

**JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO.: 130-25

DATE: APRIL 2, 2025

SUBJECT: 2024 - 2025 BUDGET AMENDMENT
SUNY NURSING SIMULATION FELLOWSHIP GRANT

GRANT PERIOD: FEBRUARY 1, 2025 – AUGUST 31, 2025

WHEREAS, funds have been received from the State University of New York to offer professional development to full-time SUNY faculty in simulation through continuing education courses and conference attendance opportunities. The fellowship aims to expand nursing simulation programs across SUNY campuses, providing more opportunities for students to gain hands-on experience;

THEREFORE, BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approved the following budget amendment:

INCREASE REVENUE:

SUNY Nursing Simulation Fellowship- Grants & Contracts	2669-3011-5420	<u>\$ 20,000.00</u>
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Total Revenue Increase	\$ 20,000.00
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INCREASE EXPENDITURE:

SUNY Nursing Simulation Fellowship- Prof Adjuncts	2669-3011-6103	\$ 10,870.00
SUNY Nursing Simulation Fellowship- Prof Stipends	2669-3011-6104	<u>9,130.00</u>

Total Expenditure Increase	\$ 20,000.00
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**JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO.: 131-25

DATE: APRIL 2, 2025

SUBJECT: 2024 - 2025 BUDGET AMENDMENT
SUNY ADULT LEARNER LEADERSHIP GRANT

GRANT PERIOD: MARCH 15, 2025 – JULY 31, 2025

WHEREAS, funds have been received from the State University of New York to offer free community college for students between the ages of 25 and 55 who pursue degrees in high-demand fields, such as health care, advanced manufacturing, cybersecurity and green jobs, while continuing to create workforce development opportunities;

THEREFORE, BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approved the following budget amendment:

INCREASE REVENUE:

SUNY Adult Learner Leadership- Grants & Contracts	2672-3011-5420	<u>\$ 37,200.00</u>
Total Revenue Increase		\$ 37,200.00

INCREASE EXPENDITURE:

SUNY Adult Learner Leadership- Prof Adjuncts	2672-3011-6103	\$ 8,000.00
SUNY Adult Learner Leadership- Prof Stipends	2672-3011-6104	12,500.00
SUNY Adult Learner Leadership- Advertising	2672-3011-7203	12,500.00
SUNY Adult Learner Leadership- Guest Speakers	2672-3011-7230	2,000.00
SUNY Adult Learner Leadership- Meeting Expense	2672-3011-7237	1,000.00
SUNY Adult Learner Leadership- Workshops & Seminars	2672-3011-7253	<u>1,200.00</u>
Total Expenditure Increase		\$ 37,200.00

**JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO.: 132-25

DATE: APRIL 2, 2025

SUBJECT: 2024 - 2025 BUDGET AMENDMENT
PERKINS GRANT

GRANT PERIOD: JULY 1, 2024 – JUNE 30, 2025

WHEREAS, funds have been received from the University of the State of New York Education Department through the Perkins Grant to fund various initiatives to enhance career and technical education and student success;

THEREFORE, BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the following budget amendment:

INCREASE REVENUE:

Perkins – Career & Tech Educ	2511-3011-5410	<u>\$ 218,000.00</u>
Total Revenue Increase		\$ 218,000.00

INCREASE EXPENDITURE:

Perkins – Career & Tech Educ – Prof F/T	2511-3011-6101	\$ 90,500.00
Perkins – Career & Tech Educ – Prof P/T	2511-3011-6102	13,500.00
Perkins – Career & Tech Educ – Prem. Earnings	2511-3011-6110	1,500.00
Perkins – Career & Tech Educ – State ERS	2511-3011-6201	6,000.00
Perkins – Career & Tech Educ – State TRS	2511-3011-6202	2,200.00
Perkins – Career & Tech Educ – Social Security	2511-3011-6204	7,956.00
Perkins – Career & Tech Educ – Workers Comp	2511-3011-6205	1,040.00
Perkins – Career & Tech Educ – Life Insurance	2511-3011-6206	100.00
Perkins – Career & Tech Educ – Disability Ins	2511-3011-6208	504.00
Perkins – Career & Tech Educ – Health Insurance	2511-3011-6209	2,800.00
Perkins – Career & Tech Educ – Comp Equipment	2511-3011-7006	60,000.00
Perkins – Career & Tech Educ – Indirect Costs	2511-3011-7231	10,900.00
Perkins – Career & Tech Educ – Prof Svc Fees	2511-3011-7241	11,000.00
Perkins – Career & Tech Educ – Travel	2511-3011-7250	<u>\$ 10,000.00</u>

Total Expenditure Increase \$ 218,000.00

**JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO.: 133-25

DATE: April 2, 2025

**SUBJECT: CURRICULUM APPROVAL
BUSINESS ANALYTICS A.S.**

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the attached Business Analytics A.S. program proposal.



New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2022-10-31

This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to an associate and/or bachelor's degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.²

Guidance on academic program planning is available [here](#).

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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information

a) Institutional Information	Date of Proposal:	
	Institution's 6-digit SED Code:	274800
	Institution's Name:	Jefferson Community College
	Address:	1220 Coffeen St., Watertown, NY 13601
	Dept of Labor/Regent's Region:	
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): <u>591035</u>	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will be offered, or check here ☐ if not applicable:	
c) Proposed Program Information	Program Title:	Business Analytics
	Award(s) (e.g., A.A., B.S.):	A.S.
	Number of Required Credits:	Minimum [64] If tracks or options, largest minimum []
	Proposed HEGIS Code:	5001.00
	Proposed 6-digit CIP 2020 Code:	52.1302
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:	
d) Campus Contact	Name and title: Jerilyn Fairman, Provost, Vice President for Academic and Student Affairs	
	Telephone: (315) 786-2235 E-mail: jfairman@sunyjefferson.edu	
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.	
	Name and title: Jerilyn E. Fairman, Provost, Vice President for Academic and Student Affairs	
	Signature and date: _____	
	If the program will be registered jointly ⁴ with one or more other institutions, provide the following information for <u>each</u> institution:	
	Partner institution's name and 6-digit SED Code:	
	Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):	

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.⁵

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with §52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

⁵ The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

a) **Format(s):** ☒ Day ☐ Evening ☐ Weekend ☐ Evening/Weekend ☐ Not Full-Time

b) **Modes:** ☒ Standard ☐ Independent Study ☐ External ☐ Accelerated ☒ Distance Education

NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and **append** a [Distance Education Format Proposal](#).

c) **Other:** ☐ Bilingual ☐ Language Other Than English ☐ Upper Division ☐ Cooperative ☐ 4.5 year ☐ 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree.

2.3. Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The Business Analytics A.S. program combines aspects of mathematics, data science, and general business knowledge. Graduates will be prepared to use analytical techniques to make informed business organizational decisions.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? **NOTE:** SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."

The program learning outcomes are as follows:

- 1. Graduates will be able to demonstrate strong core discipline knowledge in accounting, management, marketing, and operations management.*
- 2. Graduates will be able to apply the methods, techniques, and tools relevant to business analytics.*
- 3. Graduates will be able to develop the skills necessary to derive meaning from organized data using statistical methods commonly used in modern business settings.*
- 4. Graduates will be able to effectively leverage data analysis to make effective leadership decisions.*

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The Business Analytics A.S. program aligns with the College mission to "Educate, Inspire, and Empower" as well as the College's strategic goals (Pathways, Partnerships, and Student Success). Overall, the Business Analytics program will contribute to the college's mission by ensuring that students are well-prepared, motivated to innovate, and ready to take on leadership roles in the world of business.

- **Foundational Knowledge:** The program provides students with critical skills in data analysis, statistics, business operations, and decision-making. This prepares them to understand complex business problems and to apply analytical techniques to solve them. It aligns with the college's mission by equipping students with the knowledge and skills necessary for professional success in an increasingly data-driven world.
- **Cross-disciplinary Learning:** The Business Analytic program will integrate courses from business, technology, mathematics, and statistics, providing a well-rounded education that exposes students to different fields and their real-world applications.
- **Innovative Thinking:** By learning how to use data to generate insights and make strategic decisions, students will be encouraged to think creatively and approach problems from new perspectives.
- **Empowering Career Opportunities:** The Business Analytics degree will empower students by providing them with the tools and expertise needed to enter high-demand fields. The knowledge gained will allow them to play a central role in driving business strategies and decisions, giving them a sense of purpose and a competitive advantage in the job market.
- **Decision-making Impact:** With data-driven insights, graduates are empowered to influence decision-making processes in organizations, contribute to more informed choices, and help shape the future of businesses. By empowering students with the ability to analyze and act on data, the program helps them become leaders who can make a significant impact in their careers and communities.

The new courses will enhance the existing computer science, mathematics, and business administration programs by serving as new industry-relevant electives.

The program aligns well with the four (4) Pillars established by Chancellor King.

- It will provide students with critical, high-demand skills in data analysis, problem-solving, and technology. These skills are essential for success in today's data-driven business world, empowering students to be competitive in the job market.
- The program will prepare students for a wide variety of career paths, from business intelligence and data analysis to strategic management. This comprehensive preparation ensures that students are set up for both immediate employment and long-term career success.
- The program will encourage students to engage in research that revolves around big data, business processes, and decision-making. Additionally, students will have the opportunity to work in Jefferson's Center for Community Studies as student researchers.
- By teaching data analysis and analytics skills, students from diverse backgrounds will learn the tools they need to enter high-demand industries. This helps promote equity in the workforce by providing students, regardless of their background, with valuable skills for career success.
- Students will prepare for roles in fields with strong growth potential, such as data science, financial analysis, marketing analytics, and supply chain management. These high-paying and in-demand roles directly contribute to economic development by filling critical skills gaps in the workforce. Graduates can enter high-paying fields with opportunities for advancement, regardless of their socioeconomic background. The technical skills learned in the program are a gateway to career paths that can help students improve their economic standing and access opportunities that may not have been available otherwise.

The proposed program was developed to align with the SUNY GEN ED 2026 framework and intentionally integrated DEISJ courses and learning.

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

*Discussions about launching an Analytics program began in the early 2020s when a mathematics faculty member conducted a sabbatical project to assess the feasibility of such a program, aligning with the academic program development that had started at Syracuse University before similar programs were introduced within SUNY. The faculty member also returned with knowledge and experience with the **R programming language**. Upon the faculty member's return, work began on a mathematical analytics program. As SUNY institutions began exploring analytics, the focus shifted towards business analytics.*

In 2022, the Associate Vice President for STEM and Health Professions (who oversees the School of STEM and Health Professions) and the Associate Vice President for Strategic Initiatives (who oversees the School of Business) joined forces to lead a collaborative effort with faculty from the Business, Computer Science, and Mathematics departments to develop the curriculum. The initial program outline was drafted by the Chairs of the School of Business and the School of STEM and Health Professions in Fall 2023.

This draft was then shared with a faculty group from the respective departments in Spring 2024, leading to further revisions. To explore potential transfer pathways, the Chair of the School of Business reached out to SUNY institutions offering related bachelor's degrees.

The final curriculum was completed in Fall 2024 with input from a small faculty group from both schools.

The program design is strengthened by Jefferson Community College's governance process. All curriculum initiatives undergo a comprehensive review by both the academic department and division colleagues. Once approved at these levels, the program proposal progresses to the Curriculum Committee, which represents the broader campus community. The program is thoroughly reviewed by the College Senate the highest deliberative governance body of employees campus, which includes members from all sectors of the College community. Finally, it was reviewed and approved by the College's Board of Trustees.

Throughout the program development process, conversations with SUNY transfer partners including Fredonia, Geneseo, and New Paltz took place. Additionally, Mohawk Valley Community College was consulted as one of the first SUNY community colleges to develop an Analytics Degree.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the Profession](#), **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

*SUNY Geneseo, SUNY Farmingdale, and SUNY New Paltz were consulted during the curriculum development process to ensure alignment with transfer pathways and the academic needs of students. In these consultations, it was identified that the originally proposed programming course, **CIS 116 Introductory Programming**, which focused primarily on general programming concepts, would not fully meet the requirements for students transferring to other SUNY institutions offering related programs. As a result, the course was revised to better support students' future academic and professional needs.*

*In response to this feedback, the original programming course was replaced with **CIS 114 Introduction to Statistical Programming in R**. This change was made to ensure that students would be equipped with the foundational skills in the **R programming language**, which is widely used in the fields of data science and analytics. R is particularly valuable for data manipulation, statistical analysis, and data visualization, making it an essential tool for students pursuing careers or advanced studies in business analytics. By offering this course, the program aims to better prepare students for transfer to other SUNY institutions and for success in data-driven fields, aligning their learning experiences with industry standards and the expectations of higher education partners."*

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

The College is using conservative enrollment projections to maintain financial sustainability. The program aims to attract high-achieving traditional students who are in the top 15% of their class, a group that is currently underrepresented at the College. The estimated Full-Time Equivalent (FTE) outlined below is based on an analysis of potential interest from students who may enroll concurrently.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	5	5	10	7
2	6	7	13	9
3	8	7	15	11
4	9	8	17	12
5	10	10	20	14

Active engagement with local high schools and upper-division colleges will enable JCC to monitor enrollment trends and allocate additional marketing resources as necessary. Jefferson Community College already offers many of the courses included in this degree program. Since the program incorporates a combination of existing courses (with only six new courses being introduced), it can be discontinued with minimal disruption to the College's current offerings if enrollment targets are not met. Additionally, several of the new courses will fulfill elective requirements for existing programs, including Mathematics A.S., Natural Sciences A.S., and Business Administration A.S.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Major Requirements (32 Credits)	Credits	Semester
ACC 101 Accounting Principles 1	4	S1
ACC 102 Accounting Principles 2	4	F2
ACC 209 Management Accounting	3	S2
BUS 112 Introduction to Business	3	F1
BUS 231 Principles of Management	3	F2
BUS 115 Introduction to Business Analytics (<i>New Course</i>)	3	S1
CIS/BUS 227 Decision Modeling (<i>New Course</i>)	3	F2
BUS 229 Operations Management (<i>New Course</i>)	3	S2
CIS 114 Introductory to Statistical Programming in R (<i>New Course</i>)	3	F1
CIS 170 Introduction to Database (<i>New Course</i>)	3	S1
Liberal Arts Requirements (32 Credits)		
ENG 101 Research and Composition	3	F1
ENG 102 Literature and Composition	3	S1
ECO 101 Macroeconomics	3	F1
ECO 102 Microeconomics	3	F2
MTH 174 Mathematical Probability and Statistics 1	3	F1
MTH 184 Mathematical Probability and Statistics 2	3	S1
MTH 220 Applied Calculus (<i>New Course</i>)	4	F2
<i>or</i> MTH 221 Calculus 1		
SUNY Gen Ed Lab Science Elective	4	S2
HIS 150 American History to 1877 or HIS 151 American History 1877 to Present	3	S2
Liberal Arts Elective from any SUNY Gen Ed Knowledge and Skill area	3	S2
Total Credits	64	
Total Liberal Arts Credits	32	
Total General Education Credits	32	

h) Program Impact on SUNY and New York State

- h)(1) Need:** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

The Business Analytics A.S. program at Jefferson will serve regional and statewide needs for analyst professionals across industry sectors. There are ample employment opportunities within the region, including over 500 annual openings. Over the next five years, an 11.6% increase is expected in the need for titles such as market research analyst, business operations specialist, and management analyst (Lightcast, 2023).

The proposed program will be attractive to high-achieving students with an interest in Business. In a 2021 Prospective Student Survey.....

The preference for Business degree pathways was the reason similar programs, such as Data Analytics, were determined not to meet the needs of the population.

- h)(2) Employment:** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

Employer	Need: Projected positions	
	In initial year	In fifth year

- h)(3) Similar Programs:** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).

Institution	Program Title	Degree	Enrollment
Mohawk Valley Community College	Business Analytics	A.S.	10 (Fall 2024)
Farmingdale	Business Analytics	B.S.	154 (Fall 2024)
Geneseo	Data Analytics	B.S.	31 (Fall 2024)
New Paltz	Business Analytics	B.S.	62 (Fall 2024)
Plattsburgh	Accounting/Data Analytics and Accounting	B.S./M.S.	28 (Fall 2024)
Nassau Community College	Healthcare Data Analytics	Certificate	0 (Fall 2024)

- h)(4) Collaboration:** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

Yes, outreach was conducted with SUNY Geneseo, SUNY Farmingdale, and SUNY New Paltz to establish seamless pathways to the following programs: Data Analytics B.S., Business Analytics B.S., and Business Analytics B.S. Feedback from all three SUNY institutions was received and used to inform the development of the curriculum.

Attached please find correspondence from colleagues across the SUNY supporting JCC's efforts to provide this degree program. JCC will develop articulation agreements with other colleges and universities in order to streamline the transfer process for our students.

- h)(5) Concerns or Objections:** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns or objections were raised by other SUNY campuses during the program announcement period.

- h)(6) Undergraduate Transfer:** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under [SUNY's student mobility policy](#), **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Admission requirements to the program are identical to those required for admission to Jefferson. No special admission requirements will be required for his certificate program. The program assumes applicants enter Jefferson with four years of high school English and Mathematics (to include a precalculus-level high school experience) or placement into ENG 101: Literature and Composition and MTH 220/221: Calculus 1.

To be admitted into Jefferson, a candidate:

- Must complete an application for admission to Jefferson Community College.*
- Must possess a high school diploma or general equivalency degree (GED).*
- Must comply with the College's immunization policy, which is based on New York law requiring College students*

born on or after January 1, 1957, to show proof of immunity to measles, mumps, and rubella.

b) What is the process for evaluating exceptions to those requirements?

The Jefferson Community College website addresses the process for evaluating exceptions to the requirement to possess a high school diploma or general equivalency degree (GED). The website states:

*“Applicants who are beyond the age of compulsory education, and have not completed high school graduation, may be admitted to a degree program based on individual academic preparation, approved college test scores, and recommendations. Students who are admitted but do not have a recognized high school diploma must complete a 24- credit hour access program required for the equivalency diploma. The equivalency diploma may be earned by completing the high school equivalency exam or through earned college credit. **Federal Financial aid is not available until the high school equivalency is completed.***

Applicants who are below the age of compulsory education will be eligible for consideration for admission to a degree program if the applicant can provide a letter from the superintendent of the school district, in which the student resides, attesting to the students 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.”

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

An open-admission community college Jefferson takes several proactive steps to encourage enrollment in a Business Analytics program, especially for individuals from groups historically underrepresented in the institution, discipline, or occupation. Here are some strategies:

- *JCC collaborates with local high schools, community organizations, and workforce development agencies, particularly those serving underrepresented groups, to raise awareness of the program. Offer information sessions, workshops, or community events to engage potential students.*
- *The College will develop marketing materials that reflect the diversity of the community and highlight the benefits of the Business Analytics program for individuals from all backgrounds. Use culturally relevant messaging and media to appeal to underrepresented groups.*
- *JCC provides peer tutoring, access and opportunity programs, accommodative services, study groups, and workshops specifically designed to support students who may need additional assistance in subjects like math, statistics, or programming.*
 - *The College promotes high impact practices and inclusive teaching strategies that accommodate various learning styles and backgrounds. Faculty receive professional development in diversity and inclusion best practices to create a welcoming and supportive classroom environment for all students.*
- *Many classes are offered in flexible learning formats such as hyflex or online to accommodate working adults, caregivers, or others with non-traditional schedules who might face barriers to attending full-time, in-person classes.*
- *Faculty and advisors emphasize the high demand for business analysts and the lucrative, stable career paths available in the field. Showcase how Business Analytics skills are transferable to various industries, making it an appealing option for students from diverse backgrounds.*

By implementing these strategies, an open-admission community college JCC will create an inclusive and supportive environment that encourages enrollment in the Business Analytics program, especially for historically underrepresented groups, and empowers them to succeed in the field.

2.5. Academic and Other Support Services

Academic advising is one of the most important services available to students at JCC. The initial advising session for a student at JCC is scheduled with an educational planner through the Enrollment Services office. Most full-time degree-seeking students are assigned to a faculty advisor in their program of study, early in their first semester. Other students may be assigned to advisors working within Access and Opportunity Programs, with a Veterans Services staff member, or at the Fort Drum Education Center. The academic advisor helps the student:

- Understand how academic programs can meet career and academic goals
- Identify program requirements and plan appropriate course schedules
- Make changes in class schedules
- Be informed about academic policies and important deadlines
- Assist with academic issues that may arise and
- Connect with appropriate campus resources (Tutoring, Career, Transfer, Personal Counseling, etc.).

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [] if not applicable.**

JCC has policies and practices in place to accurately assess and recognize prior learning. Those policies and procedures are clearly stated on the JCC website at <https://sunyjefferson.edu/admissions/apply/transfer-students.php>.

At Jefferson Community College, credit for transfer work or prior learning can be granted through several pathways, ensuring that students receive recognition for their previous academic or experiential achievements. There is no limit on the amount of prior learning that can be received, but students must meet residency for the program (30 credits unless reduced to 15 credits for students with military agreements).

Here are some common methods for granting such credit:

- **Course Equivalency Evaluations:** When a student transfers from another college, JCC evaluates the syllabi and course descriptions of the completed courses to determine whether they meet the requirements of a similar course at the College. This evaluation may be done by a trained professional based on recommendations of faculty to ensure that the course content meets at least 70% of learning outcomes.
- **Credit for Prior Learning:** Prior learning credit is granted for learning acquired outside of traditional academic environments, such as through standardized exams, military service, or professional certifications. Faculty within the academic discipline are responsible for establishing guidelines and processes for Prior Learning Assessment Credit (PLAC) in their academic and discipline specific areas;

There are several methods by which Jefferson grants credit for prior learning:

Matriculated students and students enrolled in a microcredential are eligible for Prior Learning Assessment Credit (PLAC).

1. Prior Learning Assessment Credit (PLAC) is available for prior college-level learning verified by
 - a. Standardized Published Examinations
 1. The College Board-College Level Exam Prep (CLEP)
 2. Advanced Placement (AP)
 3. International Baccalaureate (IB)
 4. DANTES Subject Standardized Tests (DSST)
 5. Defense Language Proficiency Test (DLPT)

- b. *Jefferson Community College Discipline Examinations*
- c. *Military Training and Experience*
 - 1. *The College grants credit for military training and MOS experience according to the American Council on Education (ACE) Guide.*
 - 2. *Credit from foreign institutions evaluated and approved by a member of the National Association of Credential Evaluation Services (NACES).*
- d. *Non-Collegiate Training using American Council on Education (ACE) National Guide to Educational Credit for Training Programs and The Directory of the National Program on Non-collegiate Sponsored Instruction (PONSI)*
- e. *Professional and Industry Certifications, Licenses, and Credentials*
 - 1. *The College grants credit for the successful completion of coursework and programs leading to a professional license.*
 - 2. *Each course or program is individually evaluated for equivalency with Jefferson coursework by comparing the descriptions and learning outcomes of these professional licensing programs to the course description and learning outcomes of College courses.*

By offering multiple pathways for granting credit, JCC supports academic progress and helps students save time and money, while also recognizing the value of non-traditional learning experiences.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

Jefferson Community College demonstrates program assessment and improvement through a structured, continuous process that evaluates the effectiveness of its academic programs, gathers feedback from various stakeholders, and makes evidence-based decisions to enhance the quality and relevance of its offerings.

Programs are assessed in accordance with established College processes and procedures to include but not be limited to the following:

- *Curricular reviews are conducted every 5-7 years according to the college's established schedule. These reviews include an evaluation of course-based, program-based, and general education student learning outcomes, as well as analysis of applicant, enrollment, graduation, and retention data. The review process also incorporates feedback from graduates, meetings with transfer institutions, and input from employers.*
- *All programs are reviewed annually through a series of Annual Program Data Points. This review includes data items including applications, enrollment, retention/persistence/transfer/graduation/stop-out drop-out rates, and student success in first semester coursework.*
- *Annually, courses within the program are, or will be, assessed against established student learning outcomes and the course retention, and GPA are reviewed.*

Specifically:

- *Program faculty define Clear Program Learning Outcomes: Clearly defined specific, measurable learning outcomes articulate the skills, knowledge, and competencies students are expected to achieve upon completion.*
- *Faculty use Direct and Indirect Assessment Methods:*
 - *Assessments such as exams, portfolios, projects, presentations, and other assignments that directly measure student achievement of learning outcomes are commonly used.*

- *Advisory Committees:* The program would have a establish advisor boards consisting of transfer institution representatives, industry professionals, employers, or community stakeholders who will provide input on the relevance and quality of the program curriculum, transfer and/or job readiness. This feedback is used to adjust program content or introduce new skills and competencies that align with industry needs.
- *Alumni Feedback:* Alumni provide valuable long-term insights through graduate surveys or as part of advisory boards into how well the program prepared them for their careers or further academic study.
- *Assessments* also involve surveys, interviews, advisory focus groups, and feedback from students, faculty, and employers to assess perceptions of student learning and program effectiveness.
- *Program faculty* regularly (annually) evaluate individual courses within the program by analyzing student learning outcome assessment, student success measures, instructor feedback, and curriculum content. Adjustments are made based on areas where students struggle or where industry expectations evolve.

By using these and other strategies, JCC demonstrates a robust commitment to program assessment and improvement, ensuring that its programs remain effective, relevant, and responsive to the needs of students, employers, and the community.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found [here](#). Rows for terms that are not required can be deleted.

NOTES: The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

Special Cases for the Program Schedules:

- For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.
- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.
- [SUNY policy](#) governs the awarding of two degrees at the same level.
- Minors require neither SUNY approval nor SED registration.

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

This program will NOT be offered through a nontraditional schedule.

b) For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document.

c) For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document.

Not applicable.

NOTE: The University Faculty Senate's *Internships and Co-ops, A Guide for Planning, Implementation and Assessment* is a helpful reference: <http://www.system.suny.edu/media/suny/content-assets/documents/faculty-senate/Internship-Guide--update-10.19.16.pdf>

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Business Analytics, A.S.

- Indicate **academic calendar type:** ☒ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path**, if one exists: Business (B), Economics (E) See [Transfer Path Requirement Summary](#) for details
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Fall 1	See KEY.							Spring 1	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BUS 112 Introduction to Business	3			3				ACC 101 Accounting Principles 1	4			4	(B)		
CIS 114 Introductory Programming with R	3	CT		3		X	MTH 174	BUS 115 Introduction to Business Analytics	3			3		X	MTH 174: Math Prob and Stats 1
ECO 101 Macroeconomics	3	SS	3	3	(B), (E)			CIS 170 Introduction to Database	3			3		X	CIS 114: Intro Program w/R or CIS 116: Intro Programming
ENG 101 Research and Composition	3	C, IL	3				Placement	ENG 102 Literature and Composition	3	H	3				ENG 101: Research and Composition
MTH 174 Mathematical Probability and Statistics	3	M, CT	3		(E)		Placement	MTH 184 Mathematical Probability and Statistics 2	3	M	3				MTH 174: Math Prob and Stats 1
Term credit totals:	15	9	9	9	3-6			Term credit totals:	16	6	6	10	0-3		

(See next page for semesters 3 and 4)

KEY **Cr:** credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** Diversity: Equity, Inclusion, Social Justice (DEI), US History (US), Civic Discourse (CD), Communication (CM), World Language (WL), Humanities (H), Math (M), Natural Sciences (NS), Social Science (SS), The Arts (AR), World History and Global Awareness (WH)

Transfer Path: Business (B), Economics (E)

Fall 2		See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	
ACC 102 Accounting Principles 2	4			4	(B)		ACC 101	
ECO 102 Microeconomics	3	SS	3	3	(B), (E)			
BUS/CIS 227 Decision Modeling	3					X	MTH 174: Math Prob and Stats 1 and Math Placement	
BUS 231 Principles of Management	3			3				
MTH 220 Applied Calculus or MTH 221 Calculus 1	3-4	M	3-4		(B), (E)	MTH 220 X	Math Placement	
Term credit totals:	16-17	6	6-7	10	6-10			
Program Totals (in credits):		Total Credits: 64		SUNY GER: 31-32		LAS: 31-32	Major: 32	Elective & Other: 3 Upper Division: Upper Division Major:

Spring 2		See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	
ACC 209 Management Accounting	3						Pre - ACC 101: Accounting Principles 1 and Pre-Co: BUS 160: Spreadsheet Applications or BUS 115: Intro to Business Analytics	
BUS 229 Operations Management	3			3		X	MTH 174: Math Prob and Stats 1 and BUS 231: Principles of Management	
Lab Science Elective	4	N	4					
HIS 150 American History to 1877 or HIS 151 American History Since 1877	3	D, U, CD	3					
General Education Elective	3	Any	3				varies	
Term credit totals:	16	10	10	3	0			
								Number of SUNY GER Categories:
								8

KEY **Cr:** credits **GER:** [SUNY General Education Requirement](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** Diversity: Equity, Inclusion, Social Justice (DEI), US History (US), Civic Discourse (CD), Communication (CM), World Language (WL), Humanities (H), Math (M), Natural Sciences (NS), Social Science (SS), The Arts (AR), World History and Global Awareness (WH)

Transfer Path: Business (B), Economics (E)

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

NOTE: CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.

- d) What is the institution's definition of "full-time" faculty?

The definition of "full-time" faculty at Jefferson Community College is determined by the number of either credit or contact hours taught per year. Full-time faculty teach either thirty (30) credit hours per year or thirty-six (36) contact hours per year.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Kazi Ahmed, Instructor of Business and Economics	BUS 115 BUS/CIS 227 Decision Modeling BUS 229	ECO 101: Microeconomics, ECO 102: Macroeconomics	Doctor of Philosophy - Southern Ill Univ Carbondale Master of Arts - The University of British Columbia UBC Vancouver Campus Bachelor of Science - University of Dhaka		
Jack Donato* Professor of Computer Science		CIS 114 Introductory Programming with R CIS 170 Introduction to Database	MS SUNY Potsdam BS SUNY Polytechnic AS Jefferson CC	MS Technology in Education BS Computer Science AS Computer Science	Has taught at Jefferson CC for 36 years
Dawn Robinson, Associate Professor of Business*		BUS 231	MST SUNY Potsdam BS Nazareth A.A.S, Jefferson Community College	MST Education BS Business and Distributive Education A.A.S, Retail Management	
Larry Danforth, Assistant Professor of Mathematics		MTH 174: Math Prob & Stats 1, MTH 184: Math Prob & Stats 2	MS Rochester Institute of Technology	Statistics	
Andy Draper, Assistant Professor of Mathematics		MTH 220: Applied Calculus MTH 221: Calculus 1	Master of Arts - Western Governors University Bachelor of Arts - SUNY College at Plattsburgh		
Richard Merryman, Associate Professor of Accounting		ACC 101: Accounting Principles 1, ACC 102: Accounting Principles 2, ACC 209: Management Accounting	Master of Business Administration - SUNY College at Oswego Bachelor of Science - SUNY College at Oswego Associate in Applied Science - Jefferson Community College		

Varies		ENG, HIS, Lab Science, Gen Ed courses,			
Part 2. Part-Time Faculty					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and					

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

Few additional resources are required for this degree program and consist of added minimal adjunct costs. Jefferson recently hired a Business and Economics faculty member with background and experience in analytics and capacity in his teaching load. The majority of this degree's coursework is currently being offered as part of the Accounting and Jefferson's three existing Liberal Arts-focused degrees (Business Administration, Humanities and Social Sciences, and Natural Science). Jefferson expects to make changes to other degree programs to allow for or include several of the new courses as restricted electives. Additionally, many courses are also General Education electives taken throughout campus. Where courses are shared there is existing capacity in current offerings.

Software, specifically R computer language and business intelligence applications, that will be used is available at no additional cost to the Institution

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
(a) <i>Personnel (including faculty and all others)</i>						
(b) <i>Library</i>						
(c) <i>Equipment</i>						
(d) <i>Laboratories</i>						
(e) <i>Supplies</i>						
(f) <i>Capital Expenses</i>						
(g) <i>Other (Specify):</i>						
(h) <i>Sum of Rows Above</i>						

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The College's Librarians have reviewed the needs of each new course. The lead faculty and the Librarians have determined that existing resources are sufficient for this new program.

- b) Describe the institution's response to identified collection needs and its plan for library development.

The library resources at Jefferson currently meet the needs of all coursework in this proposed curriculum

Section 7. External Evaluation

SUNY requires External Evaluation, by two evaluators, of undergraduate programs in the following instances: an associate degree program that requires a Degree Authorization or Master Plan Amendment, an associate degree program in engineering technology, an associate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field), and all baccalaureate degree programs. Additionally, External Evaluation may be requested for an associate degree or certificate program in a new or emerging field or in other extenuating circumstances.

For undergraduate programs, *External Evaluation Reports* are to be submitted to SUNY only if the proposal requires a Degree Authorization or Master Plan Amendment or if the proposal will be reviewed by the NYSED Office of the Professions and is in the discipline of engineering or engineering technology or in an allied health area unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field. Otherwise, the *External Evaluation Reports* are to be used by the campus to develop its proposal, but are not to be submitted as part of this program proposal. If not submitted to SUNY, the Chief Executive Officer or Chief Academic Officer signature on this document will serve as attestation that external evaluation was conducted.

Is *External Evaluation Report* submission to SUNY required? ☒ No ☐ Yes

If yes, please append the *External Evaluation Reports* to this proposal.

Section 8. Institutional Response to External Evaluator Reports

If *External Evaluation Report* submission to SUNY is required, please append a single *Institutional Response* following the *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

- a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
- two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
 - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree
SUNY Geneseo	42121 – Data Analytics	B.S.
SUNY New Paltz	39330 – Business Analytics	B.S.

- b) For a **proposed baccalaureate program**, document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as [SUNY Transfer Course Equivalency Tables](#) and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree

NOTE: Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs [here](#).

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? ☐ No ☒ Yes. If yes, **append** a completed [SUNY Distance Education Format Proposal](#) at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? ☒ No ☐ Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.
☒ No ☐ Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.
☒ No ☐ Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

List of Appended and/or Accompanying Items

- a) Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	<i>For multi-institution programs, a letter of approval from partner institution(s)</i>	Section 1, Item (e)
	<i>For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other applicable external standards</i>	Section 2.3, Item (e)
	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form</i>	Section 2.3, Item (e)
	<i>OPTIONAL: For programs leading directly to employment, letters of support from employers, if available</i>	Section 2, Item 2.3 (h)(2)
	<i>For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed</i>	Section 2, Item 7
	<i>For all programs, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)</i>	Section 3, Item (b)
	<i>For all programs with new courses in the major, syllabi for all new courses in a proposed undergraduate major</i>	Section 3, Item (c)
	<i>For programs requiring external instruction, a completed External Instruction Form and documentation required on that form</i>	Section 3, Item (d)
	<i>For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired</i>	Section 4, Item (b)
	<i>For all A.A. and A.S. programs, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; for baccalaureate programs that anticipate transfer student enrollment, documentation of seamless transfer with at least two SUNY two-year programs</i>	Section 9
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance, a Distance Education Format Proposal</i>	Section 10
	<i>For programs requiring an MPA, a Master Plan Amendment Form</i>	Section MPA-1

- b) Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to program.review@suny.edu that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

**JEFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO. 134-25

DATE: APRIL 2, 2025

**SUBJECT: DEACTIVATION AND DISCONTINUANCE OF PROGRAM
 ADDICTION STUDIES A.A.S.**

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the deactivation of the Addiction Studies A.A.S. program degree effective June 1, 2025.

BE IT FURTHER RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the subsequent discontinuance of the Addiction Studies A.A.S. degree effective June 1, 2028.



Proposal to Deactivate and/or Discontinue a Program

Form 5

Version 2014-11-17

To propose to deactivate and/or discontinue a registered academic program, a campus Chief Executive or Chief Academic Officer must submit **a signed a cover letter and this completed form** to the SUNY Provost at program.review@suny.edu. This form may be modified as needed for multiple programs.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 274800
	Institution's Name: Jefferson Community College
	Address: 1220 Coffeen Street, Watertown, NY 13601
b) Campus Contact	Name and title: Jerilyn Fairman, Provost, Vice President of Academic and Student Affairs and Chief Academic Officer Telephone and email: (315) 786-2235 jfairman@sunyjefferson.edu
c) Chief Executive or Chief Administrative Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation.
	Name and title: Dr. Daniel Dupee, President Signature and date:
	For programs that are registered jointly with another institution, all participating institutions must confirm their support of the deactivation and/or discontinuance.
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

General Notes

- Each deactivation and discontinuance must be approved by the SUNY Provost.
- If a proposed discontinued program is the sole program in a [HEGIS disciplinary area](#) at a campus, discontinuance [requires approval of the SUNY Board of Trustees](#), but the campus retains its master plan authority in that HEGIS disciplinary area, and the re-introduction of programs in that HEGIS disciplinary area would not require a Master Plan Amendment.

Definitions

Deactivation: A campus decides not to admit any new students to a program but wishes to maintain the program's registration. This may be done to reassess the need for the program or restructure the program or allow currently enrolled students to graduate. This action is internal to SUNY and limited in duration to no more than three years, by which time the program must be reactivated or discontinued.

Deactivation Effective Date: The first regular admission date for which new students will no longer be permitted to enroll in the program.

Discontinuance: A campus decides to stop offering a program and awarding a credential for its completion. After SUNY's review and approval, the program is removed from the State Education Department's *Inventory of Registered Programs* after all continuing students have completed it.

Discontinuance Effective Date: The last graduation date for which a credential for completion of the program is awarded. (SOURCE: [Memorandum to Presidents](#), Vol. 83, No. 11, dated August 26, 1983)

Please complete Parts I, II and III.

Part I. REQUEST

Specify the request for approval by checking (X) the appropriate box(es).

- [] **Deactivate a program:** The institution will not accept new students into the program as of the deactivation effective date entered in the table in Part II. The institution will contact the SUNY Provost at program.review@suny.edu within three years of the deactivation effective date to officially discontinue or reactivate the program.
- [X] **Deactivate and Discontinue a program:** The institution will not accept new students into the program as of the deactivation effective date entered in the table in Part II, and all continuing students will have completed the program by the later discontinuance effective date entered in the table in Part II. **NOTE:** If a campus finds that all continuing students will not have completed the program by the discontinuance effective date in the table in Part II, the campus will contact the SUNY Provost at program.review@suny.edu to revise the discontinuance effective date.
- [] **Discontinue a program:** The institution is prepared to discontinue the program on the discontinuance effective date entered in the table in Part II, at which time there will be no students enrolled in the program.

Part II. PROGRAM LIST

Complete the table below, expanding it as needed for more programs.

PROGRAM TITLE	AWARD (E.G., B.A.)	SED PROGRAM CODE	HEGIS CODE	DEACTIVATION EFFECTIVE DATE	DISCONTINUANCE EFFECTIVE DATE
1. Addiction Studies	A.A.S.	35775	5506.00	June 1, 2025	June 1, 2028

Part III. REASON(S) FOR REQUEST(S)

Provide reason(s) for requesting each deactivation and/or discontinuance. Address local, regional and System impact and, if applicable, describe any extenuating circumstances that may require additional accommodations for enrolled students (e.g., providing a teach-out agreement with another institution).

Addiction Studies A.A.S.

Jefferson Community College has been studying enrollment, retention, and graduation rates within the Addiction Studies Certificate.

- Enrollment in the Addiction Studies AAS has decreased from a high of 83 in fall 2014 to 20 students in fall 2024. The spring 2025 enrollment is currently 20 students.
- The program currently is operating at a net loss and many courses within the program run with enrollment of no more than 3-5 students.
- Each year approximately 8 students graduate within the program and entry level wages tend to be not much above minimum wage.
- Local employers indicate there is currently a preference for employees with earned social work credentials, who complete some additional non-credit or credit coursework (like contained in a microcredential) in the areas of addiction studies.

- The College is choosing to move the degree into a 2-3 smaller flexible microcredentials designed to meet the needs, experience, and background of the local workforce all of which fit easily into the College's Individual Studies program.

It is recommended that this A.A.S. degree be deactivated and then discontinued.

Governance:

The deactivation and discontinuance has followed the traditional governance path used at Jefferson.

- In early January the Education and Public Service Department approved the deactivation and discontinuance moving its recommendation to the Liberal Arts Division.
- At the Liberal Arts Division meeting on January 30, 2025, members of the division voted to deactivate and discontinue the Addiction Studies A.A.S. program. The Division reviewed available data and discussed alternative pathways to a CASAC credential.
- The recommendation moved to the College's Curriculum Committee in February and the College Senate in March where it was approved by both bodies.

If approved add in summary of Board Action would go in here before sending.

Teach Out Planning:

The faculty and chair overseeing the degree program have developed a teach out plan for the students remaining in the program using existing College resources (existing full-time and adjunct faculty).

It is recommended that this degree be deactivated effective June 1, 2025 and discontinued effective June 1, 2028.

**JEFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO. 135-25

DATE: APRIL 2, 2025

**SUBJECT: DEACTIVATION AND DISCONTINUANCE OF PROGRAM
 HOSPITALITY AND TOURISM A.A.S.**

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the deactivation of the Hospitality and Tourism A.A.S. program degree effective June 1, 2025.

BE IT FURTHER RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the subsequent discontinuance of the Hospitality and Tourism A.A.S. degree effective June 1, 2028.



Proposal to Deactivate and/or Discontinue a Program

Form 5

Version 2014-11-17

To propose to deactivate and/or discontinue a registered academic program, a campus Chief Executive or Chief Academic Officer must submit **a signed a cover letter and this completed form** to the SUNY Provost at program.review@suny.edu. This form may be modified as needed for multiple programs.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 274800
	Institution's Name: Jefferson Community College
	Address: 1220 Coffeen Street, Watertown, NY 13601
b) Campus Contact	Name and title: Jerilyn Fairman, Provost, Vice President of Academic and Student Affairs and Chief Academic Officer Telephone and email: (315) 786-2235 jfairman@sunyjefferson.edu
c) Chief Executive or Chief Administrative Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation.
	Name and title: Dr. Daniel Dupee, President Signature and date:
	For programs that are registered jointly with another institution, all participating institutions must confirm their support of the deactivation and/or discontinuance.
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

General Notes

- Each deactivation and discontinuance must be approved by the SUNY Provost.
- If a proposed discontinued program is the sole program in a [HEGIS disciplinary area](#) at a campus, discontinuance [requires approval of the SUNY Board of Trustees](#), but the campus retains its master plan authority in that HEGIS disciplinary area, and the re-introduction of programs in that HEGIS disciplinary area would not require a Master Plan Amendment.

Definitions

Deactivation: A campus decides not to admit any new students to a program but wishes to maintain the program's registration. This may be done to reassess the need for the program or restructure the program or allow currently enrolled students to graduate. This action is internal to SUNY and limited in duration to no more than three years, by which time the program must be reactivated or discontinued.

Deactivation Effective Date: The first regular admission date for which new students will no longer be permitted to enroll in the program.

Discontinuance: A campus decides to stop offering a program and awarding a credential for its completion. After SUNY's review and approval, the program is removed from the State Education Department's *Inventory of Registered Programs* after all continuing students have completed it.

Discontinuance Effective Date: The last graduation date for which a credential for completion of the program is awarded. (SOURCE: [Memorandum to Presidents](#), Vol. 83, No. 11, dated August 26, 1983)

Please complete Parts I, II and III.

Part I. REQUEST

Specify the request for approval by checking (X) the appropriate box(es).

- ☐ **Deactivate a program:** The institution will not accept new students into the program as of the deactivation effective date entered in the table in Part II. The institution will contact the SUNY Provost at program.review@suny.edu within three years of the deactivation effective date to officially discontinue or reactivate the program.
- ☒ **Deactivate and Discontinue a program:** The institution will not accept new students into the program as of the deactivation effective date entered in the table in Part II, and all continuing students will have completed the program by the later discontinuance effective date entered in the table in Part II. **NOTE:** If a campus finds that all continuing students will not have completed the program by the discontinuance effective date in the table in Part II, the campus will contact the SUNY Provost at program.review@suny.edu to revise the discontinuance effective date.
- ☐ **Discontinue a program:** The institution is prepared to discontinue the program on the discontinuance effective date entered in the table in Part II, at which time there will be no students enrolled in the program.

Part II. PROGRAM LIST

Complete the table below, expanding it as needed for more programs.

PROGRAM TITLE	AWARD (E.G., B.A.)	SED PROGRAM CODE	HEGIS CODE	DEACTIVATION EFFECTIVE DATE	DISCONTINUANCE EFFECTIVE DATE
1. Hospitality and Tourism	A.A.S.	92372	5011.10	June 1, 2025	June 1, 2028

Part III. REASON(S) FOR REQUEST(S)

Provide reason(s) for requesting each deactivation and/or discontinuance. Address local, regional and System impact and, if applicable, describe any extenuating circumstances that may require additional accommodations for enrolled students (e.g., providing a teach-out agreement with another institution).

Hospitality and Tourism A.A.S.

Rationale

Jefferson Community College has been studying enrollment, retention, and graduation rates within the Hospitality and Tourism A.A.S Program and believes this program is no longer viable based upon the following data:

- The program is running annually in a negative financial position.
- Since 2015 the program has decreased in fall enrollment from a high of 64 to a low of 27. Fall headcount enrollment has averaged 29 (total enrollment all students) over the past 4 years with 2024-2025 academic year overall FTE at under 22. There are currently (February 28, 2025) 25 students in this program.
- The three-year average of incoming fall students into Hospitality and Tourism A.A.S. is 12.0.
- The program graduates around 7 students each year.
- While there are available entry level jobs, most do not require any degree, and wages are typically no more than a few dollars above minimum wage. Many jobs in this area are either within chain restaurants or are seasonal in the Thousand Islands.

- The College has the ability to offer microcredential coursework in areas requested regularly by employers, specifically in areas such as food and kitchen safety and basic cooking and baking methods.

Governance:

For many years, Jefferson Community College has been discussing the issue of lowly-enrolled programs. In early 2022, then College President Dr. Ty Stone and her vice presidents identified programs with at least a 25% enrollment decline, labeling these degrees as “Programs of Concern.” Hospitality and Tourism A.A.S was included as one of the identified programs. In February 2022, faculty and program leads for the Hospitality and Tourism degree were tasked with creating and implementing 12- and 36-month plans aimed at increasing enrollment. Despite these efforts, this program did not show consistent improvements in enrollment over the given period.

This academic year, the College initiated an academic program prioritization process (APP), which evaluated programs operating at a net deficit with enrollment of fewer than 36 students. Metrics for student demand, student outcomes, and employer demand were established, and all data was shared with program leads, departments, faculty, and the entire campus. The APP process was comprehensive, inclusive, and transparent, involving the entire campus community. Program leads, departments, and faculty submitted response reports and were given the opportunity to revise or deactivate their programs. At the conclusion of the review, the President’s Cabinet chose to continue working toward deactivation of the Hospitality and Tourism A.A.S program.

At the department and division levels, faculty voted to continue the program. However, the President’s Cabinet recommended the deactivation of the Hospitality and Tourism program and brought the motion to the College Faculty Senate. The resulting Senate resolution did not pass (25 Yes, 60 No, 8 Abstain). The Senate acts as a recommending body to the College President, who, along with the Cabinet, recommended deactivation to the Board of Trustees.

If approved add in summary of Board Action would go in here before sending.

Teach Out Planning:

The AVP of STEM, Health Professions, and Business has developed a teach out plan for the students remaining in the program using existing College resources (existing full-time and adjunct faculty).

It is recommended that this degree be deactivated effective June 1, 2025 and discontinued effective June 1, 2028.

**JEFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO. 136-25

DATE: APRIL 2, 2025

**SUBJECT: DEACTIVATION OF PROGRAM
 ZOO TECHNOLOGY A.A.S.**

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the deactivation of the Zoo Technology A.A.S. program degree effective June 1, 2025.



Proposal to Deactivate and/or Discontinue a Program

Form 5

Version 2014-11-17

To propose to deactivate and/or discontinue a registered academic program, a campus Chief Executive or Chief Academic Officer must submit **a signed a cover letter and this completed form** to the SUNY Provost at program.review@suny.edu. This form may be modified as needed for multiple programs.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 274800
	Institution's Name: Jefferson Community College
	Address: 1220 Coffeen Street, Watertown, NY 13601
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c) Chief Executive or Chief Administrative Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation.
	Name and title: Dr. Daniel Dupee, President Signature and date:
	For programs that are registered jointly with another institution, all participating institutions must confirm their support of the deactivation and/or discontinuance.
	Partner institution's name and 6-digit SED Code : Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

General Notes

- Each deactivation and discontinuance must be approved by the SUNY Provost.
- If a proposed discontinued program is the sole program in a [HEGIS disciplinary area](#) at a campus, discontinuance [requires approval of the SUNY Board of Trustees](#), but the campus retains its master plan authority in that HEGIS disciplinary area, and the re-introduction of programs in that HEGIS disciplinary area would not require a Master Plan Amendment.

Definitions

Deactivation: A campus decides not to admit any new students to a program but wishes to maintain the program's registration. This may be done to reassess the need for the program or restructure the program or allow currently enrolled students to graduate. This action is internal to SUNY and limited in duration to no more than three years, by which time the program must be reactivated or discontinued.

Deactivation Effective Date: The first regular admission date for which new students will no longer be permitted to enroll in the program.

Discontinuance: A campus decides to stop offering a program and awarding a credential for its completion. After SUNY's review and approval, the program is removed from the State Education Department's *Inventory of Registered Programs* after all continuing students have completed it.

Discontinuance Effective Date: The last graduation date for which a credential for completion of the program is awarded. (SOURCE: [Memorandum to Presidents](#), Vol. 83, No. 11, dated August 26, 1983)

Please complete Parts I, II and III.

Part I. REQUEST

Specify the request for approval by checking (X) the appropriate box(es).

- [☒] **Deactivate a program:** The institution will not accept new students into the program as of the deactivation effective date entered in the table in Part II. The institution will contact the SUNY Provost at program.review@suny.edu within three years of the deactivation effective date to officially discontinue or reactivate the program.
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- [☐] **Discontinue a program:** The institution is prepared to discontinue the program on the discontinuance effective date entered in the table in Part II, at which time there will be no students enrolled in the program.

Part II. PROGRAM LIST

Complete the table below, expanding it as needed for more programs.

PROGRAM TITLE	AWARD (E.G., B.A.)	SED PROGRAM CODE	HEGIS CODE	<u>DEACTIVATION</u> EFFECTIVE DATE	<u>DISCONTINUANCE</u> EFFECTIVE DATE
1. Zoo Technology	A.A.S.	22243	5403.00	June 1, 2025	

Part III. REASON(S) FOR REQUEST(S)

Provide reason(s) for requesting each deactivation and/or discontinuance. Address local, regional and System impact and, if applicable, describe any extenuating circumstances that may require additional accommodations for enrolled students (e.g., providing a teach-out agreement with another institution).

Zoo Technology A.A.S.

Rationale

Jefferson Community College has been studying enrollment, retention, and graduation rates within the Zoo Technology A.A.S Program and believes this program is no longer viable based upon the following data:

- The program is running annually in a negative financial position of more than \$100,000.
- Fall headcount enrollment has averaged 25 (total enrollment all students) over the past 4 years with 2024-2025 overall FTE at under 25. There are currently only 24 students in this program.
- The three-year average of incoming fall students into Zoo Technology A.A.S. is 11.3.
- The program has graduated 7 or fewer students in 9 of the 10 previous years.
- There are not many entry level jobs for students earning this degree and wages are typically minimum wage.
- As an A.A.S, the degree does not transfer well into biology or zoology programs as it does not satisfy either the transfer path requirements or the (AA/AS) SUNY General Education Framework.

Governance:

For many years, Jefferson Community College has been discussing the issue of lowly-enrolled programs, including the Zoo Technology A.A.S degree. In early 2022, then College President Dr. Ty Stone and her vice presidents identified programs with at least a 25% enrollment decline, labeling these degrees as “Programs of Concern.” In February 2022, faculty and program leads within Zoo Technology (a program of concern) were tasked with creating and implementing 12- and 36-month plans aimed at increasing enrollment. Despite these efforts, the Zoo Technology program did not show consistent improvements in enrollment over the given period.

This academic year, the College initiated an academic program prioritization process (APP), which evaluated programs operating at a net deficit with enrollment of fewer than 36 students. Metrics for student demand, student outcomes, and employer demand were established, and all data was shared with program leads, faculty, and the entire campus. Zoo Technology A.A.S. was again identified as a “Program of Concern.” The APP process was comprehensive, inclusive, and transparent, involving the entire campus community. Program leads, departments, and faculty submitted response reports and were given the opportunity to revise or deactivate their programs. At the conclusion of the review, the President’s Cabinet chose to continue working toward deactivation of the Zoo Technology A.A.S program.

At the department and division levels, faculty voted to continue the program. However, the President’s Cabinet recommended the deactivation of the Zoo Technology program and brought the motion to the College Faculty Senate. The resulting Senate resolution did not pass (20 Yes, 61 No, 10 Abstain). The Senate acts as a recommending body to the College President, who, along with the Cabinet, recommended deactivation to the Board of Trustees.

If approved add in summary of Board Action would go in here before sending.

Teach Out Planning:

The AVP of STEM, Health Professions, and Business has developed a teach out plan for the students remaining in the program using existing College resources (existing full-time and adjunct faculty). The program is largely cohorted and so completing students in a 3 year teachout will be straightforward.

It is recommended that this degree be deactivated. An additional decision regarding reactivation or discontinuance will be made prior to the conclusion of the fall 2027 semester in order to potentially discontinue the program effective the end of spring 2028.

**JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES**

RESOLUTION NO.: 137-25

DATE: April 2, 2025

SUBJECT: RATIFICATION OF CONTRACTS
Affila Group
BPAS Actuarial & Pension Services
EduRoam
Empire State Library Network
Jefferson-Lewis BOCES
KnowBe4
Laerdal Medical Corporation
Onondaga Community College
Vinciguerra Consulting Group

WHEREAS, pursuant to Jefferson Community College Board of Trustees Resolution No. 128-89, the College President approved the following contractual agreements, copies of which are attached hereto:

Affila Group
(consulting services, grant research)

BPAS Actuarial & Pension Services
(consulting services, financial operations)

EduRoam
(participating institution agreement, roaming wireless network services)

Empire State Library Network
(membership agreement, library services)

Jefferson-Lewis BOCES
(shared services contract, lewis county education center)

KnowBe4
(participating institution agreement, cyber security trainings)

Laerdal Medical Corporation
(subscription agreement, nursing program)

Onondaga Community College
(grant agreement amendment, strengthening community colleges training)

Vinciguerra Consulting Group
(leadership development speaker series, center for professional excellence)

THEREFORE, BE IT RESOLVED, that the Jefferson Community College Board of Trustees does hereby recognize and ratify the aforementioned agreements.