounge with computers and printers
- VA outreach and workshops conducted on campus
- Veterans counseling through the VA on campus

# Non-Discrimination Policies

## Affirmative Consent Policy

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act.

Consent may be initially given but withdrawn at any time. Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness, being asleep, being involuntarily restrained, or otherwise unable to consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm. Persons under the age of 17 cannot consent. When consent is withdrawn or cannot be given, sexual activity must stop.

## Alcohol and Drug Use Amnesty Policy

### Policy Summary:

The health and safety of every student at Jefferson Community College is of utmost importance. Jefferson Community College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) may be hesitant to report sexual violence, excessive intoxication, or substance abuse incidents due to fear of potential consequences for their own conduct.

Jefferson Community College strongly encourages students to contact campus officials or local law enforcement when they believe a person may be in need of assistance for intoxication, substance abuse or sexual violence. A bystander reporting in good faith or a victim/survivor reporting to Jefferson Community College officials or law enforcement will not be subject to campus conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the incident. This policy applies to emergencies both on and off campus.

### Provisions for Alcohol and Drug Incidents Only

A student who receives medical assistance for alcohol or drug use under this policy (not sexual violence) will be referred by the Dean of Students (or their representative) to a mandatory intervention and prevention program. Additionally, a student who calls for medical assistance for another student may be referred to this program at the discretion of the Dean of Students. This is not a Code of Conduct sanction or violation; however, failure to complete the intervention program may result in a violation of the Code of Conduct.

Repeated use of the amnesty provided by the policy is cause for a higher level of concern for the well-being of the student and amnesty in these cases will be individually reviewed in cases of alcohol and substance abuse, not sexual violence.

## Non-Discrimination Policy

Jefferson Community College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

All employees, students, visitors and vendors share in the responsibility for ensuring a work and educational environment free from prohibited discrimination and harassment. Individuals responsible for, or participating in, campus activities will refrain from, and are encouraged to report, any inappropriate conduct that may give rise to a claim of harassment or discrimination.

The College's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to the College's Affirmative Action Officer, (315) 786-2401. Inquiries may also be directed to the United States Department of Education's Office

## Options for Confidentially Disclosing Sexual Violence

The State University of New York and Jefferson Community College want you to get the information and support you need regardless of whether you would like to move forward with a report of sexual violence to campus officials or to police. You may want to talk with someone about something you observed or experienced, even if you are not sure that the behavior constitutes sexual violence. A conversation where questions can be answered is far superior to keeping something to yourself. Confidentiality varies, and this document is aimed at helping you understand how confidentiality applies to different resources that may be available to you.

## Privileged and Confidential Resources

Individuals who are confidential resources will not report crimes to law enforcement or college officials without your permission, except for extreme circumstances, such as a health and/or safety emergency. At Jefferson Community College, this includes:

- Personal Counselor in the Health and Wellness Center (Building 17), or at 315-786-2367;
- College Nurse in the Health and Wellness Center at 315-786-2376.

Off-campus options to disclose sexual violence confidentially include (note that these outside options do not provide any information to the campus):

- Off-campus counselors and advocates. Crisis services offices will generally maintain confidentiality unless you request disclosure and sign a consent or waiver form. More information on an agency's policies on confidentiality may be obtained directly from the agency.
  - \* Jill Parker, Executive Director  
Victims Assistance Center of Jefferson County, Inc.  
120 Arcade Street  
Watertown, NY 13601  
315-782-1823 Office  
315-782-3760 Fax  
315-782-1855 (24-Hour Hot Line)  
[jillp@vacjc.com](mailto:jillp@vacjc.com)  
<http://www.vacjc.com/>
  - \* Off-campus healthcare providers  
Note that medical office and insurance billing practices may reveal information to the insurance policyholder, including medication and/or examinations paid for or administered. The New York State Office of Victim Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency compensation. More information may be found online, or by calling 1-800-247-8035. Options are explained here: <https://ovs.ny.gov/help-crime-victims>.  
Note that even individuals who can typically maintain confidentiality are subject to exceptions under the law, including when an individual is a threat to him or herself or others and the mandatory reporting of child abuse.

## Privacy versus Confidentiality

Even Jefferson Community College offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible under the law for tracking patterns and spotting systemic issues. Jefferson Community College will limit the disclosure as much as possible, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

## Requesting Confidentiality

### How Jefferson Community College Will Weigh the Request and Respond:

If you disclose an incident to a Jefferson Community College employee who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality or do not consent to the institution's request to initiate an investigation, the Title IX Coordinator must weigh your request against our obligation to provide a safe, non-discriminatory environment for all members of our community, including you.

We will assist you with academic, housing, transportation, employment, and other reasonable and available accommodations regardless of your reporting choices. While reporting individuals may request accommodations through several college offices, the following office can serve as a primary point of contact to assist with these measures Dean of Students at 786-6561, East Hall. We also may take proactive steps, such as training or awareness efforts, to combat sexual violence in a general way that does not identify you or the situation you disclosed.

We may seek consent from you prior to conducting an investigation. You may decline to consent to an investigation, and that determination will be honored unless Jefferson Community College's failure to act does not adequately mitigate the risk of harm to you or other members

of College community. Honoring your request may limit our ability to meaningfully investigate and pursue conduct action against an accused individual. If we determine that an investigation is required, we will notify you and take immediate action as necessary to protect and assist you.

When you disclose an incident to someone who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality, Jefferson Community College will consider many factors to determine whether to proceed despite that request. These factors include, but are not limited to:

- Whether the accused has a history of violent behavior or is a repeat offender;
- Whether the incident represents escalation, such as a situation that previously involved sustained stalking,
- the increased risk that the accused will commit additional acts of violence;
- Whether the accused used a weapon or force;
- Whether the reporting individual is a minor; and
- Whether we possess other means to obtain evidence such as security footage, and whether the report reveals a pattern of perpetration at a given location or by a particular group.

If the College determines that it must move forward with an investigation, the reporting individual or victim/survivor will be notified and the College will take immediate action as necessary to protect and assist them.

### **Public Awareness/Advocacy Events**

If you disclose a situation through a public awareness event such as “Take Back the Night,” candlelight vigils, protests, or other public event, Jefferson Community College is not obligated to begin an investigation. Jefferson Community College may use the information you provide to inform the need for additional education and prevention efforts.

### **Anonymous Disclosure**

Anonymous disclosure can be made online at <https://cm.maxient.com/reportingform.php?SUNYJefferson>. The New York State Hotline for Sexual Assault and Domestic Violence (1-800-942-6906) is for crisis intervention, resources and referrals and is not a reporting mechanism.

### **Institutional Crime Reporting**

Reports of certain crimes occurring in certain geographic locations will be included in Jefferson Community College Clery Act Annual Security Report in an anonymized manner that neither identifies the specifics of the crime or the identity of the reporting individual or victim/survivor. Title IX Coordinator for Students, Jerilyn Fairman, located in the Gregor Building, 5-106H, or at 315-786-654. Title IX Coordinator for Employees Kerry Young at 315-786-2279, located in the Lansing Administration Building Human Resource Office.

Jefferson Community College is obligated to issue timely warnings of Clery Act crimes occurring within relevant geography that represent a serious or continuing threat to students and employees (subject to exceptions when potentially compromising law enforcement efforts and when the warning itself could potentially identify the reporting individual or victim/survivor). A reporting individual will never be identified in a timely warning.

The Family Educational Rights and Privacy Act allows institutions to share information with parents when (1) there is a health or safety emergency, or (2) when the student is a dependent on either parents' prior year federal income tax return. Generally, Jefferson Community College will not share information about a report of sexual violence with parents without the permission of the reporting individual.

### **Sexual Misconduct Prevention and Prohibition Policy**

Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors, and guests) may not be subjected to sexual violence, harassment, 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, harassment, and discrimination, and ensures timely and fair resolution of sexual misconduct and harassment complaints. 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 harassment / gender 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, sexual violence and/or harassment, 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 Violence Response Procedures**

In accordance with the Students' Bill of Rights, the College has developed sexual violence response procedures published in the College Catalog and on the website in accordance with federal and state laws.

## **Informal Complaint Resolution Procedure**

If an employee or student feels that he/she has been a victim of any form of sexual misconduct / sexual harassment / gender discrimination, the incident(s) may be addressed informally with the alleged harasser, the Affirmative Action Officer, or Title IX Coordinator. These discussions will be handled in a professional and confidential manner. If appropriate, an attempt will be made to resolve the problem through informal procedures. Mediation will not be permitted for allegations of sexual assault.

## **Formal Grievance Procedure**

If a complaint is filed with the Affirmative Action Officer or Title IX Coordinator and an informal inquiry indicates that a charge is unlikely to be resolved informally, or an attempt at informal resolution is unsuccessful, then the College may institute more formal procedures.

## **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.

## **False Statement**

Complaints of sexual misconduct including but not limited to sexual violence, sexual harassment and other forms of gender discrimination cannot always be substantiated. Lack of corroborating evidence should not discourage complainants from seeking relief through the procedures outlined above. However, charges found to have been intentionally dishonest or made maliciously without regard for truth will subject complainants to disciplinary action.

## **Prevention Through Education and Information**

The College offers to new students and employees educational programs to promote the awareness of sexual misconduct and sexual violence, rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, which shall include primary prevention and awareness programs for incoming students and new employees, as well as ongoing prevention and awareness programs for students and employees.

Specifically, these education and informational programs include, but are not be limited to, the following subjects:

1. the definition of domestic violence, dating violence, sexual assault, and stalking in its jurisdiction;
2. a statement that the institution prohibits these offenses;
3. the applicable state laws, ordinances, and regulations regarding sex offenses;
4. the penalties under state law for commission of sex offenses as well as on-campus disciplinary sanctions for the same;
5. the procedures in effect at the College for dealing with sex offenses;
6. the definition of consent in reference to sexual activity;
7. information on risk reduction to recognize warning signs of abusive behavior;
8. strategies intended to stop domestic violence, dating violence, sexual assault, or stalking before it occurs through the changing of social norms and other approaches;
9. safe and positive options for bystander intervention;
10. the availability of counseling and other support services for the victims of sex offenses on campus and off-campus;
11. the nature of and common circumstances relating to sex offenses on campuses; and
12. the methods the College employs to advise and to update the campus about security procedures;
13. 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 touch-ing, 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:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or of a student's evaluation;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or student evaluations affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's (employee or student) performance or creating an intimidating, hostile or offensive working environment.

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 Harassment:** Sexual harassment also includes gender-based harassment including harassment based upon an individual's perceived or actual gender 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, sexual orientation or gender identity:

1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
3. Subject any person to separate or different rules or behavior, sanctions, or other treatment;
4. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

**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.

**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 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.

Questions regarding the application of this policy may be directed to the College's Title IX Coordinator, (315) 786-2279, and/or Affirmative Action Officer, (315) 786-2401. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights: United States Department of Education's Office for Civil Rights  
32 Old Slip 26th Floor, New York, NY 10005-2500  
Tel. (646) 428-3900; Email [OCR.NewYork@ed.gov](mailto: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 Victim/Survivor Bill of Rights, victims/survivors shall have the right to pursue more than one of the options below at the same time, or to choose not to participate in any of the options below:

### I. Reporting

- To report *confidentially* the incident to one of the following college officials, who by law may maintain confidentiality, and can assist in obtaining services (more information on confidential report is available in the Options for Confidentially Disclosing Sexual Violence Policy at [www.sunyjefferson.edu/confidentialdisclosure](http://www.sunyjefferson.edu/confidentialdisclosure)).
  - \* Anonymously via an internet at [www.sunyjefferson.edu/incidentreport](http://www.sunyjefferson.edu/incidentreport) or anonymous telephone reporting at (315) 786-2359
  - \* College Counselor Ms. Katy Troester-Trate at (315) 786-2450
  - \* College Nurse in the Health and Wellness Center at (315) 786-2376
- To disclose *confidentially* the incident and obtain services from the New York State, New York City or county hotlines: <http://www.opdv.ny.gov/help/dvhotlines.html>. Additional disclosure and assistance options are catalogued by the Office for the Prevention of Domestic Violence and presented in several languages: <http://www.opdv.ny.gov/help/index.html> (or by calling 1-800-942-6906), and assistance can also be obtained through:
  - \* SurvJustice: <http://survjustice.org/our-services/civil-rights-complaints/>
  - \* Legal Momentum: <https://www.legalmomentum.org/>
  - \* NYCASA: <http://nycasa.org/responding>
  - \* NYSCADV: <http://www.nyscadv.org/>
  - \* Pandora's Project: <http://www.pandys.org/lgbtsurvivors.html>
  - \* GLBTQ Domestic Violence Project: <http://www.glbtdv.org/>
  - \* RAINN: <https://www.rainn.org/get-help>
  - \* (note that these hotlines are for crisis intervention, resources, and referrals, and are not reporting mechanisms, meaning that disclosure on a call to a hotline does not provide any information to the campus. Victims/survivors are encouraged to additionally contact a campus confidential or private resource so that the campus can take appropriate action in these cases).
- To report the incident to one of the following college officials who can offer *privacy* and can assist in obtaining resources (note that an official who can offer privacy may still be required by law and college policy to inform one or more college officials about the incident, including but not limited to the Title IX Coordinator):
  - \* Resident Directors at (315) 755-0411, (315) 755-0412 or (315) 755-0413, offices located in East Hall
  - \* Dean of Students at (315) 786-6561, office located in McVean Student Center 4-100C
  - \* Title IX Coordinator for College employees Kerry Young at (315) 786-2279, located in Lansing 1-108
  - \* Title IX Coordinator for Students Jerilyn Fairman at (315) 786-6542, located in Gregor Building, Room 5-106H
- To file a criminal complaint with Campus Security and/or with local law enforcement:
  - \* Campus Security at (315) 786-2222, office located in the Deans Collaborative Learning Center, First Floor
  - \* Watertown Police Department at 911
  - \* The NYS Police dedicated hotline for reporting sexual assaults on college and university campuses at 1-844-845-7269
- To file a report of sexual assault, domestic violence, dating violence, and/or stalking, and/or talk to the Title IX Coordinator for information and assistance. Reports will be investigated in accordance with Jefferson Community College policy. If a victim/survivor wishes to keep his/her identity private, he or she may call (315) 786-2279 anonymously to discuss the situation and available options ([www.sunyjefferson.edu/confidentialdisclosure](http://www.sunyjefferson.edu/confidentialdisclosure));
  - \* Title IX Coordinator for College employees Kerry Young at (315) 786-2279, located in Lansing 1-108
  - \* Title IX Coordinator for Students Jerilyn Fairman (315) 786-6542, located in Gregor Building, Room 5-106H
- When the accused is an employee, a victim/survivor may also report the incident to Human Resources or may request that one of the above referenced confidential or private employees assist in reporting to Employee Relations or Human Resources. Disciplinary proceedings will be conducted in accordance with applicable collective bargaining agreements. When the accused is an employee of an affiliated entity or vendor of the college, college officials will, at the request of the victim/survivor, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and college policy.
  - \* Kerry Young, Executive Director for Finance and Human Resources, (315) 786-2279, [kyoung@sunyjefferson.edu](mailto:kyoung@sunyjefferson.edu)
- You may withdraw your complaint or involvement at any time.

### II. Resources

- To obtain effective intervention services.

- \* College Counselor Ms. Katy Troester-Trate at (315) 786-2450. Short term counseling services are free for students.
- \* Health and Wellness Center, Building 17 at (315) 786-2376. Limited services are available free of charge to students; referrals are made to the community. Sexual contact can transmit Sexually Transmitted Infections (STI) and may result in pregnancy. Testing for STIs and emergency contraception is available.
- \* Victims' Assistance Center may be reached through a 24 hour Hotline: (315) 782-1855, Office: (315) 782-1823, Toll Free: 866-782-1855. Jill Parker, Executive Director, 120 Arcade Street, Watertown. [jillp@vacjc.com](mailto:jillp@vacjc.com), <http://www.vacjc.com/>
- \* Within 96 hours of an assault, you can get a Sexual Assault Forensic Examination (commonly referred to as a rape kit) at a hospital, including Samaritan Medical Center in Watertown. While there should be no charge for a rape kit, there may be a charge for medical or counseling services off campus and, in some cases, insurance may be billed for services. You are encouraged to let hospital personnel know if you do not want your insurance policyholder to be notified about your access to these services. The New York State Office of Victim Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency funds. More information may be found here: [http://www.ovs.ny.gov/files/ovs\\_rights\\_of\\_cv\\_booklet.pdf](http://www.ovs.ny.gov/files/ovs_rights_of_cv_booklet.pdf), or by calling 1-800-247-8035. Options are explained here: <http://www.ovs.ny.gov/helpforcrimevictims.html>.

### III. Protection and Accommodations

- When the accused is a student, to have the college issue a "No Contact Order," meaning that continuing to contact the protected individual is a violation of college policy subject to additional conduct charges; if the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person.
- To have assistance from campus security or other college officials in obtaining an Order of Protection or, if outside of New York State, an equivalent protective or restraining order.
- To receive a copy of the Order of Protection or equivalent and have an opportunity to meet or speak with a college official who can explain the order and answer questions about it, including information from the Order about the accused's responsibility to stay away from the protected person(s); that burden does not rest on the protected person(s).
- To an explanation of the consequences for violating these orders, including but not limited to arrest, additional conduct charges, and interim suspension.
- To have assistance from Campus Security to call on and assist local law enforcement in effecting an arrest for violating an Order of Protection.
- When the accused is a student and presents a continuing threat to the health and safety of the community, to have the accused subject to interim suspension pending the outcome of a conduct process.
- When the accused is not a member of the college community, to have assistance from Campus Security or other college officials in obtaining a persona non grata letter, subject to legal requirements and college policy.
- To obtain reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation, or other applicable arrangements in order to ensure safety, prevent retaliation, and avoid an ongoing hostile environment. While victims/survivors may request accommodations through any of the offices referenced in this policy, the following office can serve as a point to assist with these measures:
- Dean of Students, (315) 786-6561

### IV. Student Conduct Process

- To file student conduct charges against the accused. Conduct proceedings are governed by the procedures set forth in Jefferson Community College handbook ([www.sunyjefferson.edu/studenthandbook](http://www.sunyjefferson.edu/studenthandbook)) as well as federal and New York State law, including the due process provisions of the United States and New York State Constitutions.
- Throughout conduct proceedings, the accused and the victim/survivor will have:
  - \* The same opportunity to have access to an advisor of their choice. Participation of the advisor in any proceeding is governed by federal law and the Student Code of Conduct.
  - \* The right to a prompt response to any complaint and to have their complaint investigated and adjudicated in an impartial and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, and other issues related to sexual assault, domestic violence, dating violence, and stalking
  - \* The right to an investigation and process conducted in a manner that recognizes the legal and policy requirements of due process and is not conducted by individuals with a conflict of interest.
  - \* The right to receive written or electronic notice of any meeting or hearing they are required to or are eligible to attend.
  - \* The right to have a conduct process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than 10 days except when law enforcement specifically requests and justifies a longer delay.
  - \* The right to review available evidence in the case file.
  - \* The right to a range of options for providing testimony via alternative arrangements, including telephone/videoconferencing or testifying with a room partition.
  - \* The right to exclude prior sexual history or past mental health history from admittance in college disciplinary stage that determines responsibility. Past sexual violence findings may be admissible in the disciplinary stage that determines sanction.
  - \* The right to ask questions of the decision maker and via the decision maker indirectly request responses from other parties and any other witnesses present.

- \* The right to make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.
- \* The right to simultaneous (among the parties) written or electronic notification of the outcome of a conduct proceeding, including the sanction(s).
- \* The right to know the sanction(s) that may be imposed on the accused based upon the outcome of the conduct proceeding and the reason for the actual sanction imposed. For students found responsible for sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.
- \* Dean of Students, (315) 786-6561
- The right to choose whether to disclose or discuss the outcome of a conduct hearing.

## Sexual Violence Victim/Survivor Bill of Rights

The State University of New York and Jefferson Community College are committed to providing options, support and assistance to victims/survivors of sexual assault, domestic violence, dating violence, and/or stalking to ensure that they can continue to participate in College/University-wide and campus programs, activities, and employment. All victims/survivors of these crimes and violations, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, have the following rights, regardless of whether the crime or violation occurs on campus, off campus, or while studying abroad:

### The RIGHT to:

- Have disclosures of sexual violence treated seriously.
- Make a decision about whether or not to disclose a crime or incident and participate in the conduct or criminal justice process free from outside pressures from college officials.
- Be treated with dignity and to receive from college officials courteous, fair, and respectful health care and counseling services.
- Be free from any suggestion that the victim/survivor is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such a crime.
- Describe the incident to as few individuals as practicable and not to be required to unnecessarily repeat a description of the incident.
- Be free from retaliation by the College, the accused, and/or their friends, family and acquaintances.
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or conduct process of the College.

### Options In Brief

Victims/survivors have many options that can be pursued simultaneously, including one or more of the following:

- Receive resources, such as counseling and medical attention;
- Anonymously disclose a crime or violation at [www.sunyjefferson.edu/incidentreport](http://www.sunyjefferson.edu/incidentreport).
- Confidentially disclose a crime or violation to the College Counselor or Nurse in the Health and Wellness Center, Building 17 at (315) 786-2376.
- Make a report to:
  - \* Title IX Coordinator for College employees Kerry Young at (315) 786-2279, located in Lansing 1-108
  - \* Title IX Coordinator for Students Jerilyn Fairman at (315) 786-6542, located in Gregor Building, Room 5-106H
  - \* Campus Security at (315) 786-2222, office located in the Deans Collaborative Learning Center, First Floor
  - \* Watertown Police Department at 911
  - \* NYS dedicated hotline for reporting sexual assaults on college and university campuses at 1-844-845-7269
  - \* Family Court or Civil Court

## Title IX Coordinator

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” 20 U.S.C. § 1681

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on gender in educational programs which receive federal financial assistance. Programs and activities which may be included are: admissions, recruitment, financial aid, academic programs, athletics, housing and employment. Title IX also protects male and female students from unlawful sexual harassment in college programs and activities. Individuals with questions, concerns or a complaint related to Title IX may contact:

Title IX Coordinator for Employees:  
 Kerry Young  
 Jefferson Community College  
 1220 Coffeen Street  
 Watertown, NY 13601  
 Phone: (315) 786-2279  
 Email: [titleix@sunyjefferson.edu](mailto:titleix@sunyjefferson.edu)

Title IX Coordinator for Students:  
 Jerilyn Fairman  
 Jefferson Community College  
 1220 Coffeen Street  
 Watertown, NY 13601  
 (315) 786-6542  
 Email: [jfairman@sunyjefferson.edu](mailto:jfairman@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. The full report is available on SUNY Jefferson's website at [www.sunyjefferson.edu/annalsecurityreport](http://www.sunyjefferson.edu/annalsecurityreport).

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/annalsecurityreport](http://www.sunyjefferson.edu/annalsecurityreport) 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/annalsecurityreport](http://www.sunyjefferson.edu/annalsecurityreport) 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](http://www.sunyjefferson.edu/incidentreport).

## Drug-Free Campus Policy

It is the policy of Jefferson Community College to provide a drug-free campus. The College is committed to maintaining a drug-free campus in accordance with the applicable requirements of the United States Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). The unlawful manufacture, distribution, dispensing, possession or use of alcohol or a controlled substance is prohibited on campus and at any and all College sponsored activities.

Appropriate disciplinary sanctions will be imposed for violations of laws and standards of conduct. Such sanctions include, but are not limited to, expulsion, termination of employment, referral for prosecution, and on-campus penalties imposed by the appropriate disciplinary bodies.

Jefferson Community College recognizes that there are serious health risks associated with the use of illicit drugs and alcohol abuse. Accordingly, Jefferson Community College will use its educational resources to establish a drug-free awareness program for students and employees.

Efforts to educate students and employees about health risks, available counseling, treatment, rehabilitation or re-entry programs and the local, state and federal legal sanctions related to the unlawful possession or distribution of illicit drugs and alcohol will be the primary objective of this policy.

This objective will be accomplished by:

1. Providing periodic educational programs regarding the danger of alcohol and substance abuse. All students and employees will be urged to attend. Employees will be given time off to attend.
2. Providing students and employees with a listing of alcohol and substance abuse education and treatment services.
3. Providing employees with health insurance benefits ranging from in-patient care to out-patient treatment visits for alcoholism and/or substance abuse.
4. Providing students and employees with written information describing the use and effects of controlled substances, the campus standards of conduct and the legal sanctions imposed by state and federal law for illegal possession or distribution of such substances.

## Hate/Biased-Related Crime Prevention Statement

New York State law requires Jefferson Community College to inform students about the Hate Crimes Prevention Act of 2000 and how hate crimes (also known as bias-related crimes) can be prevented on campus. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York law are available from the Student Activities Center.

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

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

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

Reporting a hate/biased-related crime incident: An individual who believes that she/he has been a target of a bias-related crime is encouraged to immediately report an incident to the Office of Campus Safety & Security, the Dean of Students, 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, 120 Arcade Street, Watertown, New York 13601 or the Victim Assistance Hotline at 315-782-1855.

### **Statement on Order of Protection**

If a student holds a valid Order of Protection, the student should immediately notify the Office of Campus Safety & Security. If there is reason to believe that a person named in the Order of Protection has violated the court order while on the campus of Jefferson Community College, the Office of Campus Safety & Security will assist the student in reporting the incident to the appropriate police department.

### **Statement of Civility**

Jefferson Community College believes that all persons should be extended civility and respect, regardless of factors such as opinion/view, institutional role, race, religion, ethnicity, disability, gender, sexual orientation or age. Teaching and learning are the focus of Jefferson Community College. Accordingly, the College is committed to creating and maintaining positive learning and working environments both in and out of the academic classroom.

While it is understood that disagreement will and should occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption/disorder and a climate of civility are important institutional values.

### **Statement on Violent Felony Crime**

Any student who is a victim of a violent felony crime is encouraged to immediately report such an offense to both College authorities and law enforcement officials. The Office of Campus Safety & Security, the Affirmative Action Officer, or the Dean of Students are prepared to receive such reports.

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

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

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

### **Missing Student Notification Policy**

This policy contains the official notification procedures for Jefferson Community College concerning missing students who reside in on-campus housing, in accordance with the requirements of the Higher Education Opportunity Act of 2008 (HEOA). The purpose of this policy is to promote the safety and welfare of members of the college community through compliance with HEOA requirements. This policy should be adhered to by all faculty, staff, and students.

If a member of the College community has reason to believe that a student who resides on-campus is missing, he or she should immediately notify the Jefferson Community College Office of Campus Safety & Security. Campus Safety and Security staff will generate a missing person report and initiate an investigation.

In addition to registering a general emergency contact, students residing in on-campus housing have the option to identify confidentially an individual to be contacted by the Office of Campus Safety & Security in the event the student is determined to be missing for more than 24 hours. If a student has identified such an individual, Campus Safety and Security staff will attempt to notify that individual no later than 24 hours after the student is determined to be missing. A student who wishes to identify a confidential contact can do so through the Jefferson Community College Office of Campus Safety & Security website. A student's confidential contact information will be accessible only by authorized campus officials and law enforcement in the course of the investigation.



After investigating a missing person report, should the Office of Campus Safety & Security determine that the student has been missing for 24 hours, Campus Safety and Security will notify the Watertown Police Department and the student's emergency contact no later than 24 hours after the student is determined to be missing. If the missing student is under the age of 18 and is not an emancipated individual, Campus Safety and Security will notify the student's parent or legal guardian immediately after Campus Safety and Security has determined that the student has been missing for 24 hours.

# Technology and Computer Use Policies

## Acceptable Use Policy

Teaching and learning are the focus of Jefferson Community College and access to enhanced technologies is central to educational excellence and community strength. Through its policies, facilities, and services, the College supports broad access to diverse technology for formal coursework, non-credit workshops, administrative operations, partnership building, experimentation, and innovation.

The College recognizes that the learning process, academic freedom, and community growth are all served best when restrictions are minimized; however, it has a responsibility to provide and ensure the maintenance, support, efficiency and security of campus technology and the information sent across and stored on these technologies.

## Statement of Policy

1. Access to computer and electronic resources include, but are not limited to, office computers, computer classrooms, smart classrooms, the campus-wide network, email and the Internet is a privilege provided at the discretion of the College and as such may be revoked.

It may, at times, be necessary for authorized systems administrators to suspend someone's access to College computing resources immediately for violations of this policy pending interim resolution of the situation. For example by securing a possibly compromised account and/or making the owner of an account aware in person that an activity constitutes a violation; virus-infected equipment transmitting across the network. In the case of egregious and continuing violations suspension of access may be extended until final resolution by the appropriate disciplinary authority.

2. This policy applies to Jefferson Community College students, workshop participants, faculty, staff, alumni, trustees, consultants, contractors, organizational parties, and any prospective member or former member of the aforementioned constituencies.

The facilities, equipment, and resources relevant to this policy include, but are not limited to, computer systems, peripheral devices, dial-up lines, communication devices, network hardware, operating systems, language processors, application software, stored information, audio/video images, audio/video storage devices, affiliated networks and systems, and other electronic resources, as well as the following: remote connectivity, event recording, media transfer, mobile device, hardware, guest accounts, equipment loan, software, adware/spyware/malware, account creation/termination, desk phone, and network.

3. All members of the College community have a responsibility to respect the privacy and rights of others.
4. Each person with access to the College's technology resources is responsible for their appropriate use and by their use agrees to comply with all applicable policies, regulations, and laws, as well as the acceptable use policies of affiliated networks and systems.
5. This policy recognizes and supplements all applicable local, state, and federal laws and all applicable policies of the College and the State University of New York, including, but not limited to, laws and policies pertaining to sexual harassment, intellectual property, confidential information, employee conduct, the student code of conduct, and the security of buildings, grounds, and College property.
6. College data are vital assets and should be used and released in accordance with applicable laws and for the legitimate purposes of the College. Access to data and information by faculty, staff, students, and others who have a "need to know" or "right to know" is essential to the fulfillment of the College's mission and critical to the conduct of College business.
7. Certain data, by law, are protected and may not be freely released. Other data, by College policy, are considered confidential and, likewise, may not be freely released. Further, in order to assure the integrity of College data, it must be guarded from unauthorized modification, destruction, or disclosure, whether accidental or intentional. This applies to all institutional data regardless of where it resides or in what format.
8. The College does not routinely monitor individual computer, Internet or network activities or content but users should not assume or expect any right of privacy with respect to the College's IT resources. There is an acknowledged trade-off between the right of privacy of a user and the need of system administrators to gather necessary information to ensure the continued functioning of these resources.
9. The use of College computer resources for private business or commercial activities (except where such activities are otherwise permitted or authorized under applicable College policies), fundraising, or advertising on behalf of non-College organizations, or reselling the College's name, are prohibited.
10. Each member of the campus community is responsible for the security and protection of electronic information resources over which he or she has control. Resources to be protected include networks, computers, software, and data. The physical and logical integrity of these resources must be protected against threats such as unauthorized intrusions, malicious misuse, or inadvertent compromise. Activities outsourced to off-campus entities must comply with the same security requirements as in-house activities.
11. Except as provided by applicable laws, regulations or other College policies, the content of electronic communications is not by itself a basis for disciplinary action.
12. All login accounts are for the exclusive use of the person for which the account was created. That person is responsible for all use and misuse of each account assigned to him/her.
13. All email messages are the property of Jefferson Community College.

14. Neither the faculty/staff nor student email system is a secure system. Users should reconsider when including confidential or sensitive information in an email.
15. All uses of technology which harass, annoy, intimidate or otherwise inconvenience users are prohibited.

## Account Policy

State and federal regulations require the security of specific personal data used and stored by applications at Jefferson. In addition, Institutional Technology is responsible for ensuring that the network and standard campus applications are secure, stable and useable by the campus community. To ensure the appropriate use and security of Jefferson Community College information, equipment and applications, all Jefferson Community College faculty, staff and students shall be provided accounts to appropriate technology as determined by their job and role on campus.

### Statement of Policy

1. Access to computer and electronic resources including, but not limited to, office computers, computer classrooms, smart classrooms, the campus-wide network, email and the Internet is a privilege provided at the discretion of the College and as such may be revoked.
2. At no time will generic guest accounts be created that cannot be linked back to a specific individual.
3. Accounts will be removed (or disabled) when the individual has been separated from the College.
4. All login accounts are for the exclusive use of the person for which the account was created. That person is responsible for all use and misuse of each account assigned to him/her.
5. The College provides separate access to the Internet through a wireless network. Access to this network requires a valid Jefferson Community College account. Users of the wireless network are responsible for their appropriate use and by their use agree to comply with all applicable policies, regulations and laws, as well as the acceptable use policies of affiliated networks and systems.

## Information Security Policy

Jefferson Community College is required to comply with the Gramm-Leach-Bliley Act and the rules promulgated hereunder by the Federal Trade Commission. These requirements have been established to:

- Ensure the security and confidentiality of customer records and information.
- Protect against anticipated threats to the security and/or integrity of such customer records and information.
- Guard against unauthorized access to or use of customer records or information that could result in substantial harm or inconvenience to any customer.

### Statement of Policy:

#### 1. Program Coordination

- a. Institutional Technology and the Vice President for Administration shall coordinate the Information Security Program (“the Program”).
- b. The Program includes input from other JCC divisions, including Institutional Technology, Students and the Academic Affairs divisions.
- c. The Program will be reviewed and evaluated annually, during the month of May. Selected aspects will be tested. Adjustments to the Program will be made as needed.

#### 2. Risk Assessment and Safeguards

There is inherent risk in handling and storing any information that must be protected. Identifying areas of risk and maintaining appropriate safeguards can reduce risk. Safeguards are designed to reduce the risk inherent in handling customer information. The Federal Trade Commission has identified four areas to address:

- Employee Management & Training
- Information Systems
- Managing System Failures
- Service Providers

#### 3. Appendix

- a. Legal References – Appendix A
- b. Jefferson Community College FERPA Policy – incorporated by reference
- c. All Jefferson Community College Institutional Technology policies, including the Acceptable Use, Internet/Email, and Network Policies incorporated by reference
- d. Jefferson Community College Student Code of Conduct incorporated by reference

### Program Details

1. Designated Information Security Program Coordinators

- a. Representatives
  - i. Institutional Technology
  - ii. Vice President for Administration
- b. Offices Possessing Customer Information: All Campus offices have some level of access to customer information
- c. Offices Having Responsibility in Safeguarding Customer Information: Admissions, Administrative Services (including Financial Services, Human Resources, Facilities and Records), Institutional Technology, Student Records (Registrar), Counseling Services, Institutional Research, and Financial Services.

## 2. Risk Assessment and Safeguards

### a. Definitions

- i. Covered data and information for the purpose of this policy includes student and other customer financial information required to be protected under the Gramm-Leach-Bliley Act (GLB). Covered data and information includes both paper and electronic records.
- ii. Customer financial information is that information the Campus has obtained from a student or other customer in the process of offering a financial product or service, or such information provided to the university by another financial institution. Offering a financial product or service includes offering the student loans to students, receiving income tax information from a student's parent when offering a financial aid package and other miscellaneous financial services as defined in 12 CFR.225.28. Examples of customer financial information include addresses, phone numbers, bank and credit card account numbers, income and credit histories and social security numbers, in both paper and electronic format.

### b. Employee Management & Training

- i. Employees handle and have access to customer information in order to perform their job duties. This includes permanent and temporary employees and Work-Study/Student Aid students, whose job duties require them to access customer information or work in a location where there is access to customer information.

#### ii. Hiring Employees

JCC exercises great care in its efforts to select qualified employees. Search committees carefully review applications, interview and check references before making final selections. This process is part of all hiring and is incorporated within Jefferson County procedures for hiring civil service/support staff and the college's Search Guide for Professional Positions.

#### iii. Work-Study/Student Aid Students (& Temporary Employees)

- a. Temporary employees are hired following the same process as full-time employees stated above.
- b. Work-Study/Student Aid students are referred to departments by Financial Aid and Career Planning and Job Placement Services. In addition, departments actively recruit students on campus through posters, etc.
- c. Each individual department is responsible for interviewing and checking references. Training, including confidentiality and safeguarding, is provided by the hiring office.
- d. All applications and forms are completed with Personnel and kept on file with Personnel. Timesheets are monitored and signed by the individual office designee and filed with Payroll.

#### iv. Permanent Employees

- a. Before receiving access to the Student Information System all employees take part in training which includes information about confidentiality, safe-guarding and FERPA. This training is provided by the Student Records Office and Institutional Technology.
- b. All employees receive a copy of the Employee Handbook which includes pertinent policies and procedures. FERPA information is also included on the College website.

#### v. Ongoing Training

Periodically, employees with access to protected customer information will take part in FERPA and safeguards training, as a refresher.

#### vi. Access to Customer Information

- vii. Only employees whose job duties require it shall have access to customer information.

#### viii. Disciplinary Measures for Breaches

- ix. Breaches of information security may result in appropriate disciplinary action, depending upon the nature and severity of the breach. All accidental breaches should be reported and rectified as soon as possible. Employees and work-study/student aid students are encouraged to report any suspected intentional and/or malicious breaches.

- x. A copy of the Institutional Technology Acceptable Use policy and excerpts from the Student Code of Conduct can be found online at [www.sunyjefferson.edu](http://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 websiteNone of the above-mentioned information is deemed to constitute personal information by the Internet Privacy and Security Act. The information that is collected automatically is used to improve Jefferson's web content and to help understand how users are interacting with the website. This information is collected for statistical analysis and to determine what information is of most and least interest to our users.
4. Cookies
  - a. A cookie is a unique text file stored on a user's computer by an Internet browser. These text files are used as a means of distinguishing among users of a website. A cookie will not include personal information, unless the user has volunteered that information.
  - b. Cookies are not currently stored from sunyjefferson.edu web pages.
  - c. Cookies are stored from certain areas of other JCC web applications, such as Blackboard and Banner (SOAR) as well as linked third party applications such as the application for requesting transcripts.
  - d. Cookies stored from JCC web applications are not used by the College to gather personal information but to assist with the appropriate functioning of the application.
5. Information collected when you email sunyjefferson.edu or complete a transaction.
  - a. During a visit to sunyjefferson.edu, a user may send an email to a JCC office through an email link or an information request form. The user's email address and the contents of the message will be collected. The information collected is not limited to text characters and may include audio, video and graphic information formats included in the message. The user's email address and the information included in the message will be used to:
    - Respond to the user
    - Address issues identified by the user
    - Improve the website
    - Notify the user about updates, services, special events or activities offered by JCC
    - Ask the user to participate in surveys

Forward to appropriate JCC offices for action

- b. If a user chooses not to receive email or other means of communication from JCC, and would prefer not to in the future, the user may request to not receive communications by contacting the JCC webmaster, [webmaster@sunyjefferson.edu](mailto:webmaster@sunyjefferson.edu).
  - c. During a visit to [sunyjefferson.edu](http://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](http://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](http://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](http://sunyjefferson.edu)**
- a. Any user may submit a request to JCC's Chief Information Officer to determine whether personal information pertaining to that user has been collected through [sunyjefferson.edu](http://sunyjefferson.edu). Any such request shall be made in writing and must be accompanied by reasonable proof of identity of the user. Reasonable proof of identity may include verification of a signature, inclusion of an identifier generally known only to the user, or similar appropriate identification. The address of the Chief Information Officer is:  
Chief Information Officer  
Jefferson Community College  
1220 Coffeen Street  
Watertown, New York 13601
  - b. The Chief Information Officer 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](http://sunyjefferson.edu) and that information is to be provided to the user pursuant to the user's request, the Chief Information Officer shall inform the user of his or her right to request that the personal information be amended or corrected under the procedures set forth in section 95 of the Public Officers Law.
- 8. Confidentiality and integrity of personal information collected through [sunyjefferson.edu](http://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](http://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](http://sunyjefferson.edu)**
- a. The collection of information through [sunyjefferson.edu](http://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](http://sunyjefferson.edu) or disclose personal information collected through [sunyjefferson.edu](http://sunyjefferson.edu) if the user has consented to the collection or disclosure of that personal information.
  - b. JCC may collect or disclose personal information without consent if the collection or disclosure is necessary to perform the statutory duties of JCC or necessary for JCC to operate a program authorized by law, or authorized by state or federal statutes or regulation  
Made pursuant to a court order or by law  
For the purpose of validating the identity of the user  
Of information to be used solely for statistical purposes that is in a form that cannot be used to identify a particular person

- c. The disclosure of information, including personal information, collected through sunyjefferson.edu is subject to the provision of the Freedom of Information Law and the Personal Privacy Protection Law
- d. JCC may disclose personal information to federal or state law enforcement authorities to enforce its rights against unauthorized access or attempted unauthorized access to JCC's information technology assets

**10. External websites**

- a. Users should be aware that links to web sites not controlled by Jefferson are not subject to this notice. Users should check the privacy policy of these individual sites to see what data is collected and how these sites will be used.
- b. If the URL does not contain sunyjefferson.edu, then you are visiting a site that is not subject to this policy. One exception is Microsoft Live which is used for student and retiree email.

**11. Links within sunyjefferson.edu**

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. 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 Dean of Students 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.
    - Intentionally communicating or making available to the general public an individual's social security number.
    - Printing an individual's social security number on any card or tag required for the individual to access products, services or benefits provided by the State and its political subdivisions.
    - Requiring an individual to transmit his or her social security number over the Internet, unless the connection is secure or the number is encrypted.
    - Requiring an individual to use his or her social security number to access a website, unless a password or unique personal identification number or other authentication device is also required for access.
    - Including an individual's social security number, except the last four digits, on any materials that are mailed to the individual or sent to him or her in an email that is copied to third parties, except that social security numbers may be included in applications and forms sent by mail, including documents sent as part of an application or enrollment process, or to establish, amend or terminate an account, contract or policy, or to confirm the accuracy of a social security number.
    - Printing a social security number, under any circumstances, in whole or in part, on a postcard or other mailer not requiring an envelope, or visible on an envelope or without the envelope having been opened.
    - Encoding or embedding a social security number in or on a card or document, including by bar code, chip, magnetic strip, or other technology, where printing a social security number thereon is prohibited under this law: Student Support Services, Social Security Number (SSN) Initiative, nysed.gov, <http://www.p12.nysed.gov/sss/lawsregs/POL96-a.html>, 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.

#### **Statement of Policy:**

##### **1. Procedure for Processing Infringements**

- a. If there is suspicion of copyright infringement, please contact Institutional Technology (IT), as soon as possible. IT will conduct an investigation into the allegations.
- b. In the event of a notice of suspicion of copyright from off-campus, for example, an RIAA notice, the College will be notified and IT will take the appropriate steps.
- c. In the case of an allegation, the DMCA requires that all claims of infringement be in writing and include:
  - i. A physical or electronic signature of the copyright owner or person designated to act on his/her behalf
  - ii. Identification of the allegedly infringed copyrighted work, including:
    - a. 1. identity of the copyright owner, if not the complainant
    - b. 2. citation of the copyrighted works (author/creator, title/description, copyright date)
    - c. 3. statement of copyright ownership
    - d. 4. evidence of copyright registration
  - iii. Identification of the host web site and sufficient information to locate it including:
    - a. 1. URL (web address)
    - b. 2. date time and time zone the web site was observed
    - c. 3. contact information for the complainant or person designated to act on his/her behalf, including address, telephone number, and if available, email address
    - d. A statement that the complainant has a good faith belief that the use of the material is not authorized by the copyright owner or the law
    - e. A statement that the information in the notification is accurate and , under penalty of perjury, that the complainant is authorized to act on behalf of the copyright owner

2. As a part of its compliance with federal copyright law and the DMCA, Jefferson Community College will deploy the following procedure to respond to bona fide notices of copyright violation by copyright holders:
  - a. The DMCA agenda for the College requests that IT block the Internet Protocol (IP) address alleged by the notice to be in violation of federal law and provide the agent with the identity of the user or party responsible for the computer (responsible party).
  - b. The agent then notifies the user or responsible party of the notice by sending a copy of the Standard Notice via e-mail and requests a cease and desist statement by return e-mail.
  - c. Upon receipt of that statement, the agent then requests that IT unblock the IP address.
  - d. If the identified individual cited is certain that s/he is legally using the allegedly infringing material or that the copyright owner has misidentified the material, s/he may file a counter notice.
  - e. In order to maintain safe harbor under the DMCA, it is necessary that the College terminate the Internet services of students, faculty, or staff who receive three DMCA notices that (a) conform to statutory requirements and (b) where not counter notification has been filed.

3. JCC will distribute information on copyright law and related campus policies to the campus community as required by the Higher Education Act of 2008 (HEOA 4137.)

##### **4. Reporting a Copyright Violation**

To report alleged copyright infringements, please contact:

Help Desk

Room 5-004

1220 Coffeen Street, Watertown, New York 13601

Phone: 315-786-6511 / Fax: 315-786-2511

## Software Policy

Use of software on computers is protected under United States and New York State copyright laws from the time of its creation. Institutional Technology (IT) maintains all College software and computer/AV equipment licensing and the “library” of licenses and media on which the software is stored. Unless otherwise provided in the software license, duplication of copyrighted software is a violation of the local, state and federal laws and this policy.

### Statement of Policy:

1. Computer software is protected by the copyright laws of the United States. The owner of a copyright holds the exclusive rights to the reproduction and distribution of his or her work. Therefore, it is illegal to duplicate software or its documentation without the express written permission of the copyright holder.
2. It is illegal for a user of the College’s computers to make a copy of any software purchased by the College for his or her personal use.
3. All software installed on Jefferson Community College computers/equipment will be licensed to Jefferson Community College (Institutional Technology).
4. The College explicitly prohibits the illegal copying of copyrighted computer software. Violators will be held personally liable.
5. The College assumes no responsibility for software that has not been approved and inventoried.
6. The Board of Trustees hereby authorizes the President, or his/her designee, to develop and establish appropriate standards and procedures to implement and enforce this policy.

### Definitions:

1. **Software** is defined as any computer application that requires installation onto a computer and/or any application that runs on a computer and that requires purchasing. Examples of software include, but are not limited to, applications such as Microsoft Office, CD-ROM and DVD that run from a computer whether they are purchased by the College or come with a textbook, Internet based textbook supplements; Internet based applications subscribed to by the College, etc. NOTE: Although the Library databases are considered Internet-based applications, the Library maintains these licenses and contracts separately.
2. **Media** is defined as the physical product used to provide the software to the College.

## Wireless Computer Access Agreement

### Privacy:

Users of JCC Wireless resources should be aware that the College cannot guarantee security and privacy in all cases, especially for personal or unlawful use of these resources. For the purpose of satisfying any law, regulation or government request, Jefferson Community College reserves the right to monitor the use of JCC Wireless resources and disclose any information necessary and appropriate.

### Troubleshooting Wireless Connections:

Jefferson Community College has implemented wireless technology in response to the overwhelming demand of students, faculty and staff members. Jefferson Community College’s technical staff are responsible for maintaining the systems required to provide wireless access. During normal operating hours technical staff are available in the IT department to provide assistance in connecting to the JCC wireless networks. ‘Best Effort’ will be provided to assist users connecting to the wireless network. Please be aware, some equipment (older, mis-configured, viruses, bad software installation) will not be capable of connecting.

### User Responsibilities:

In consideration of the privilege of accessing and using JCC Wireless resources, all persons are expected to comply fully with the standards and responsibilities of acceptable use as outlined in:

- All applicable provisions of the JCC ELECTRONIC COMMUNICATIONS POLICIES, employee handbooks and agreements, student handbooks and other policies and procedures established by Jefferson Community College.
- All local, state, federal, and international laws, including but not limited to, copyright and intellectual property.
- All software license agreements acquired by the College and its authorized units.
- All applicable College policies and procedures, including but not limited to, sexual harassment, academic dishonesty, scientific misconduct, non-discrimination, copyright, intellectual property, and internet usage.
- The legal and educational standards of software use as published in the EDUCOM Code.

### Other individual responsibilities include:

- Self-policing of passwords and access codes.
- Changing passwords and access codes on an as-needed basis.
- Respecting authorial integrity and the intellectual property rights of others.
- Preventing and reporting viruses that infect computer systems.
- Properly backing up appropriate systems, software and data.

**Statement of Prohibited Uses:**

- Initiating or participating in unauthorized or personal mass mailings to news groups, mailing lists, or individuals (including but not limited to chain letters, spam, floods and bombs).
- Giving others by password or other means unauthorized access to any user or network account.
- Using or attempting to use an unauthorized user or network account.
- Disguising or attempting to disguise the identity of the account or machine being used. This includes but is not limited to spoofing IP addresses, impersonating any other person or entity, or misrepresenting affiliation with any other person or entity.
- Using the College network to gain or attempt to gain unauthorized access to remote networks, including remote computer systems.
- Conduct constituting wasteful use of IT (Information Technology), resources or which unfairly monopolizes them to the exclusion of others.
- Interference or degradation of controls and system security.
- Engaging in computer crimes or other prohibited acts.
- Knowingly or negligently running or installing or giving to another user, a program which damages, exposes to unauthorized access, or places excessive load on any computer system, network, or other IT resource. These programs include, but are not limited to, computer viruses, Trojan Horses, and worms.
- Using any IT resource or communication services, including e-mail or other means to intimidate, insult, embarrass and harass others; to interfere unreasonably with an individual's work, research or educational performance; or to create a hostile or offensive working or learning environment.

Jefferson Community College has installed wireless Internet throughout the campus. Currently, there is wireless access in every building on campus. There is limited access outside the buildings. The college is continuing expansion of wireless services for faculty, staff, and students. If you find an area on campus that does not have access where it is needed please report this to the IT Department.

# Rights, Freedoms and Responsibilities

## Preamble

A student enrolled at Jefferson Community College enters into a relationship with the College as a member of this academic community. This relationship places obligations on both the student and the College. It is in this relationship with others that students find opportunity to develop emotionally, intellectually, physically, socially and spiritually. In attempting to provide an atmosphere favorable to learning including personal development, Jefferson Community College maintains standards for student life within the College community. The College disciplinary proceedings are not a substitute for the criminal justice system. The College will not handle felony-level charges.

The College is expected to provide educational opportunities and to foster the development of the student as a fully functional member of society. The student is obligated to act responsibly within the academic community in both educational and social settings. It is the responsibility of all students to be familiar with the College catalog, the Code of Student Conduct, class syllabi and departmental procedures, guidelines and practices. Students are held accountable for information contained within these documents.

As members of this College community, students retain national citizenship but also acquire additional obligation as defined in the Student Handbook and the College Catalog including but not limited to fiscal responsibility.

Jefferson Community College's jurisdiction and discipline will be limited to conduct, which occurs on JCC premises, at College-sponsored activities on and off premises, and in the pursuit of its objectives. The Clery Act has expanded the immediate jurisdiction of the campus to include adjacent properties to the College.

The College has the right and duty to develop principles that provide the basis for regulations, policies, and procedures to ensure a safe and open educational environment.

Students who violate civil law may be subject to penalties prescribed by civil authorities as well as by the College. The special authority of Jefferson will be asserted only when the College is endangered or in the event that the law is broken while attending a College-sanctioned activity (i.e., required attendance for class).

When a student is charged by federal, state, or local authorities with a violation of law, the College will not request or agree to special consideration for that individual because of his or her status as a student.

If the alleged offense is also the subject of a proceeding before a judicial body under the Code of Conduct, however, the College may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the College community.

The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus or in College-sponsored learning or program environments and in the conditions imposed by criminal courts for the rehabilitation of student violators.

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

## I. Freedom of Access to Higher Education

The admission policies of colleges and universities are a matter of institutional choice, provided that each college and university makes clear the characteristics and expectations of students which it considers relevant to success in the institution's program. Under no circumstances will a student be barred from JCC on the basis of race, color, religion, national origin, sex, age, handicap or any other basis prohibited by law. Thus, within the limits of its facilities, JCC is open to all students who are qualified according to its admission standards. The facilities and services of JCC are open to all of its enrolled students, and the College will use its influence to secure equal access for all students to public facilities in the local community.

## II. In the Classroom

At Jefferson Community College, the instructor encourages free discussion, inquiry, and expression both in the classroom and in conference. Student performance is evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

### A. Protection of Freedom of Expression

Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. They are, however, responsible for learning the content of any course of study in which they are enrolled.

### B. Protection Against Improper Academic Evaluation

Students at Jefferson Community College are protected against prejudiced and capricious academic evaluation. Any student who feels unjustly evaluated or unfairly penalized by an instructor with regard to the College's Academic Honesty Policy may follow the steps outlined below within four months after the incident in question.

Step I. The student will present any grievance to the instructor involved and ask for a complete review of the evaluation procedures under question. The instructor will explain to the student the procedures used for evaluation of the student's performance.

Step II. If the student is not satisfied with the explanation given by the instructor, a review and determination of the grievance by the appropriate AVP may be requested. The AVP will hold a hearing after receiving the request. The student may elect to have a student advocate appear and present oral statements. The AVP will make a decision after hearing all of the evidence and communicate it to the student and the instructor involved.

Step III. The student may appeal the decision of the AVP and request a review and determination of the grievance by the Vice President for Academic Affairs. The Vice President for Academic Affairs will take such steps as deemed appropriate to gather all of the evidence pertaining to the grievance and render a decision. This decision will be communicated to the student, the instructor involved, and the AVP. The decision of the Vice President for Academic Affairs will be final and binding.

All teaching faculty are required to submit the objectives of the course and an outline of the material to be covered to the Vice President for Academic Affairs's Office. This document will also be distributed to each student enrolled in the course.

### **C. Protection Against Improper Disclosure**

The student-faculty relationship is a private one. Information about student views, beliefs, and political associations acquired in the course of an instructor's work as teacher or advisor will be considered private. Judgments of a student's ability and character may be provided when required by law or authorized by the student.

A student who feels that the private teacher-student relationship has been violated may present a grievance to the Judicial Board of Review as outlined in Section VI, Paragraph D, of this Statement.

## **III. Out of the Classroom**

Jefferson Community College provides a process to deal with student concerns regarding non-academic complaints. This process allows for both informal and formal resolution in addressing actions and decisions made from an administrative policy perspective. Students are encouraged to resolve complaints informally and to use the formal procedure only when an informal resolution is not possible.

### **Informal Complaint**

- The goal of the informal complaint process is to come to an understanding between the student and the College regarding the reason(s) why a particular action was taken.
- The student is encouraged to first discuss their complaint with the particular staff or faculty member directly involved before taking the matter to the next administrative level.
- If resolution cannot be reached, the student may raise the issue with an immediate supervisor or department head, who will listen to the concern and confer with the appropriate parties involved. If a satisfactory resolution does not result, the student may file a formal written complaint with the appropriate Vice President.

### **Formal Complaint**

- The goal of the formal complaint process is to reach a decision regarding a student's complaint that is based on the facts of the case and the application of College policies and practices.

The formal written complaint must contain the following information:

1. Name of the student filing the formal complaint.
  2. Date(s) of the incident(s).
  3. Nature of the complaint and statement of the facts in support of the complaint.
  4. Resolution being sought by the student(s).
  5. Student's signature.
  6. Date complaint is submitted
- The student will submit the written complaint to the appropriate Associate Vice President (AVP) for review and consideration.
  - The Vice President will investigate the student's complaint, confer with other parties involved, and reach a decision regarding an appropriate course of action.
  - The Vice President will notify the student in writing of the decision relative to the student's complaint.

### **Appeal**

- A student may submit a written appeal to the President for the following reasons:
- Procedural error or irregularity regarding interpretation of College policy.
- New information not previously considered.
- Bias that may have affected the decision.

## **IV. Student Records**

At Jefferson Community College, transcripts of education records contain only information about academic status. They also include any disciplinary action which affects the student's eligibility to re-register. JCC will make every endeavor to keep the student's record confidential and out of the hands of those who would use it for other than legitimate purposes. All members of the faculty, administration, and clerical staff will respect confidential information about students which they acquire in the course of their work. The College adheres to the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended by Public Law No. 107-56, section 507 of the USA Patriot Act (H.R. 3162), which provides for disclosure of educational records to the Attorney General in a terrorism investigation or prosecution.



## **A. General Provisions**

1. Students are notified that the following categories of data about them have been designated by the College as public directory information.

### Directory Information

- a. student's name
  - b. parents' names
  - c. addresses
  - d. date and place of birth
  - e. telephone number
  - f. dates of enrollment
  - g. enrollment status
  - h. degree(s) and honors earned
  - i. major field(s) of study
  - j. previous educational agency or institution attended
  - k. participation in officially recognized activities and sports
  - l. weight and height of athletic team members
  - m. election district
2. A student may direct that any or all of the directory information listed above be released only with his/her prior consent, by completing the appropriate form at the time of registration for each semester.
  3. Official permanent student records containing all pertinent information related to student achievement and progress are maintained by the College Registrar. These are available to the College's teachers, administrators, and support staff who have legitimate educational interests in them. These records are reviewed and periodically expunged as provided by the State University of New York policies. Records of financial transactions between students and Financial Services in support of financial aid applications are maintained in the Financial Aid Office.
  4. A student will be provided an opportunity for a hearing with the College, through the Student Records Office, to challenge the content of his/her records, in order to insure that these records are accurate, and are not in violation of the student's privacy or other rights. Correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained there in is possible at this time. A written explanation by the student (parents) respecting the content of such records is added to the file.

## **B. Disclosure to Students**

1. Students are entitled to a transcript of their academic record, labeled "Student Copy." With limited exceptions, students are also entitled to inspect, review, and copy the education records which are maintained about them by the College. Copies of these records will be provided at a fee of 25 cents per page.
2. Requests by students for access to their education records will be granted within forty-five days after a written request has been submitted to the College Registrar.
3. Original documents submitted in support of an application for admission or for transfer credit will not be returned to the student, nor will they be sent else where, even at the student's request. For example, a transcript from another post-secondary institution or a high school record will not be sent to a third institution. The student must request another transcript from the original institution. In exceptional cases where another transcript is unobtainable or can be secured only with the greatest difficulty, copies may be prepared and released to prevent hardship to the student. The student should present a signed request, and the copy will be marked as a certified copy of what is in the student's file.

## **C. Disclosure to Faculty & Administrative Officers**

1. Faculty and administrative officers of the institution, who have a legitimate interest in the material and demonstrate a need to know, are permitted to review the academic records of any student.
2. The contents of the official folder of a student will not be allowed outside the Student Records Office or the Admissions Office except in circumstances specifically authorized by the Registrar or Director of Admissions.

## **D. Disclosure to Parents, Educational Institutions & Other Agencies**

1. Personally identifiable information in student education records other than directory information will be released only as provided in Part 99 to Title 45 of the Code of Federal Regulations applicable laws and/or regulations or Jefferson Community College's approved FERPA Policy.
2. Transcripts or grade reports may be released to parents or guardians of dependent students (as defined in Section 152 of the Internal Revenue Code of 1954) without the student's prior approval.
3. Written consent of the student is required to release a transcript or other academic information to another institution of learning or philanthropic organization.
4. Requests from research organizations making statistical studies may be honored without prior approval of the student, provided no information revealing the student's name or identity is released to persons other than representatives of such organizations. Such information will be destroyed when no longer needed for such research.

#### **E. Disclosure to Government Agencies**

1. Properly identified representatives from federal, state, or local agencies may be given any of the directory information listed above.
2. Government investigative agencies as such have no inherent legal right to access student files and records. When additional information is requested, it will be released only on written authorization from the student. If such authorization is not given, the information will be released only on court order or subpoena. If an order or subpoena is served, the student will be notified of subpoenas in advance of compliance by the College.
3. Student deferment certificates will be supplied to the Selective Service System only with the written permission of the student.

#### **F. Disclosure to Other Individuals and Organizations**

1. Information furnished to other individuals and organizations is limited to the items listed below under "Telephone Inquiries." Additional information, such as transcripts, require written permission of the student.

#### **G. Disclosure in Response to Telephone Inquiries**

1. Only the following directory items may be released in response to telephone inquiries:
  - a. verification of the student's current enrollment
  - b. the curriculum in which the student is or was enrolled
  - c. the student's class year
  - d. date(s) of any degree(s) earned and honors received
2. Requests for other student directory information such as address, telephone number, or immediate whereabouts, will be referred to the Registrar for appropriate response.

#### **H. Student Directories**

1. Students may choose to have their addresses and telephone numbers omitted from student directories.

#### **I. Disclosure by Other Offices of the Institution**

1. The foregoing guidelines apply to any request for academic information about students or former students received by any member of the faculty, administration, or clerical staff. The guidelines are intended to protect the individual's right to privacy and the confidentiality of student academic records throughout the institution.
2. All institutional personnel are directed to refer requests for transcripts, certifications or other information to the Student Records Office or Admissions Office. Faculty members and other institutional offices may only acknowledge, when appropriate, the receipt of requests for student information, or release as much information as is appropriate in their role as faculty advisor, club advisor, instructor, etc.

#### **J. 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 Dean of Students. If a violation of the Code of Student Conduct is alleged the Dean of Students 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 Dean of Students Office.

##### **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 Center for this function. An individual student can request use of the facilities just as any non-College affiliated individual or organization.

The College's control of campus facilities will not be used as a device for censorship. It is understood that sponsorship of performers or speakers does not necessarily imply approval or endorsement of the views expressed by the sponsoring group or by the College.

### **5.4 Governance/Participation**

Students have the right to establish representative governmental bodies and to participate in College and State University of New York governance following the rules and regulations of the College. Students who accept representative roles in the governance of the College have the duty to participate responsibly.

Students are free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body participates in making and applying institutional policy affecting academic and student affairs by means of the student government. Student Government's role is stated clearly in their constitution and when disputes arise regarding this role it will be handled as proscribed in the Code of Student Conduct.

### **5.5 Public Discussion and Demonstration**

A public discussion and demonstration area has been established in the area surrounding the cannon, bordered by, but not including, the sidewalks.

Jefferson students are free to support causes by orderly means, which do not disrupt the regular and essential operation of the College and do not violate the Code of Student Conduct. In their public expressions or demonstrations, students or student organizations speak only for themselves. Issues expressed in this area do not need prior registration.

### **5.6 Privacy/Search/Seizure**

Students have the right to privacy and to be free from unreasonable searches or unlawful arrest on College property. Students have the responsibility to respect the privacy of other members of the College community in their person and property.

### **5.7 Quality Environment**

Students have the right to expect a reasonably safe environment. Students have the responsibility to protect and maintain that environment and to reasonably protect themselves from all hazards.

### **5.8 Religion/Political Association**

Students have the right to exercise their religious convictions and associate with religious, political or other organizations.

This association must:

- 5.8.1 Respect the rights of other members of the community with differing religious convictions and associations
- 5.8.2 Comply with the Code of Student Conduct and State University policies on use of facilities for religious and political purposes.

### **5.9 State of Campus Emergency**

When all other means for settling serious campus disputes have been exhausted, or where the on-campus situation presents an immediate danger to College property or to members the President is empowered to declare a State of Campus Emergency. The President or a duly appointed representative will make this declaration in consult with the College's President's Cabinet.

Under a Declared State of Campus Emergency, the President will have full discretion and authority to take such steps as (s)he deems necessary to restore order and resume the College's normal operation. This will include the use of all appropriate law enforcement and control agencies and legal injunctions, restraining orders, or all other legal means to end the Emergency.

Due process will be re-established following the restoration of law and order to the campus. When the State of Emergency ends and normal College functions resume Presidential actions will be reported in writing to and evaluated by the Board of Trustees.

### **5.10 Student Publications**

Student publications are Student Fee-financed and record events, state policies, and contain information and are a valuable aid in establishing and maintaining intellectual exploration and an atmosphere of free and responsible discussion. They are a means of bringing student concerns to the attention of the faculty and administration. They also formulate student opinion on various issues on the campus and in the world at large.

At JCC, student publications are free of censorship. Editors and managers are free to develop their own editorial policies.

Disputes arising from interpretations will be directed to the Dean of Students 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. Students who require special accommodations to register to vote can contact the John W. Deans Collaborative Learning Center, Building 15, first floor.

Voter registration forms are available in the following locations:

- John W. Deans Collaborative Learning Center (Building 15), first floor
- Online:
  - [www.sunyjefferson.edu](http://www.sunyjefferson.edu) then
  - Select "My JCC"
  - Log onto Blackboard
  - Select Student Information tab
  - Select Student Handbook
  - Select Voter Registration

If you are in need of further assistance, contact the Student Life Office at 315-786-2403. If you require disability services, contact the Deans Collaborative Learning Center at 315-786-2288.

# STUDENT CODE OF CONDUCT *Currently under review!*

Jefferson Community College students enjoy all the rights and privileges conferred and guaranteed to them by federal and state laws as well as accept the inherent responsibilities implied by these rights. Students are expected to conduct themselves in a manner which reflects positively on the College and on themselves and to follow all college policies and regulations.

## 2. Definitions

- 2.1 The term "College" refers to Jefferson Community College.
- 2.2 The term "Code" refers to the Student Code of Conduct.
- 2.3 The term "student" refers to any person taking courses at the College at the time of a violation of the Code, as well as individuals on college premises for any purpose related to registration for enrollment. Persons who are not officially enrolled for a particular term but who have a continuing relationship as a student with the College are considered "students."
- 2.4 The term "college official" refers to any person employed by the College or the College's affiliated auxiliary operations performing assigned faculty, campus safety and security, administrative, or professional responsibilities.
- 2.5 The term "Judicial Board of Review (JBR)" refers to the hearing body comprised of students, faculty and staff. A minimum of three students and two faculty or staff will hear a case.
- 2.6 The term "college premises", "college property" and "campus" include all land, buildings, facilities, or other property in the possession of or owned, used, or controlled by the College or the College's affiliated auxiliary operations.
- 2.7 The term "judicial body" applies to the Judicial Board of Review, Administrative Hearing, Convener, or any person or persons authorized by the Dean of Students to determine whether a student has violated the code and to recommend sanctions when necessary.
- 2.8 The term "judicial advisor" refers to any individual assigned to advise a judicial body and/or student.
- 2.9 The term "complainant" refers to any persons or person who has filed disciplinary charges against a student. If the College is the complainant, then the Dean of Students or designee will appoint a person to represent the College.
- 2.10 The term "accused student" refers to any student who has pending disciplinary charges filed against him/her.
- 2.11 The term "college-sponsored activity" refers to any activity on or off campus which is initiated, aided, authorized or supervised by the College or its affiliate organizations.
- 2.12 The term "preponderance of evidence" refers to a standard used in civil trials as a criterion for determining the weight of the evidence, in particular what evidence is more credible and convincing and more reasonable and probable. This evidence can be circumstantial in nature.
- 2.13 The term "appeals review officer" refers to the College President, Vice President for Students, Dean of Students, or designee.
- 2.14 The term "notice against trespass/persona-non-grata" refers to an individual who is no longer welcome on campus which may result in arrest for trespass.
- 2.15 The term "convener" refers to a college official or the judicial body authorized by the President of the College to administer the Student Conduct Code and to impose sanctions upon students found to have violated the Code. The convener may be any of the following:
  - 2.15.1. The Dean of Students or designee who each may also serve as a judicial board in its entirety. The Dean of Students delegates daily operation of the judicial system to the following, including, but not limited to the Dean of Students, Campus Judicial Officer(s) and Resident Directors.
  - 2.15.2. The Judicial Board of Review comprised of a minimum of two faculty/staff members, one of who is the convener, and, three students.
- 2.16 The term "administrative hearing" gives all parties the opportunity to be heard by a single judicial officer or a board consisting of faculty, staff and/or administrators.
- 2.17 The term 'informal resolution' refers to a one-on-one meeting between the student and the judicial officer to resolve charges informally.
- 2.18 The term "community member" refers to any administrators, staff, faculty and students at Jefferson.

## 3. Jurisdiction

JCC reserves the right to initiate disciplinary proceedings for on- and off-campus incidents and infractions. Generally, college jurisdiction and discipline shall be limited to conduct which occurs on college property and/or at college-related events on or off campus including, but not limited to, field trips, athletic events, or any action which adversely affects the college community and/or the pursuit of its objectives.

Initiation of a conduct review process for an off-campus violation may occur when the violation breaks the Code, the behavior adversely affects the educational and service functions of the College, or the violation adversely affects the suitability of the student as a member of the college community.

College disciplinary proceedings may be instituted against a student charged with a violation of a law which is also a violation of the code if both violations result from the same factual situation, without regard to the status of civil litigation in court or criminal arrest and prosecution. Proceedings under this code may be carried out prior to, simultaneously with, or following off campus civil or criminal proceedings. At the request of law enforcement, temporary delays in adjudication may be necessary and should last not more than 10 days unless law enforcement requests and justifies a longer delay.

#### 4. Judicial Authority

The authority to oversee student conduct rests with the Board of Trustees. This authority is delegated to the President of the College who further delegates the operation of the judicial system to the Dean of Students or their designee. The Dean of Students delegates daily operations to the college judicial officer and all related personnel including, but not limited to, the Dean of Students, Campus Judicial Officer(s), and Resident Directors. The Dean of Students or designee may work with off-campus authorities prior, during, or after an investigation is started. The Dean of Students or designee and the judicial bodies function according to the principles and processes outlined in the code.

#### 5. Prohibited Conduct

Violations of published college policies, rules and regulations; violations of SUNY Rules for the Maintenance of Public Order; and violations of federal and state laws not explicitly mentioned in this code also constitute prohibited conduct. These behaviors are prohibited in any environment within the jurisdiction of the code (whether in real time, online, or any other form of media).

- 5.1 Academic Misconduct: All forms of academic misconduct including, but not limited to, cheating, fabrication, plagiarism and facilitation of academic dishonesty.
- 5.2 Dishonesty: All forms of dishonesty, including, but not limited to fabricating of information or knowingly furnishing false information to the institution, electronic tampering, forgery, alteration or use of college documents or instruments of identification with intent to defraud, reporting a false emergency, giving false identification or aliases, or tampering with the election of any college-recognized student organization.
- 5.3 Mischief – Safety, Safety equipment and Drills.  
Tampering with or the unauthorized use of fire safety equipment such as extinguishers, smoke detectors, alarm-pull stations, emergency exits including activating a false fire alarm, failing to evacuate a facility during the sounding of a fire alarm or upon the direction of a staff member, or attempting to re-enter the building without permission of the proper authorities once an alarm has been sounded.
- 5.4 Mischief – College Property or Equipment.  
Any action that is needlessly or potentially damaging to college property, including, but not limited to, furniture, electronic equipment, floor coverings, walls, doors, etc.
- 5.5 Bias-related offenses. “Bias related offenses” shall be defined as including, but not limited to, when a person commits an offense against another or others, including but not limited to physical or verbal abuse, harassment or discrimination, and either intentionally selects the person against whom the offense is committed or intended, or intentionally commits the act or acts constituting the offense in whole or in substantial part, because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct or not.
- 5.6 Obstruction of College Administration and Teaching. Disruption or obstruction of teaching, research, administration and administrative processes, services (including auxiliary services), disciplinary proceedings, or other college activities, including public-service functions, whether said activities occur on or off campus.
- 5.7 Offenses against the public order. Any of the acts prohibited by Article 240 of the New York Penal Law, including harassment, disorderly conduct, criminal nuisance, and/or any other conduct which threatens or endangers the health or safety of any person, including behavior that recklessly or intentionally endangers the mental or physical health of another person.
- 5.8 Larceny. Attempted or actual theft of and/or damage to the property of the College, a member of the college community, or any other personal or public property to include the unauthorized use of any College or College-affiliated organization’s equipment or property, or tampering with the same.
- 5.9 Hazing. Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization, regardless of the express or implied consent of the victim, to include, but not be limited to any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, marching, and walking on line; wearing uniforms, chanting/greetings, forced servitude, or other forced activities such as public stunts or acts of buffoonery; exposure to the elements; forced consumption of any liquid, food, liquor, drug, or psychological abuse or humiliation, which adversely affect the mental health or dignity of the individual, the property of the individual or others, and/or demanding that the individual engage in conduct prohibited either by state law or the college’s rules and regulations.
- 5.10 Obstruction of Governmental Administration. Failure to comply with, obstruction of, or resistance to, the directives of college officials, Campus Security, or law enforcement officers acting in performances of their duties including refusing to identify oneself to these persons when requested to do so.
- 5.11 Trespassing. Unauthorized entry, presence upon, or use of college premises, and/or the unauthorized possession, duplication, or use of keys or access cards to any college premise which would enable them to do the same.
- 5.12 Wrongful Use of Computers/Computer Technology  
Including, but not limited to, the unauthorized use of college owned/provided student accounts, computers, computer software, peripherals, computer classrooms, smart classrooms, campus wide networks, and use of/access to the internet via the same. Prohibited acts also include the use of technological facilities/equipment to interfere with the normal operation of the college computing system, i.e., any use of technology which harasses, annoys, intimidates, or otherwise inconveniences other users in their use of the College’s computer technology. It shall be no defense that a student used their personally owned technology, i.e., laptop, tablet, iPad, iPhone, Android device, etc. when committing any of the violations set forth above.
  - 5.12.1 5.12.1 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.

5.12.2. 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.

5.13 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.

5.13.1. 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.

5.14 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.

5.14.1. 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.

5.14.2. Stalking: "Stalking" shall be defined as engaging in a course of conduct consisting of two or more acts by which the stalker directly, indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property; is directed at a specific person, which causes a reasonable person to fear for his or her safety or the safety of others, or causes that person to suffer substantial emotional damage.

5.15 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.

5.16 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.

5.17 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.

5.18 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.

5.19 General Prohibitions.

5.19.1. Gambling of any form on campus without appropriate licensure.

5.19.2. Smoking in college buildings (including electronic cigarettes) and violations of the college smoking and tobacco use policies.

5.19.3. Bringing pets of any kind on campus except service or therapy animals, animals for educational purposes, or as part of sponsored events.

5.19.4. 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.

5.19.5. Using unapproved projectiles including, but not limited to, snowballs, Frisbees, baseballs, and boomerangs inside buildings.



- 5.19.6. Use, possess, sell, or distribute alcohol, narcotics, or any other controlled substance except as expressly permitted by law and campus rules.
- 5.19.7. With the exception of police officers or other law enforcement officials acting in the performance of their duties, while on campus, possess, use, or manufacture a firearm or other weapon, including explosives, knives, dangerous chemicals, fire-bombs and other destructive devices, to include their possession/storage in a vehicle on campus.
- 5.19.8. Participate in a demonstration which disrupts the normal operation of the College and infringes on the rights of other members of the college community; engage in conduct which leads or incites others to disrupt schedules and/or normal activities within any campus building or area; engage in intentional obstruction, which unreasonably interferes with freedom of movement whether pedestrian or vehicular, on campus or at college-sponsored or supervised functions.
- 5.19.9. Engage in conduct which is disorderly, lewd, or indecent; which breaches the peace, or which aids, abets, solicits or importunes others to breach the peace on college premises or at functions involving the College.
- 5.19.10. Entering and/or utilizing all areas of the Black River that are immediately adjacent to campus property, except as permitted under supervised instructional activities.
- 5.19.11. Engage in behavior that is, or reasonably could be, a violation of federal, New York State, or municipal laws, ordinances or regulations, including but not limited to situations where such violation has an adverse effect on the College and the college community.
- 5.19.12. Engage in behavior that violates published College policies, rules and regulations or the SUNY Rules for the Maintenance of Public Order.
- 5.19.13. Failure to complete sanctions assigned through the student conduct process. All students, are expected to comply with conduct sanctions within the timeframe specified by the Judicial Officer. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason will result in a violation of this policy.
- 5.19.14. Students are not permitted on the trails surrounding campus between dusk and dawn unless part of a college sponsored event/program/activity.
- 5.19.15. Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor unless the recording is part of an accommodation coordinated through accommodative services and the faculty member.

## 6. Crimes of Violence

- 6.1 No person, either singly or in concert with others, shall willfully engage in a crime of violence or cause physical injury to any other person, nor threaten to do so. Definitions: A crime of violence is defined as the following:
  - 6.1.1. An offense that has an element of the use, attempted use, or threatened use of physical force against a person or property of another, or
  - 6.1.2. Any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense.
- 6.2 According to the Family Educational Rights and Privacy Act, an institution may release to an alleged victim of a crime of violence the results of any disciplinary hearing conducted against the alleged perpetrator of the crime. The alleged victim only has access to the results of the hearing. Other information, witnesses, other victims and evidence will be kept confidential. Victims are entitled to information only on the name of the alleged perpetrator, the violation committed, and the sanctions imposed, if any.
- 6.3 A notation of disciplinary action will be placed on the academic transcript whenever a student is suspended or expelled due to a finding of responsible for a violent crime defined by the federal Clery Act. Withdrawal from the College before completion of the disciplinary process will result in a 'withdrew with conduct charges pending' notation on the transcript and a disciplinary hold. One year after the suspension has expired, students may petition to the Dean of Students for removal of a suspension notation on the academic transcript.

## 7. Student Groups and Organizations

Student groups and registered organizations must follow the college rules (see section 5); if these rules are broken and/or not adhered to, they may be charged with violations of this code either as a collective unit, as individual members, or as both. As such, the Dean of Students or designee will select a member of the group as the spokesperson for any disciplinary proceeding involving the group. Sanctions for student groups or organizations may include a loss of privileges, a loss of funding opportunities, a loss of recognized student group or organization status, or other discretionary sanctions, approved through the Dean of Students or designee.

For matters in which a student group or organization would not face a suspension or expulsion from the College, the incident will be resolved through a disciplinary meeting between the group and the designated person hearing the matter.

For matters which may result in suspension or expulsion of a student group or organization, the incident can be resolved through a hearing (Administrative or JBR see section 1.2).

## 8. Sanctions

Provisional records of student disciplinary actions will be held and maintained within the office of the Dean of Students. Any student found responsible for violating any college policy, rule or regulation may have one or more of the sanctions below imposed. The sanction set forth below serve as guidelines; however, the College shall have the right to consider each case on an individual basis and to

impose sanctions accordingly. Where a student disagrees with the sanctions imposed, the accused shall have the right of appeal as provided in Section 15, paragraph 15.3.

College sanctions are independent of other any sanctions that may be imposed as a result of civil or criminal proceedings. Where a student engages in subsequent misconduct, progressive discipline may be imposed, up to and including either their suspension, or permanent expulsion from the college and/or their academic program, or revocation, as provided in paragraph 8.1.14 below.

#### 8.1 8.1 Definitions

- 8.1.1. Verbal Warning: a verbal statement to the student offender who has violated the code.
- 8.1.2. Written Warning: Serve to officially warn a student that he or she is in violation of community standards and that further violations can result in disciplinary sanctions. This warning may be given for either a specified or unlimited period of time.
- 8.1.3. Referral for Assistance: Recommendation that assistance be sought from various campus services and/or outside agencies to specifically address the situation.
- 8.1.4. Educational Programming: a learning program to promote an understanding of inappropriate behaviors and positive change.
- 8.1.5. Probation: Services to officially warn a student that he or she is in violation of community standards and that any subsequent violation(s) of college rules and regulations may result in suspension or expulsion. This probation may be given for either a specified or unlimited period of time.
- 8.1.6. Disciplinary Fines: Monetary fine placed on a student's account at Jefferson Community College.
- 8.1.7. Disciplinary Hold: A hold placed on a student's account for disciplinary reasons preventing further registration, enrollment, and participation in college activities.
- 8.1.8. Restriction: Denial of access to any facility, activity, services, class or program, or denial of student privileges for a designated period of time.
- 8.1.9. Administrative Withdrawal: administrative separation from a specific course. The student will receive no credit for a class from which he/she has been administratively withdrawn.
- 8.1.10. Restitution: reimbursement by the student for damage or misappropriation of property to the College or other owners. Reimbursement may take the form of compensation for damages as calculated by the Vice President or their designee, or an appropriate period of service.
- 8.1.11. Work Assignment: Supervised work assignment.
- 8.1.12. Suspension or Termination of Employment: Removal from employment within the College (paid or volunteer) for a specific period of time (suspension) or permanently (termination).
- 8.1.13. Disciplinary Suspension: separation of the student from the College for a specified period of time up to a maximum of two years. Suspended students are barred from College premises, classes, and other college-sponsored activities. Expiration of the suspension period is no guarantee of re-admittance.
- 8.1.14. Disciplinary Expulsion: permanent separation of the student from the College. The student will be barred from College premises, classes, and other College-sponsored activities.
- 8.1.15. Revocation of Admission and/or Degree: revocation of admission to or of a degree awarded from the College due to fraud, misrepresentation, or other violations of College standards in obtaining the degree, where such violations were committed by a student prior to graduation.
- 8.1.16. Suspension or Removal from Residence Life: Suspension (for a specific time period) or Removal from Residency may be given when serious and/or repeated misconduct in the residence community warrants separation of the student from that community. A suspension or removal from Residence may include a ban from residing in or visiting any residence facility operated by the College for the stated period of the suspension.
- 8.1.17. Residence Hall Visitors Suspension: Residence Hall Visitors suspension prohibits a student from inviting guests (day or overnight) to the Residence Hall for a specific or unlimited time period.

#### Miscellaneous Disciplinary Provisions

More than one sanction may be imposed for any single violation. Other than college suspensions and expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record.

Students who are expelled or suspended from the College for academic or behavioral reasons may forfeit all technology privileges by consultation of the Dean of Students or designee.

Remedial actions such as counseling and alcohol and drug evaluations may be required in conjunction with any of the above sanctions at the expense of the student. Penalties less severe than suspension and disciplinary fines of \$200 or less may be implemented by the Dean of Students or designee. Penalties of suspension or more will be reviewed by the President prior to implementation.

Students who do not comply with sanctions may be subject to additional sanctions (including a possible ban from campus and/or campus activities) and blocked from further registration and enrollment at Jefferson Community College.

### 9. Review of Record for Cases Involving Repeat Offenders

When a student is charged with any violations of college rules and regulations, the student's disciplinary record is subject to full review by the convener adjudicating the case. In addition, hearing bodies adjudicating a case will review a student's disciplinary record on any and all occasions after the student is found responsible for any violation of the college rules and regulations. The reason for such review is that the student's disciplinary record is important in determining an appropriate judicial sanction in the current case. Such review will occur regardless

of whether the sanction for prior offenses is active or closed.

## 10. Administration of the Code

The judicial process is handled through the Dean of Students or designee. Responsibilities include, but are not limited to:

- 10.1 Reviewing complaints and determining charges to be filed pursuant to the code.
- 10.2 Investigating cases and conducting disciplinary assessments.
- 10.3 Determining the type of hearing for each case.
- 10.4 Interviewing and informing parties involved in disciplinary proceedings.
- 10.5 Resolving disputes and contested issues that arise from alleged cases of student or group/organization misconduct.
- 10.6 Maintaining all student disciplinary records resulting from enforcement of the code.
- 10.7 Collecting and assembling data concerning student judicial system actions.
- 10.8 Assuring the process is conducted in a manner that provides due process (including fairness, impartiality, and a meaningful opportunity to be heard) and is not handled by individuals with a conflict of interest.
- 10.9 Annual training on judicial policies, procedures, and due process.
- 10.10 Annual training on issues related to sexual assault, domestic violence, dating violence, and stalking for judicial officers and members of hearing boards responding to Title IX cases.

## 11. Judicial Policies and Procedure

Accused students will be informed of the nature of the charges against them and receive due process. Students will be given notice of charges and a fair opportunity to refute the charges. The College will not be arbitrary in its actions and provision for appeal of a decision is guaranteed. In certain circumstances, conflict may be resolved through informal resolution or mediation on a voluntary basis.

- 11.1 Administrative or JBR Hearing. The student will be informed of the charges in writing by electronic mail, certified mail, or hand delivery to the student or the residence hall mailbox; the notice will include the time and date of the Administrative Hearing or JBR Hearing. A student may request a meeting with the judicial officer prior to an Administrative or JBR hearing to review the matter.
- 11.2 Informal Resolution. Charges may be resolved informally in a one-on-one meeting between the student and the judicial officer. In this meeting, the procedures and charges will be explained, documentation and evidence will be reviewed, and the student will be provided the opportunity to have all pertinent questions answered. The disposition of the case may be finalized at this level by mutual consent of the parties involved. Students have the opportunity to appeal an informal resolution.
- 11.3 Mediation. Upon consultation with the involved parties, the Dean of Students or designee may refer the matter to mediation. Mediation is an alternative form of dispute resolution designed to reach agreement with the assistance of an objective third party. The Dean of Students or designee will select the mediator; if the mediator is unsatisfactory to either party, the Dean of Students or designee may select another mediator or move the case to traditional adjudication channels.
- 11.4 Agreement must be consensual and agreed to by all parties. If an agreement is reached, the case will be terminated when the agreement conditions are satisfied, without opportunity for appeal. If no agreement can be reached or the conditions of the agreement are unmet, the case will be referred back to the Dean of Students or designee and handled as an unmet sanction.
- 11.5 Mediation is not an option and will not be permitted for allegations of sexual assault.

## 12. Charging a Student with Misconduct

- 12.1 Any member of the college community, including administrators, staff, faculty and students, may file a complaint against any student or student organization for misconduct. The complaint shall be used as the basis for referring formal charges against the student or organization.
- 12.2 Based on the complaint, the College may issue a 'No Contact Order' meaning that contact between the two parties is a violation of college policy subject to additional conduct charges. If the two parties observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the other party.
- 12.3 Either party may request reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation, or other applicable arrangements in order to ensure safety, prevent retaliation, and avoid an ongoing hostile environment.  
Upon request of the person affected by the interim measures or accommodations, the Dean of Students (or designee) will promptly review existing interim measures and accommodations. Parties may submit evidence to support the request.
- 12.4 The complaint may be submitted in writing to the Dean of Students (or designee) or Campus Security. The Director of Campus Safety and Security (or designee) will submit the complaint to the Dean of Students (or designee).
- 12.5 After reviewing a complaint, the Dean of Students or designee may initiate the disciplinary process by giving the accused student or student organization written notice of the alleged violation(s). The notice shall clearly indicate the specific Code of Conduct provisions alleged to have been violated, possible sanctions, and shall indicate the date, time and location of the hearing. The notice will be sent at least three calendar days prior to the hearing either in person, via e-mail or mailed to his/her local and/or home address that appears on official College records.
- 12.6 The College seeks prompt resolution of all complaints and works to resolve Title IX complaints within 60 days.
- 12.7 The Dean of Students or designee may place a disciplinary hold on a student's record when a student withdraws from the College prior to resolution of disciplinary action. A student with a disciplinary hold will not be permitted to register, enroll or participate in college activities until the matter is resolved with the Dean of Students or designee.

### 13. Hearing Guidelines

These guidelines will be followed for all hearings to protect the rights of the students and the campus.

- 13.1 An administrative hearing or judicial hearing board (as defined in Sections 2.1.5 and 2.1.6) is not a court of law but rather a body whose mission is to educate students about, and to reinforce, proper conduct and behavior. The judicial body or hearing officer shall examine all relevant facts and circumstances at the hearing and shall come to a decision based upon a preponderance of the evidence. In all cases the burden of proof rests with the individual bringing the charge(s).
- 13.2 Hearings are generally regarded as confidential and closed to the public.
- 13.3 Admission of any person to the hearing shall be at the discretion of the convener.
- 13.4 In hearings involving more than one accused student, the Dean of Students, designee, or any of the individually accused students may ask for the hearings to be conducted separately. Whether to hold separate hearings shall be at the discretion of the Dean of Students or their designee, whose decision shall be final and not subject to appeal.
- 13.5 Both parties have the right to be assisted by an advisor of their choice who may assist and advise the parties throughout the conduct process and any related hearings or meetings. The advisor may be, but is not limited to, a fellow student, faculty member, or a lawyer. However, the complainant and the accused are responsible for presenting their own cases and, therefore, advisors are not permitted to speak or to participate directly in any hearing before a hearing body.
- 13.6 Each party has the opportunity to request a one-time delay of five business days.
- 13.7 There is no statute of limitations for infractions for current students.
- 13.8 Accused students will have the opportunity to review the incident report and evidence prior to the hearing.
- 13.9 At the hearing the both parties should have ample opportunity to explain the circumstances surrounding the incident and are encouraged to present pertinent evidence and the testimony of witnesses in person. In addition, both parties are afforded the opportunity to ask questions of the convener and via the convener, to comment on any written statements or other evidence presented, and to respond to questions.
- 13.10 In cases of sexual violence, testimony may be provided via alternative arrangements, including telephone/video conference or testifying with a room partition and each party may make an impact statement at the conclusion of the hearing.
- 13.11 The hearing decision will be based solely upon matters introduced into evidence before or at the hearing. Improperly acquired evidence will not be admitted.
- 13.12 A record of the hearing will be made, however the medium (handwritten notes, audio recording, etc.) is at the discretion of the convener.
- 13.13 The convener shall have the right to consider whether the accused is responsible for a lesser included offense rather than the offense that was initially charged, and to impose sanctions accordingly, e.g., where a student is charged with trespassing, but the evidence suggests the accused is actually guilty of unlawful use of athletics facilities, they can make a finding of the same and impose a disciplinary sanction accordingly.
- 13.14 The convener will render a decision within seven business days of the hearing's conclusion. Generally, both parties are notified of the outcome simultaneously; in Title IX cases, both parties will be informed of the outcome simultaneously including sanctions and rationale for the decision and sanctions.
- 13.15 Judicial body members who do not feel they can be impartial during in a particular case will participate in the proceedings. Where necessary, temporary voting alternates to the JBR can be appointed by the Student Government President or College President.
- 13.16 The College reserves the right to have security personnel present before, during, and after all interactions related to student misconduct.

### 14. Appeals

A decision reached or sanction imposed by a judicial body may be appealed by the accused or complainant. Such appeals shall be in writing and shall be delivered to the Dean of Students or designee within ten business days. The written appeal must include a statement showing why the appeal has merit. A personal meeting with the student filing the appeal will be at the discretion of the appellate body. The appellate body consists of an appeal hearing officer and/or committee at the sole discretion of the College President (or designee) except in cases required to be heard by an appeal committee (domestic violence, dating violence, stalking or sexual assault findings).

Except to consider new evidence that was either unknown or unavailable at the time of hearing, an appeal shall be limited to review of the record of the proceedings and/or supporting documents for one or more of the following purposes:

- 14.1 **Procedural Error:** To determine whether the original hearing was conducted fairly in light of the charges and evidence presented and in conformity with established procedures, thereby giving the accused student a reasonable opportunity to prepare and to present a rebuttal of the allegations against them. Deprivation of due process rights shall be considered procedural error.
- 14.2 **Unsupported Conclusion:** To examine whether the facts of the case support the decision, that is, whether the facts in the case were sufficient to establish a preponderance of evidence that the accused engaged in the alleged misconduct resulting in a violation of the Code.
- 14.3 **Disproportionate Sanction:** To determine whether the sanction(s) imposed were appropriate under the circumstances for the violation of the code which the student committed.
- 14.4 **New Evidence:** To consider new evidence or other relevant facts not brought out at the original hearing because such evidence and/or facts were not known at the time of the original hearing.

After a review of the record of the proceedings, the appellate body will approve, disapprove, modify, or mitigate the original findings, determination and/or sanctions. In the case of new facts and/or evidence, the appellate body may also return the matter to the prior hearing body for a re-consideration of its initial findings. Where a matter is returned to the prior committee for re-consideration, if the either party

disagrees with the outcome, they shall have the right to a further appeal on the basis set forth in paragraphs 14.1 through 14.4. The appeal officer will render a decision within ten business days of receipt of the appeal request.

### **15. Temporary Suspension**

The Dean of Students or designee may temporarily suspend a student from the College or the residence halls if, in his/her judgment, such action is necessary for protecting the health, safety, and welfare of the College or any member of the college community. Such suspension is also appropriate if the presence of the accused student threatens to disrupt the normal functions of the College or the residence halls. Persons under temporary suspension shall not be allowed on the Jefferson Community College campus, or to attend Jefferson Community College related functions, unless given permission by the Dean of Students or designee. The Dean of Students or designee may, subject to prompt review, temporarily suspend a student from a facility, activity, class, program or residence halls if, in his/her judgment, the presence of the accused student threatens to disrupt the normal functions of the College.

The suspension is temporary, pending proper service of charges, referral to the appropriate judicial body, and a review of the charges by the judicial body or officer. Upon request of the suspended student, the Dean of Students shall provide for an immediate conference with respect to the basis for such suspension and, upon request, consider modification to the terms or discontinuance of the temporary suspension. Parties may submit evidence to support requests for modification, continuation or discontinuance.

### **16. Disciplinary Records**

Any time a student is found responsible for any violation of the college rules and regulations and is sanctioned through a judicial hearing process, the sanction becomes a part of the student's disciplinary record. Student judicial records are confidential and retained in accordance with federal and state regulations pertaining to the destruction of records. Records for suspensions, expulsions and disciplinary holds are retained until the student reenrolls at which time the record retention time period restarts.

A student may request, in writing, to have disciplinary records purged upon graduation from the College. In these instances, the Dean of Students or designee shall determine, on a case by case basis, if the disciplinary records should be purged based upon seriousness of the misconduct, frequency of violation, and the sanction imposed.

Note: The Dean of Students or designee will maintain all student disciplinary records. Such records will be kept separately from the student's academic record except as noted in Crimes of Violence (section 6.3).

### **17. Readmission after Suspension**

After the suspension period expires; a student may apply for readmission through the Dean of Students or designee. Any recommendations or requirements set forth in the student's letter of suspension will be considered as well as any other relevant information deemed necessary for review by the Dean of Students or designee. Readmission materials must be received thirty days prior to the semester start. Students will be notified of the decision in writing.

### **Rules Governing Code**

Any amendments or revisions of the rules will be filed with the New York State Commissioner of Education and the New York State Board of Regents within ten days of publication. Any question of interpretation regarding these policies and procedures shall be referred to the Dean of Students or designee for final determination. The Statement of Student Rights and Responsibilities shall be reviewed every three years under the direction of the Dean of Students or designee. Copies of the aforementioned provisions will be provided upon request to any students enrolled at Jefferson Community College. This Statement of Student Rights and Responsibilities supersedes any previously dated statement by Jefferson Community College related to student conduct and student rights and responsibilities.

# Emergency Information

## Emergency Alerts

During a campus-wide emergency situation, the following communication systems will be utilized as appropriate and to the extent possible to efficiently and effectively get information to campus faculty, staff and students and the surrounding community:

### Building Fire Alarm Systems

Each building contains “pull-type” activated systems and automatic alarms. In the event the alarm sounds, the building should be evacuated.

### Campus Siren

A campus siren, audible both outdoors and indoors, will provide an alert to stay-in-place.

- Outdoor – The outside tower speaker will be a loud audible siren type sound followed by a short spoken message.
- Indoor – Speakers are located in the hallways of all buildings to augment the outdoor tower. Additionally, there will be a pop up alert on each classroom computer that is turned on and has been logged into.

### Digital Signs

There are 14 flat panel digital signs that may be used to post emergency information across campus. Each sign has audio capability (siren or verbal message) and visual capability.

### Jefferson Alert

Jefferson Alert is an emergency notification system, that utilizes telephone, fax, voice, email, and text messaging. This system may be utilized to provide direction and notification in case of life threatening emergencies.

There is no cost to enroll in Jefferson Alert. Students, faculty and staff who elect to receive such emergency alerts can enroll through the myJCC portal at <https://myjcc.sunyjefferson.edu>. You may choose to receive alerts via cell phone (text and/or voice), telephone, email or fax.

### College Website

The College website, [www.sunyjefferson.edu](http://www.sunyjefferson.edu), may be utilized to provide students, faculty, staff and the off-campus community with information about a campus emergency.

### Blackboard / myJCC Portal

Information may be posted on Blackboard and/or myJCC Portal notifying students and faculty of appropriate actions to take. If for some reason the website is not available, information will be posted in Blackboard and myJCC. Please bookmark Blackboard (online. [sunyjefferson.edu](http://www.sunyjefferson.edu)) and myJCC Portal (<https://myjcc.sunyjefferson.edu>).

### Campus-Wide Email System

Students and faculty may be notified of appropriate actions to take through the campus-wide email system.

## Emergency Guidelines

### In the event of an emergency:

- Remain calm.
- You can contact the Office of Campus Safety and Security from a campus phone at 2222 or from a non campus phone by dialing 315-786-2222.
- Dial 911 for Jefferson County Emergency Response. (Simply dial 9-1-1. Do not dial 9 for an outside line.)
- Access any outdoor blue light emergency phone on campus for a direct connection to 911.

### If instructed to shelter in place:

- If outside, move indoors avoiding windows and areas with glass and away from the area of hazard if known.
- Close windows and shades.
- Close and lock doors.
- Shut off all air conditioners and ventilation units. (If it is a hazardous materials incident cover ventilation and block under door air flow).
- Get down on the floor and take cover.
- DO NOT use telephones or cell phones. (Cell phones can trigger bombs, alert an intruder to your location and tie up communication lines needed by police/fire/rescue).
- Keep calm and wait for/follow instructions.
- If internet access is available and it is not a hazardous material or bomb threat situation, monitor Blackboard for further instructions.

**Building Evacuation:**

If you are advised to evacuate your building or if you determine that an emergent situation exists which necessitates evacuation of the building-

- Follow the evacuation routes posted in the classrooms and throughout the building.
- DO NOT use the elevators.
- Ensure that you stay together and are accounted for at the assembly point.
- Follow the directions of the Building Emergency Coordinator / Floor Marshal.
- If time permits, pick up personal belonging (purses, jackets, bookbags), but DO NOT leave your immediate area to retrieve personal belongings.
- Notify the Office of Campus Safety and Security and/or the Building Emergency Coordinator if any occupants were unable or refused to evacuate their location.
- Assemble and remain at designated assembly points.
- DO NOT re-enter the building until notified by authorized personnel.

**Campus Evacuation:**

In the event an evacuation of the campus is indicated, please follow the instructions and coordination of the Building Emergency Coordinator or Campus Safety and Security staff.

**Bomb Threat:**

If you receive a bomb threat, immediately notify the Office of Campus Safety and Security by calling 2222 from a campus phone or 315-786-2222 from a non campus phone.

If instructed to evacuate:

- Pick up all your belongings in the immediate area and take them with you.
- When exiting the building DO NOT turn lights on or off or use elevators.
- DO NOT use cell phones, handheld radios or any other electronic des.
- Exit by the nearest available evacuation route and assemble at designated assembly points away from the buildings (500 feet minimum).
- Students, faculty and staff should remain with the group so that all individuals can be accounted for.
- DO NOT re-enter the building until instructed by authorized personnel that it is safe to do so.

**Fire Emergency:**

- Immediately sound fire alarm.
- Evacuate the building – DO NOT stop for personal possessions and DO NOT use elevators.
- Call the Office of Campus Safety and Security at 2222 from a campus phone or 315-786-2222 from a non campus phone.
- If trained in use of fire extinguisher and if the fire is small and confined, direct the charge at the base of the flame.
- If trapped, DO NOT panic. Exit by window if possible or place an article of clothing out the window serving as a marker for rescue crews.
- Stay low, closest to the floor.
- Evacuate to designated assembly points and out of the way of emergency personnel.
- DO NOT return to the building until instructed to do so by authorized personnel.

# About SUNY

The State University of New York (SUNY) is comprised of 64 campuses that bring educational opportunity within commuting distance to virtually all New York residents. The following factoids are current as of December 2017.

Total Enrollment: 431,855

Community College Enrollment: 209,418

Estimate as of June 2014

Alumni: 2,992,549

Alumni /Current NYS Residents: 2,432,942

Academic Program Count: 7,001

Degrees granted (2015-2016): 96,322

SUNY students are predominantly New York State residents, representing every one of the state's 62 counties.

The majority of SUNY alumni reside and pursue careers in communities across New York State, contributing to the economic and social vitality of its people.

SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists and professionals.

For more information visit the SUNY web site at:

[www.suny.edu](http://www.suny.edu).

## State University of New York Board of Trustees

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# Important Phone Numbers

## College Administration

**Office of the President**  
(315) 786-2404

**Vice President - Academic Affairs**  
(315) 786-2235

**Vice President - Administration & Finance/Treasurer**  
(315) 786-2401

**Associate Vice President - Liberal Arts**  
(315) 786-6542

**Associate Vice President - Math/ Science, Technology, Health**  
(315) 786-2323

**Associate Vice President - Workforce and Business**  
(315) 786-2233

**Dean - Enrollment**  
(315) 786-2408

**Dean - Students**  
(315) 786-2403

**Dean - Student Success**  
(315) 786-2288

**Chief Information Officer**  
(315) 786-6511

**Accommodative Services**  
lsc@sunyjefferson.edu  
(315) 786-2288

**Affirmative Action/Diversity Officer**  
(315) 786-2401

**Alumni Office**  
(315) 786-2327

**Assessment and Accreditation**  
(315) 786-2418  
(315) 788-0716

**Athletics Department**  
(315) 786-2232

**Bookstore**  
(315) 786-2260

**Career Planning & Job Placement**  
(315) 786-2288

**Child Care Center**  
(315) 786-2357

**Computer Center**  
helpdesk@sunyjefferson.edu  
(315) 786-6511

**CSTEP Office**  
dlothrop@sunyjefferson.edu  
(315) 786-2388

**Distance Learning**  
gothedistance@sunyjefferson.edu  
(315) 786-2440

**Enrollment Services**  
(315) 786-2437

**Admissions Office**  
admissions@sunyjefferson.edu

**New Student Advising**  
advising@sunyjefferson.edu

**EOP Office**  
EOP@sunyjefferson.edu

**Financial Aid**  
financialaid@sunyjefferson.edu

**Student Records/Registrar**  
studentrecords@sunyjefferson.edu

**Faculty Student Association**  
fsa@sunyjefferson.edu  
(315) 786-2354

**Fort Drum Office**  
(315) 786-6566

**Foundation/College Development**  
foundation@sunyjefferson.edu  
(315) 786-2458

**Health & Wellness Center / Nurse**  
(315) 786-2376

**Higher Education Center**  
(315) 786-2265

**Housing and Residence Life**  
reslife@sunyjefferson.edu  
(315) 755-0411

**Human Resources**  
(315) 786-2407

**Institutional Research**  
(315) 786-2485

**Instructional Support**  
(315) 786-2418  
(315) 788-0716

**Instructional Technology**  
helpdesk@sunyjefferson.edu  
(315) 786-6511

**Liberal Arts Division**  
(315) 786-2414

**Library**  
library@sunyjefferson.edu  
(315) 786-2225

**Math/Science, Technology, and Health Division**  
(315) 786-2320  
(315) 786-2366 fax

**Public Relations**  
(315) 786-2234

**Retention Services**  
(315) 786-2288

**Safety & Security**  
Emergency calling from-  
campus phone: 2222  
non campus phone: 786-2222  
Chief's Desk: (315) 786-6517  
Chief's Cell: (315) 323-7830

**STAR Office**  
(315) 786-2288

**Student Activities**  
studentactivities@sunyjefferson.edu  
(315) 786-2431

**Student Help Desk**  
helpdesk@sunyjefferson.edu  
(315) 786-6511

**Student Life Office**  
New Student Services  
(315) 786-2403

**Title IX Coordinator-Students**  
titleix@sunyjefferson.edu  
(315) 786-6542

**Transfer Services**  
kobrien@sunyjefferson.edu  
(315) 786-2288

**TTY**  
(315) 786-2463

**Tutoring**  
tutoring@sunyjefferson.edu  
(315) 786-2321

**Veteran's Services**  
(315) 786-2283

**Workforce Development and Business**  
continuingeducation@sunyjefferson.edu  
(315) 786-2233