JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **142-26**

DATE: **MAY 6, 2026**

SUBJECT: **2025-2026 BUDGET AMENDMENT ENHANCING SUPPORTS AND SERVICES FOR STUDENTS WITH DISABILITIES FOR POSTSECONDARY SUCCESS**

GRANT PERIOD: **SEPTEMBER 1, 2025 – AUGUST 31, 2026**

WHEREAS, funds have been received from the NYS State Education Department (SED) to supplement existing supports and accommodations for SWDs in order to expand such supports and services provided by SUNY;

WHEREAS, the initiative will support college prep programs to assist SWDs in transitioning to college and prepare them to navigate the campus facilities and system, provide full and part-time faculty and staff at SUNY with disability training; and/or to improve the identification process of SWDs and enhance data collection capabilities at SUNY;

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

INCREASE REVENUE:

NYS SED SWDPS Grant- State Grants & Contracts	2649-3011-5420	$ 16,000.00
Total Revenue Increase		**$ 16,000.00**

INCREASE EXPENDITURE:

NYS SED- SWDPS Grant – Printing	2649-3011-7104	$ 500.00
NYS SED- SWDPS Grant- Supplies Instructional	2649-3011-7108	2,500.00
NYS SED- SWDPS Grant- Student Recruitment	2649-3011-7247	2,000.00
NYS SED- SWDPS Grant- Travel	2649-3011-7250	9,000.00
NYS SED- SWDPS Grant- Workshops & Seminars	2649-3011-7253	$ 2,000.00
Total Expenditure Increase		**$ 16,000.00**

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **143-26**

DATE: **MAY 6, 2026**

SUBJECT: **2025-2026 BUDGET AMENDMENT**
SUNY MVCC 202.32 GRANT

GRANT PERIOD: **FEBRUARY 6, 2026 – DECEMBER 31, 2029**

WHEREAS, funds have been received from the State University of New York (SUNY) to support marketing activities, including industry roundtables, and curriculum development for apprenticeships;

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

INCREASE REVENUE:

SUNY MVCC 202.32 - State Grants	2681-3011-5420	$	7,200.00
	Total Revenue Increase	**$**	**7,200.00**

INCREASE EXPENDITURE:

SUNY MVCC 202.32 - Instructional Supplies	2681-3011-7108	$	500.00
SUNY MVCC 202.32 - Indirect Cost	2681-3011-7231		1,200.00
SUNY MVCC 202.32 - Scholarship Awards	2681-3011-7512	$	5,500.00
	Total Expenditure Increase	**$**	**7,200.00**

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **144-26**

DATE: **MAY 6, 2026**

SUBJECT: **2025-2026 BUDGET AMENDMENT**
SUNY WORKFORCE DEVELOPMENT TRAINING

GRANT PERIOD: **MARCH 30, 2026 – APRIL 03, 2026**

WHEREAS, the College has received funding from SUNY Workforce Development to provide various trainings to employers;

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

INCREASE REVENUE:		
SUNY WDT Grant– Local Grants & Contracts	2701-3011-5420	$ 9,450.00
Total Revenue Increase		**$ 9,450.00**
INCREASE EXPENDITURE:		
SUNY WDT Grant- Indirect Cost	2701-3011-7231	2,400.00
SUNY WDT Grant- Scholarship Awards	2701-3011-7512	$ 7,050.00
Total Expenditure Increase		**$ 9,450.00**

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **145-26**

DATE: **MAY 6, 2026**

SUBJECT: **STUDENT RECEIVABLE WRITE-OFF**

WHEREAS, in compliance with generally accepted accounting principles, the College should not retain as accounts receivable balances that are deemed to be un-collectable, and;

WHEREAS, the accounts receivable balances set forth in the attached schedule are deemed to by un-collectable;

THEREFORE BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the adjustment of the tuition receivable accounts in the amount of $ 603,675.28.

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **146-26**

DATE: **May 6, 2026**

SUBJECT: **APPROVAL OF PROGRAM REVISIONS**
Accounting A.A.S.

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves revisions to the Accounting A.A.S. degree program as outlined in the attached proposal.

Associate in Applied Science

Program Name: Accounting

Total Credits 60 (Must be at least 60 and no more than 64)

- ✓ Reviewed and either affirmed or changed

Program Learning Outcomes

- ✓ Reviewed and either affirmed or changed

Liberal Arts Coursework

- ✓ Liberal Arts Coursework is at least 1/3 of program

General Education Coursework

- ✓ 20 credits total **MUST be only from Knowledge and Skill Areas (Not Competencies)**
- ✓ Communication – Written and Oral
- ✓ DEISJ
- ✓ Mathematics
- ✓ Natural Sciences

INT 111 – College Foundations

- ✓ Graduation Requirement

Curriculum Map

- ☐ Curriculum Map revised

Program Learning Outcomes

PLO 1	Develop the ability to utilize the accounting cycle to record transactions, process information, and prepare financial statements for a business.
PLO 2	Demonstrate the ability to organize, analyze, manage, and disseminate information.
PLO 3	Demonstrate communication, interpersonal, research, and organizational skills, and/or the ability to work as part of a team.
PLO 4	
PLO 5	

Transfer Path/s: Not applicable

Transfer Path Courses (Not required for AAS. Only use if the AAS is designed to transfer):

See https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/

Accounting AAS
Fall 2026

Current Program	Cr Hrs		Revised Program	Cr Hrs	*Attribute/s
MAJOR REQUIREMENTS (35 credit hours)			**MAJOR REQUIREMENTS (35 credit hours)**		
ACC 101-Accounting Principles 1	4		ACC 101-Accounting Principles 1	4	
ACC 102-Accounting Principles 2	4		ACC 102-Accounting Principles 2	4	
ACC 200 -Intermediate Accounting Principles	4		ACC 200 -Intermediate Accounting Principles	4	
ACC 208-Cost Accounting	4		ACC 208-Cost Accounting	4	
ACC 209-Management Accounting	3		ACC 209-Management Accounting	3	
ACC 220-Accounting Information Systems	3		ACC 220-Accounting Information Systems	3	
Accounting Elective or BUS Elective	3		Accounting Elective or BUS Elective	3	
BUS 112 Introduction to Business	3		BUS 112 Introduction to Business	3	
BUS 160- Spreadsheet Applications	3		BUS 160- Spreadsheet Applications	3	
BUS 211- Business Law 1	3		BUS 211- Business Law 1	3	
BUS 157- Professional Development and Skills Seminar	1		BUS 157- Professional Development and Skills Seminar	1	
LIBERAL ARTS REQUIREMENTS (24 credit hours)			**LIBERAL ARTS REQUIREMENTS (24 credit hours)**		
MTH 154-Quantitative Reasoning, or higher	3		MTH 154-Quantitative Reasoning, or higher	3	M, LA
Mathematics or Science Elective	3		Mathematics or Science Elective	3	LA
Science or Lab Science Elective from SUNY Gen Ed Natural Science and Scientific Reasoning	3		Science or Lab Science Elective from SUNY Gen Ed Natural Science and Scientific Reasoning	3	N, LA
ENG 101-Research and Composition	3		ENG 101-Research and Composition	3	C, IL, LA
English Elective from SUNY Gen Ed Humanities or The Arts (Recommended ENG 102)	3		English Elective from SUNY Gen Ed Humanities or The Arts (Recommended ENG 102)	3	LA H or A
Economics Elective	3		ECO 101 – Macroeconomics or ECO 102 – Microeconomics	3	LA, S, CD
Critical Thinking, Liberal Arts Elective (Recommended PSY 133-Intro to Psychology)	3		Humanities or Social Science Elective from SUNY Gen Ed Critical thinking and Reasoning AND one of the following: The Arts, Humanities,	3	LA, CT A, H, S, U, W

Current Program	Cr Hrs		Revised Program	Cr Hrs	*Attribute/s
			Social Sciences, US History and Civic Engagement, or World History and Global Awareness (recommend PSY 133)		
Liberal Arts elective from SUNY Gen Ed Diversity, Equity, Inclusion and Social Justice, recommend HIS 150 or 151	3		Liberal Arts elective from SUNY Gen Ed Diversity, Equity, Inclusion and Social Justice, recommend HIS 150 or 151	3	LA, D
GRADUATION REQUIREMENT (1 credit hour)			**GRADUATION REQUIREMENT (1 credit hour)**		
INT 111-College Foundations	1		INT 111-College Foundations	1	
Total Credits	**60**		**Total Credits**	**60**	
Total Liberal Arts Credits	**24**		**Total Liberal Arts Credits**	**24**	
Total General Education Credits	**21**		**Total General Education Credits**	**21**	

Liberal Arts Courses

Subject	NYSED Liberal Arts Category
Anthropology	Social Science
Art	Humanities
Economics	Social Science
English	Humanities
Geography	Social Science
History	Social Science
Mathematics	Mathematics
Music	Humanities
Philosophy	Humanities
Political Science	Social Science
Psychology	Social Science
Sciences (All)	Sciences/Lab Sciences
Sociology	Social Science
Speech and Theater Arts	Humanities
World Languages (All)	Humanities

*Attribute Key (Use all that apply)

Code	Curriculum Map	Category Name		Other Requirements
LA		Liberal Arts		
TP		Transfer Path		*Liberal Arts Requirements*
M	**M&QR#**	**Mathematics and Quantitative Reasoning**		AOS = 0 Credits
N	**NS#**	**Natural Science and (Scientific Reasoning)**		AAS = 1/3 of total credits
C	**Comm#**	**Communication - Written and oral**		AS = 1/2 of total credits
D	**DEISJ#**	**Diversity: Equity, Inclusion, and Social Justice**		AA = 3/4 of total credits
A	**Arts**	The Arts		*General Education Requirements* *4 Required areas +*
H	**Hum**	Humanities		
S	**SS**	Social Sciences		
U	**US&CE**	US History and Civic Engagement		
W	**WH&GA**	World History and Global Awareness		AOS = Infused 4 required
L	**WL**	World Languages		AAS = 20 credits
CT	**Crit Thinking**	Critical thinking and Reasoning		AS/AA = 30 credits
IL	**Info Lit**	Information Literacy		
CD	**Civic Discourse**	Civic Discourse		

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **147-26**

DATE: **May 6, 2026**

SUBJECT: **APPROVAL OF PROGRAM REVISIONS**
Computer Information Systems A.S.

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves revisions to the Computer Information Systems A.S. degree program as outlined in the attached proposal.

Associate in Science

Program Name: Computer Information Systems

Total Credits _____ (Must be at least 60 and no more than 64)

- ☐ Reviewed and either affirmed or changed

Program Learning Outcomes

- ☐ Reviewed and either affirmed or changed

Liberal Arts Coursework

- ☐ Liberal Arts Coursework is at least 50% of program

General Education Knowledge and Skills Areas

- ☐ A minimum of 7 of 10 categories of knowledge and skills are required for AA, AS, and all baccalaureate-degree programs.
- ☐ The following four knowledge and skills areas are required for all undergraduate degree programs:
    1. Communication – Written and Oral
    2. Diversity: Equity, Inclusion, and Social Justice
    3. Mathematics (and Quantitative Reasoning)
    4. Natural Sciences (and Scientific Reasoning)
- ☐ A minimum of three of the following six are required for AA, AS, and all baccalaureate degree programs.
    1. Humanities
    2. Social Sciences
    3. The Arts
    4. US History and Civic Engagement
    5. World History and Global Awareness
    6. World Languages

General Education Core Competencies

- ☐ The following Core Competencies are required for all undergraduate programs:
    1. Critical Thinking and Reasoning (fall 2023)
    2. Information Literacy (fall 2023)
    3. Civic Discourse (fall 2026)

Transfer Path

- ☐ Courses included in Program

INT 111 – College Foundations

- ☐ Graduation Requirement

Curriculum Map

- ☐ Curriculum Map revised

Program Learning Outcomes

PLO 1	Develop skills in analysis and design for systems
PLO 2	Build programs using an object-oriented approach
PLO 3	Hone problem-solving skills and use algebraic methods
PLO 4	Perform quantitative analysis

Transfer Path/s: N/A

Transfer Path Courses:

See https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/

Computer Information Systems, A.S.
Effective Fall 2026

Current Program	Cr Hrs		Revised Program	Cr Hrs	*Attribute/s
Major Requirements			**Major Requirements**		
CIS 111 – Operating System Environments	**2**		CIS 103 – Information Technology Fundamentals	**3**	
CIS 116 – Introductory Programming	**3**		CIS 116 – Introductory Programming	**3**	CT
CIS 216 – Advanced Programming	**4**		CIS 216 – Advanced Programming	**4**	
CIS 250 – Data Structures	**3**		CIS 250 – Data Structures	**3**	
ACC 101 – Accounting Principles 1	**4**		ACC 101 – Accounting Principles 1	**4**	
ACC 102 – Accounting Principles 2	**4**		ACC 102 – Accounting Principles 2	**4**	
Restricted Elective: Choose a course from MTH, BIO, CHE, GEO, PHY, SCI or BUS 112, BUS 131, or BUS 150	**3**		Restricted Elective: (*select from CIS, NET, CYB, MTH, BIO, CHE, GEO, PHY, SCI, BUS 112, BUS 231, or BUS 150*)	**3**	
Technology Elective (*select from CIS or NET*)	**3**		CIS 232 – Systems Development	**4**	
Liberal Arts Requirements			**Liberal Arts Requirements**		
ENG 101 – Research and Composition	**3**		ENG 101 – Research and Composition	**3**	C, LA, IL
ENG 102 – Literature and Composition	**3**		ENG 102 – Literature and Composition	**3**	H, LA
ENG 218 – Technical and Professional Writing	**3**		ENG 218 – Technical and Professional Writing	**3**	LA
ECO 101 – Macroeconomics **OR** ECO 102 - Microeconomics	**3**		ECO 101 – Macroeconomics **OR** ECO 102 - Microeconomics	**3**	SS, CD, LA, D
Humanities Elective	**3**		Humanities Elective[1]	**3**	A, W, LA
Humanities/Social Science Elective (*select from Diversity, Equity, Inclusion Gen. Ed. list*)	**3**		Humanities/Social Science Elective[2]	**3**	D, LA
MTH 174 Probability and Statistics 1	**3**		MTH 174 Probability and Statistics 1	**3**	M, LA, CT
MTH 165 – College Algebra and Trigonometry **OR** MTH 185 – Precalculus **OR** MTH 221 – Calculus 1	**4**		MTH 165 – College Algebra and Trigonometry **OR** MTH 185 – Precalculus **OR** MTH 221 – Calculus 1	**4**	M, LA
Mathematics Electives (*select from MTH 165 or higher*)	**3**		Mathematics Electives (*select from MTH 165 or higher*)	**3**	M, LA
Science Elective (*select from Natural Sciences Gen. Ed. list*)	**3**		Science Elective (*select from Natural Sciences Gen. Ed. list*)	**3**	N, LA
Lab Science Elective (*select from Natural Sciences Gen. Ed. list*)	**4**		Lab Science Elective (*select from Natural Sciences Gen. Ed. list*)	**4**	N, LA
Free Elective Requirements					
Free Elective (*INT 111 if required*)	**3**				

Current Program	Cr Hrs		Revised Program	Cr Hrs	*Attribute/s
Total Credits	**64**		**Total Credits**	**63**	
			Total Liberal Arts Credits	**35**	
			Total General Education Credits	**32**	
[1]Select from the areas of The Arts or World Language in the SUNY General Education Course List [2]Course must be an elective selected from the area of Diversity: Equity, Inclusion, and Social Justice in the SUNY General Education Course Listing.			[1]Select from the areas of The Arts or World Language in the SUNY General Education Course List [2]Select from any of the following SUNY General Education course lists: The Arts, Humanities, Social Sciences, US History and Civic Engagement, World History and Global Awareness, or World Languages; course must be selected from Diversity: Equity, Inclusion, and Social Justice list if ECO 102 is used to satisfy the economics requirement		

Liberal Arts Courses

Subject	NYSED Liberal Arts Category
Anthropology	Social Science
Art	Humanities
Economics	Social Science
English	Humanities
Geography	Social Science
History	Social Science
Mathematics	Mathematics
Music	Humanities
Philosophy	Humanities
Political Science	Social Science
Psychology	Social Science
Sciences (All)	Sciences/Lab Sciences
Sociology	Social Science
Speech and Theater Arts	Humanities
World Languages (All)	Humanities

*Attribute Key (Use all that apply)

Code	Curriculum Map	Category Name		Other Requirements
LA		Liberal Arts		
TP		Transfer Path		*Liberal Arts Requirements*
M	**M&QR#**	**Mathematics and Quantitative Reasoning**		AOS = 0 Credits
N	**NS#**	**Natural Science and (Scientific Reasoning)**		AAS = 1/3 of total credits
C	**Comm#**	**Communication - Written and oral**		AS = 1/2 of total credits
D	**DEISJ#**	**Diversity: Equity, Inclusion, and Social Justice**		AA = 3/4 of total credits
A	**Arts**	The Arts		*General Education Requirements* *4 Required areas +*
H	**Hum**	Humanities		
S	**SS**	Social Sciences		
U	**US&CE**	US History and Civic Engagement		
W	**WH&GA**	World History and Global Awareness		AOS = Infused 4 required
L	**WL**	World Languages		AAS = 20 credits
CT	**Crit Thinking**	Critical thinking and Reasoning		AS/AA = 30 credits
IL	**Info Lit**	Information Literacy		
CD	**Civic Discourse**	Civic Discourse		

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **148-26**

DATE: **May 6, 2026**

SUBJECT: **APPROVAL OF PROGRAM REVISIONS**
Computer Information Technology A.A.S.

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves revisions to the Computer Information Technology A.A.S. degree program as outlined in the attached proposal.

Associate in Applied Science

Program Name: Computer Information Technology

Total Credits _____ (Must be at least 60 and no more than 64)

- ☐ Reviewed and either affirmed or changed

Program Learning Outcomes

- ☐ Reviewed and either affirmed or changed

Liberal Arts Coursework

- ☐ Liberal Arts Coursework is at least 1/3 of program

General Education Coursework

- ☐ 20 credits total **MUST be only from Knowledge and Skill Areas (Not Competencies)**
- ☐ Communication – Written and Oral
- ☐ DEISJ
- ☐ Mathematics
- ☐ Natural Sciences

INT 111 – College Foundations

- ☐ Graduation Requirement

Curriculum Map

- ☐ Curriculum Map revised

Program Learning Outcomes

PLO 1	Apply foundational knowledge and concepts relevant to the field of information technology
PLO 2	Analyze problems and make informed decisions using logical reasoning and appropriate information sources
PLO 3	Communicate information effectively using methods appropriate to the audience, purpose, and context
PLO 4	Demonstrate professional conduct and ethical responsibility in technology-related environments

Transfer Path/s: N/A

Transfer Path Courses (Not required for AAS. Only use if the AAS is designed to transfer):

See https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/

Computer Information Technology, A.A.S.
Effective Fall 2026

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
Major Requirements		**Major Requirements**	37	
CIS 100 – Information Technology Orientation	**1**	CIS 103 – Information Technology Fundamentals	**3**	
CIS 110 – Introduction to Computing and Applications	**3**	CIS 110 – Introduction to Computing and Applications	**3**	
CIS 111: Operating System Environments	**2**	CIS 111 – Linux Operating Systems	**3**	
CIS 116: Introductory Programming	**3**	CIS 116: Introductory Programming	**3**	CT
CIS 119: Introduction to Web Page Design	**3**	CIS 119: Introduction to Web Development	**3**	
CIS 210 – Advanced Computing with Microcomputers	**3**	CIS 170 – Introduction to Database	**3**	
CIS 212: Analysis and Logical Design	**3**	CIS 232 – Systems Development **OR** CIS 275 – Information Technology Internship	**3**	
CIS 222: Physical Design and Implementation	**3**			
CIS 216: Advanced Programming	**4**	CIS 216: Advanced Programming	**4**	
CIS 221: Computer Architecture	**3**	CIS, NET, or CYB Elective	**3**	
NET 100: Networking Fundamentals	**3**	NET 100: Networking Fundamentals	**3**	
NET 131: Local Area Networks	**3**	NET 131: Routing and Switching	**3**	
BUS 112: Introduction to Business	**3**	BUS 112: Introduction to Business	**3**	
Liberal Arts Requirements		**Liberal Arts Requirements**	**25**	
ECO 101: Macroeconomics **OR** ECO 102: Microeconomics	**3**	ECO 101: Macroeconomics **OR** ECO 102: Microeconomics	**3**	SS, CD, LA, D
ENG 101: Research and Composition	**3**	ENG 101: Research and Composition	**3**	C, LA, IL
ENG 218: Technical and Professional Writing	**3**	ENG 218: Technical and Professional Writing	**3**	LA
MTH 155: Algebra, Functions & Modeling **OR** higher	**3**	MTH 154 Quantitative Reasoning **OR** higher	**3**	M, LA
Lab Science Elective	**4**	Natural Science Lab Elective	**4**	N, LA
Mathematics Elective	**3**	MTH 144 Elementary Statistics **OR** MTH 174 Mathematical Probability and Statistics 1	**3**	M, LA, CT
Social Science **OR** Humanities Elective[1]	**3**	Social Science **OR** Humanities Elective[1]	**3**	LA, D and (S or H or W)
		SUNY Gen Ed Elective	**3**	
Free Elective Requirements		**Free Elective Requirements**		
Free Elective	**3**			
Total Credits	**62**	**Total Credits**	**62**	
		Total Liberal Arts Credits	**22**	

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
		Total General Education Credits	**22**	
[1]Course must be an elective selected from the area of Diversity: Equity, Inclusion, and Social Justice in the SUNY General Education Course Listing.		[1]Course must be an elective selected from the area of Diversity: Equity, Inclusion, and Social Justice in the SUNY General Education Course Listing.		

Liberal Arts Courses

Subject	NYSED Liberal Arts Category
Anthropology	Social Science
Art	Humanities
Economics	Social Science
English	Humanities
Geography	Social Science
History	Social Science
Mathematics	Mathematics
Music	Humanities
Philosophy	Humanities
Political Science	Social Science
Psychology	Social Science
Sciences (All)	Sciences/Lab Sciences
Sociology	Social Science
Speech and Theater Arts	Humanities
World Languages (All)	Humanities

*Attribute Key (Use all that apply)

Code	Curriculum Map	Category Name		Other Requirements
LA		Liberal Arts		
TP		Transfer Path		*Liberal Arts Requirements*
M	**M&QR#**	**Mathematics and Quantitative Reasoning**		AOS = 0 Credits
N	**NS#**	**Natural Science and (Scientific Reasoning)**		AAS = 1/3 of total credits
C	**Comm#**	**Communication - Written and oral**		AS = 1/2 of total credits
D	**DEISJ#**	**Diversity: Equity, Inclusion, and Social Justice**		AA = 3/4 of total credits
A	**Arts**	The Arts		*General Education Requirements* *4 Required areas +*
H	**Hum**	Humanities		
S	**SS**	Social Sciences		
U	**US&CE**	US History and Civic Engagement		
W	**WH&GA**	World History and Global Awareness		AOS = Infused 4 required
L	**WL**	World Languages		AAS = 20 credits
CT	**Crit Thinking**	Critical thinking and Reasoning		AS/AA = 30 credits
IL	**Info Lit**	Information Literacy		

CD	**Civic Discourse**	Civic Discourse		

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **149-26**

DATE: **May 6, 2026**

SUBJECT: **APPROVAL OF PROGRAM REVISIONS**
Computer Science A.S.

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves revisions to the Computer Science A.S. degree program as outlined in the attached proposal.

Associate in Science

Program Name: Computer Science

Total Credits 64 (Must be at least 60 and no more than 64)

- ✓ Reviewed and either affirmed or changed

Program Learning Outcomes

- ✓ Reviewed and either affirmed or changed

Liberal Arts Coursework

- ☐ Liberal Arts Coursework is at least 50% of program

General Education Knowledge and Skills Areas

- ☐ A minimum of 7 of 10 categories of knowledge and skills are required for AA, AS, and all baccalaureate-degree programs.
- ☐ The following four knowledge and skills areas are required for all undergraduate degree programs:
    1. Communication – Written and Oral
    2. Diversity: Equity, Inclusion, and Social Justice
    3. Mathematics (and Quantitative Reasoning)
    4. Natural Sciences (and Scientific Reasoning)
- ☐ A minimum of three of the following six are required for AA, AS, and all baccalaureate degree programs.
    1. Humanities
    2. Social Sciences
    3. The Arts
    4. US History and Civic Engagement
    5. World History and Global Awareness
    6. World Languages

General Education Core Competencies

- ☐ The following Core Competencies are required for all undergraduate programs:
    1. Critical Thinking and Reasoning (fall 2023)
    2. Information Literacy (fall 2023)
    3. Civic Discourse (fall 2026)

Transfer Path

- ✓ Courses included in Program

INT 111 – College Foundations

- ✓ Graduation Requirement

Curriculum Map

- ✓ Curriculum Map revised

Program Learning Outcomes

PLO 1	Analyze company needs and design networks and programs to meet them
PLO 2	Develop computer programs using a number of approaches
PLO 3	Solve complex problems using math and computer science
PLO 4	Communicate effectively

Transfer Path/s: Computer Science

Transfer Path Courses:

The contents listed in this section are specifically related to your field of study and are part of the requirements for graduation in your major:

- Computer Science I
- Computer Science II
- Computer Science III/Data Structures
- Computer Architecture and Organization
- Calculus I
- Discrete Mathematics
- Natural Science elective (to satisfy SUNY General Education requirement)

The following courses are recommended (see advising notes):

- Calculus II

Linear Algebra

See SUNY Transfer Paths

Computer Science, A.S.
Effective Fall 2026

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
Major Requirements		**Major Requirements**	**23**	
CIS 111 – Operating System Environments	**2**	CIS 103 – Information Technology Fundamentals	**3**	
CIS 116 – Introductory Programming	**3**	CIS 116 – Introductory Programming	**3**	CT, TP
CIS 216 – Advanced Programming	**4**	CIS 216 – Advanced Programming	**4**	TP
CIS 225 – Assembly Language	**3**	CIS 225 – Assembly Language	**3**	
CIS 250 – Data Structures	**3**	CIS 250 – Data Structures	**3**	TP
CIS Electives (CIS 212 **OR** higher)	**6**	CIS 221 – Computer Architecture	**3**	
		CIS 232 – Systems Development	**4**	
Liberal Arts Requirements		**Liberal Arts Requirements**	**33**	
ENG 101 – Research and Composition		ENG 101 – Research and Composition	**3**	C, LA, IL
ENG 102 – Literature and Composition		ENG 102 – Literature and Composition	**3**	H, LA
MTH 221 – Calculus 1	**4**	MTH 221 – Calculus 1	**4**	M, LA
MTH 222 – Calculus 2 **OR** MTH 231 – Discrete Mathematics	**3/4**	MTH 222 – Calculus 2 **OR** MTH 231 – Discrete Mathematics	**3**	M, LA
MTH 174 Probability and Statistics 1	**3**	MTH 174 Probability and Statistics 1	**3**	M, LA, CT
Humanities elective[1]	**3**	Humanities elective[1]	**3**	A or L, LA
Social Science Electives (*select one course from Diversity: Equity, Inclusion AND either SS/US/WH*)	**6**	Social Science Electives (*select one course from Diversity: Equity, Inclusion AND one course from civic discourse OR either SS/US/WH*)	**6**	D, CD, LA, One of the following S, U, W
Natural Science Electives[2,3]	**8**	Natural Science Electives[2,3]	**8**	N, LA
Elective Requirements	**6**	**Elective Requirements**	**6**	
Free Electives (*INT 111 if needed*)	**6**	Free Electives (*INT 111 if needed*)	**6**	
Physical Education Requirements	**2**	**Physical Education Requirements**	**2**	
Total Credits	**62**	**Total Credits**	**64**	
		Total Liberal Arts Credits	**33**	
		Total General Education Credits	**33**	
[1]Select from the areas of The Arts or World Languages in the SUNY General Education Course List [2]Select from the area of Natural Sciences in the SUNY General Education Course List [3]PHY 131: General Physics 1 and PHY 132: General Physics 2 are recommended. [4]Select a social science course from the SUNY General Education Course Listing for Social Science, US History and Civic Engagement, or World History and Global Awareness of which must also meet Diversity, Equity, Inclusion and Social Justice.		[1]Select from the areas of The Arts or World Languages in the SUNY General Education Course List [2]Select from the area of Natural Sciences in the SUNY General Education Course List [3]PHY 131: General Physics 1 and PHY 132: General Physics 2 are recommended.		

Liberal Arts Courses

Subject	NYSED Liberal Arts Category
Anthropology	Social Science
Art	Humanities
Economics	Social Science
English	Humanities
Geography	Social Science
History	Social Science
Mathematics	Mathematics
Music	Humanities
Philosophy	Humanities
Political Science	Social Science
Psychology	Social Science
Sciences (All)	Sciences/Lab Sciences
Sociology	Social Science
Speech and Theater Arts	Humanities
World Languages (All)	Humanities

*Attribute Key (Use all that apply)

Code	Curriculum Map	Category Name		Other Requirements
LA		Liberal Arts		
TP		Transfer Path		*Liberal Arts Requirements*
M	**M&QR#**	**Mathematics and Quantitative Reasoning**		AOS = 0 Credits
N	**NS#**	**Natural Science and (Scientific Reasoning)**		AAS = 1/3 of total credits
C	**Comm#**	**Communication - Written and oral**		AS = 1/2 of total credits
D	**DEISJ#**	**Diversity: Equity, Inclusion, and Social Justice**		AA = 3/4 of total credits
A	**Arts**	The Arts		*General Education Requirements* *4 Required areas +*
H	**Hum**	Humanities		
S	**SS**	Social Sciences		
U	**US&CE**	US History and Civic Engagement		
W	**WH&GA**	World History and Global Awareness		AOS = Infused 4 required
L	**WL**	World Languages		AAS = 20 credits
CT	**Crit Thinking**	Critical thinking and Reasoning		AS/AA = 30 credits
IL	**Info Lit**	Information Literacy		
CD	**Civic Discourse**	Civic Discourse		

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **150-26**

DATE: **May 6, 2026**

SUBJECT: **APPROVAL OF PROGRAM REVISIONS**
Engineering Science A.S.

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves revisions to the Engineering Science A.S. degree program as outlined in the attached proposal.

Associate in Science

Program Name: Engineering Science

Total Credits 65 (Must be at least 60 and no more than 64)

- ✓ Reviewed and either affirmed or changed (waiver to allow more than 64 credits)

Program Learning Outcomes

- ✓ Reviewed and either affirmed or changed

Liberal Arts Coursework

- ✓ Liberal Arts Coursework is at least 50% of program

General Education Knowledge and Skills Areas

- ✓ A minimum of 7 of 10 categories of knowledge and skills are required for AA, AS, and all baccalaureate-degree programs.
- ✓ The following four knowledge and skills areas are required for all undergraduate degree programs:
    1. Communication – Written and Oral
    2. Diversity: Equity, Inclusion, and Social Justice
    3. Mathematics (and Quantitative Reasoning)
    4. Natural Sciences (and Scientific Reasoning)
- ✓ A minimum of three of the following six are required for AA, AS, and all baccalaureate degree programs.
    1. Humanities
    2. Social Sciences
    3. The Arts
    4. US History and Civic Engagement
    5. World History and Global Awareness
    6. World Languages

General Education Core Competencies

- ✓ The following Core Competencies are required for all undergraduate programs:
    1. Critical Thinking and Reasoning (fall 2023)
    2. Information Literacy (fall 2023)
    3. Civic Discourse (fall 2026)

Transfer Path

- ✓ Courses included in Program

INT 111 – College Foundations

- ✓ Graduation Requirement

Curriculum Map

- ☐ Curriculum Map revised

Program Learning Outcomes

PLO 1	Identify, formulate, and solve engineering problems.
PLO 2	Design and conduct experiments, and analyze and interpret data.
PLO 3	Design a system, component, or process to meet desired needs.
PLO 4	Apply critical thinking skills.
PLO 5	

Transfer Path/s:

- Engineering: Aerospace
- Engineering: Biomedical
- Engineering: Chemical
- Engineering: Civil
- Engineering: Computer
- Engineering: Electrical
- Engineering: Environmental
- Engineering: Industrial
- Engineering: Mechanical
- Engineering Nano

Transfer Path Courses:

SAMPLE

SUNY Transfer Path - Aeorspace Engineering
Engineering Core Requirements: • Introduction to Engineering • Calculus-based Physics I: Mechanics (with lab) • Calculus-based Physics II: Electromagnetism (with lab) • Calculus I • Calculus II • Calculus III • General Chemistry I (with lab) • Differential Equations • Computer Programming Specific requirements for Aerospace Engineering: • Statics • Dynamics • Strength of Materials • Circuits I

See SUNY Transfer Path Listing

Engineering Science A.S.
Effective Fall 2026

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
Major Requirements	**8**	**Major Requirements**	**8**	
ENS 100 Engineering Orientation	1	ENS 100 Engineering Orientation	1	TP
ENS 101 Engineering Graphics	3	ENS 101 Engineering Graphics	3	
ENS 200 Engineering Design & Build	1	ENS 200 Engineering Design & Build	1	
CIS 116 Introductory Programming	3	CIS 116 Introductory Programming	3	TP, CT
Liberal Arts Requirements	**39**	**Liberal Arts Requirements**	**39**	
CHE 131 General Chemistry 1	4	CHE 131 General Chemistry 1	4	LA, TP, N
ENG 101 Research and Composition	3	ENG 101 Research and Composition	3	LA, C, IL
ENG 102 Literature and Composition	3	ENG 102 Literature and Composition	3	LA, H
MTH 221 Calculus 1	4	MTH 221 Calculus 1	4	LA, TP, M
MTH 222 Calculus 2	4	MTH 222 Calculus 2	4	LA, TP, M
MTH 242 Differential Equations	4	MTH 242 Differential Equations	4	LA, TP
MTH 241 Calculus 3 or MTH 245 Linear Algebra	3	MTH 241 Calculus 3 or MTH 245 Linear Algebra	3	LA,
PHY 143 Science and Engineering Physics 1	4	PHY 143 Science and Engineering Physics 1	4	LA, TP, N
PHY 145 Science and Engineering Physics 3	4	PHY 145 Science and Engineering Physics 3	4	LA, TP, N
Social Science Elective 1[1]	3	Social Science Electives from two of the following SUNY Gen Ed knowledge and skill areas: Social Science, US History and Civic Engagement, World History and Global Awareness. One course must also satisfy the SUNY Gen Ed for Diversity: Equity, Inclusion, and Social Justice. One course must also satisfy the SUNY Gen Ed for Civic Discourse	6	LA, D, CD and Two of the following: S, U, W
Social Science Elective 2[1]	3			
[1]Courses must be Social Science electives selected from two different areas in the SUNY General Education Course Listing for Social Science, American History, Western Civilization, and Other World Civilizations.				
Restricted Elective Requirements	**18**	**Restricted Elective Requirements**	**18**	
Concentration Elective: CHE 211 or ENS 207 or PHY 144	3	Concentration Elective: CHE 211 or ENS 207 or PHY 144	3	
Restricted Electives: Choose five courses from: BIO 131, BIO 202, CHE 132, CHE 211, CHE 212, CHE 215, CIS 216, CIS 250, ENS 201,	15	Restricted Electives: Choose five courses from: BIO 131, BIO 202, CHE 132, CHE 211, CHE 212, CHE 215, CIS 216, CIS 250, ENS 201,	15	

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
ENS 204, ENS 206, ENS 207, MTH 231, MTH 241, MTH 245, PHY 144		ENS 204, ENS 206, ENS 207, MTH 231, MTH 241, MTH 245, PHY 144		
Total Credits	**65**	**Total Credits**	**65**	
		Total Liberal Arts Credits	**39**	
		Total General Education Credits	**32**	

Liberal Arts Courses

Subject	NYSED Liberal Arts Category
Anthropology	Social Science
Art	Humanities
Economics	Social Science
English	Humanities
Geography	Social Science
History	Social Science
Mathematics	Mathematics
Music	Humanities
Philosophy	Humanities
Political Science	Social Science
Psychology	Social Science
Sciences (All)	Sciences/Lab Sciences
Sociology	Social Science
Speech and Theater Arts	Humanities
World Languages (All)	Humanities

*Attribute Key (Use all that apply)

Code	Curriculum Map	Category Name		Other Requirements
LA		Liberal Arts		
TP		Transfer Path		*Liberal Arts Requirements*
M	**M&QR#**	**Mathematics and Quantitative Reasoning**		AOS = 0 Credits
N	**NS#**	**Natural Science and (Scientific Reasoning)**		AAS = 1/3 of total credits
C	**Comm#**	**Communication - Written and oral**		AS = 1/2 of total credits
D	**DEISJ#**	**Diversity: Equity, Inclusion, and Social Justice**		AA = 3/4 of total credits
A	**Arts**	The Arts		*General Education Requirements* *4 Required areas +*
H	**Hum**	Humanities		
S	**SS**	Social Sciences		
U	**US&CE**	US History and Civic Engagement		
W	**WH&GA**	World History and Global Awareness		AOS = Infused 4 required
L	**WL**	World Languages		AAS = 20 credits
CT	**Crit Thinking**	Critical thinking and Reasoning		AS/AA = 30 credits
IL	**Info Lit**	Information Literacy		
CD	**Civic Discourse**	Civic Discourse		

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **151-26**

DATE: **May 6, 2026**

SUBJECT: **APPROVAL OF PROGRAM REVISIONS**
Liberal Arts - Humanities and Social Science A.A.

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves revisions to the Liberal Arts - Humanities and Social Science A.A. degree program as outlined in the attached proposal.

Associate in Arts

Program Name: Humanities and Social Science

Total Credits: 61

☒Reviewed and either affirmed or changed

Program Learning Outcomes

☒Reviewed and either affirmed or changed

Liberal Arts Coursework

☒Liberal Arts Coursework is at least 75% of program

General Education Knowledge and Skills Areas

☒ A minimum of 7 of 10 categories of knowledge and skills are required for AA, AS, and all baccalaureate-degree programs.

☒ The following four knowledge and skills areas are required for all undergraduate degree programs:

1. Communication – Written and Oral
2. Diversity: Equity, Inclusion, and Social Justice
3. Mathematics (and Quantitative Reasoning)
4. Natural Sciences (and Scientific Reasoning)

☒A minimum of three of the following six are required for AA, AS, and all baccalaureate degree programs.

1. Humanities
2. Social Sciences
3. The Arts
4. US History and Civic Engagement
5. World History and Global Awareness
6. World Languages

General Education Core Competencies

☒The following Core Competencies are required for all undergraduate programs:

1. Critical Thinking and Reasoning (fall 2023)
2. Information Literacy (fall 2023)
3. Civic Discourse (fall 2026)

Transfer Path

☒Courses included in Program

INT 111 – College Foundations

☒Graduation Requirement

Curriculum Map

☒Curriculum Map revised

Program Learning Outcomes

PLO 1	Communicate effectively for diverse purposes and audiences
PLO 2	Find, evaluate, and accurately credit authoritative sources of information
PLO 3	Apply the conventions and methods of the humanities (for example, language, literature, arts, or philosophy)
PLO 4	Recognize the theories and methods of the social sciences (for example, psychology, history, sociology, or anthropology)
PLO 5	Identify, analyze, and evaluate arguments in their own work and others' work

Transfer Path/s: Adolescence Education, Art Studio, Communication, Design, English, History, Psychology, Sociology

Transfer Institutions:

- SUNY Canton
- SUNY Potsdam
- SUNY Oswego
- SUNY Oneonta

Transfer Path Courses:

English 101: Research and Composition
English 102: Literature and Composition
History Electives (6cr)
Humanities Electives (9cr)
Literature Elective
Social Science Electives (9cr)

See https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/

Humanities and Social Science A.A
Effective Date: Fall 2026

Current Program	Cr Hrs	Revised Program	Cr Hrs	*Attribute/s
INT 111: College Foundations	**1**			
Major Requirements	**33**	**Major Requirements**	**34**	
		INT 111: College Foundations	1	
ENG 101: Research and Composition	3	ENG 101: Research and Composition	3	LA, TP, C, IL
ENG 102: Literature and Composition	3	ENG 102: Literature and Composition	3	LA, TP, H
History Electives	6	Restricted HIS Elective – HIS 111, 112, 150, 151[1, 2, 3]	3	LA, TP, U, W, D, CD, CT
		History Elective[1, 2, 3]	3	
Humanities Electives	9	Humanities Electives[1, 2, 3] -at least two areas (ART, JOU, Language, MUS, PHI, STA) -at least one from the Arts or Language SUNY Gen Ed -at least one more Humanities Elective from any SUNY Gen Ed (Not ENG)	9	LA, TP, H, D, CD, CT
Literature Electives	3	Literature Electives[1, 2, 3]	3	LA, TP, H, A, D, CD, CT
Social Science Electives	9	Social Science Electives[1, 2, 3] -From At Least 2 Disciplines: Anthropology, Economics, Geography, Political Science, Psychology, Sociology	9	LA, TP, S, D, CD, CT
Liberal Arts Requirements	**16**	**Liberal Arts Requirements**	**16**	
MTH 144 or higher	3	MTH 144 or higher	3	LA, M
Electives: HUM, ENG, SS, NS, MTH	6	Electives: HUM, ENG, SS, NS, MTH	6	LA
Lab Science	4	Lab Science	4	LA, N
MTH/SCI Elective	3	MTH/SCI Elective	3	LA
Free Elective Requirements	**9**	**Free Elective Requirements**[1, 2, 3]	**9**	D, CD, CT
Physical Education Requirements	**2**	**Physical Education Requirements**	**2**	
Total Credits	**61**	**Total Credits**	**61**	
Total Liberal Arts Credits	**50**	**Total Liberal Arts Credits**	**50**	
Total General Education Credits	**30+**	**Total General Education Credits**	**30+**	
		Students must complete a minimum of two 200-level courses (6 credits)		

[1] One History, Humanities, Literature, Social Science, or Free Elective must meet SUNY Gen Ed – DEISJ (D)
[2] One History, Humanities, Literature, Social Science, or Free Elective must meet SUNY Gen Ed Core Competency - Civic Discourse (CD)
[3] One History, Humanities, Literature, Social Science, or Free Elective must meet SUNY Gen Ed Core Competency - Critical Thinking (CT)

Liberal Arts Courses

Anthropology	Social Science
Art	Humanities
Economics	Social Science
English	Humanities
Geography	Social Science
History	Social Science
Humanities	Humanities
Mathematics	Mathematics
Music	Humanities
Philosophy	Humanities
Political Science	Social Science
Psychology	Social Science
Sciences (All)	Sciences/Lab Sciences
Sociology	Social Science
Speech and Theater Arts	Humanities
World Languages (All)	Humanities

*Attribute Key (Use all that apply)

Code	Curriculum Map	Category Name		Other Requirements
LA		Liberal Arts		*Liberal Arts Requirements* AA = 3/4 of total credits
TP		Transfer Path		
M	**M&QR#**	**Mathematics and Quantitative Reasoning**		*General Education Requirements:* *4 Required areas +* AS/AA = 30 credits
N	**NS#**	**Natural Science and (Scientific Reasoning)**		
C	**Comm#**	**Communication - Written and oral**		
D	**DEISJ#**	**Diversity: Equity, Inclusion, and Social Justice**		
A	**Art**	The Arts		
W	**WH & GA**	World History and Global Awareness		
H	**Hum**	Humanities		
S	**SS**	Social Sciences		
U	**US&CE**	US History and Civic Engagement		
L	**WL**	World Languages		
CT	**Crit Thinking**	Critical thinking and Reasoning		
IL	**Info Lit**	Information Literacy		
CD		Civic Discourse		

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **152-26**

DATE: **May 6, 2026**

SUBJECT: **APPROVAL OF PERIODIC PROGRAM REVIEW**
Individual Studies A.A.S.

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the attached periodic program review for the Individual Studies A.A.S. degree.

Jefferson Community College
Watertown, New York

Individual Studies A.A.S. Degree Program

Program Review
Summer 2018 – Spring 2025

Jefferson
COMMUNITY COLLEGE

Submitted To:
Carey Goyette
Provost and Vice President for Academic and Student Affairs

Submitted By:
Dr. Megan Stadler
AVP- Liberal Arts

The Periodic Review Workgroup:
Ron Palmer, Chair
Betsi Bentz
Katie Corbin
Mark Streiff
John Trumbell
Kerry Kennett

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Governance Proceedings

The Program Review was ratified by the following:

Approving Group	Date Approved
Department: Social Sciences	2/26/26
Division: Liberal Arts	3/10/26
Curriculum Committee:	3/19/26
Senate:	
Board of Trustees:	

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Introduction

The purpose of this review of Jefferson Community College's Individual Studies A.A.S. curriculum is to evaluate the quality of this program and the actions taken since the previous program review. In addition, the degree to which graduates are prepared for employment or further studies will be assessed, and recommendations offered to strengthen the program. The last formal review occurred in 2012 and much has changed at Jefferson Community College (JCC) and the Individual Studies degrees since then. This study should be seen more as reestablishing a baseline than a normal review. The goals here are to examine the recommendations made in the last review, examine the current purpose and health of the program, and to offer recommendations for the future. The collection of data and perspectives on the program was achieved by a survey of recent graduates, a review of relevant documents, and the input from an advisory committee drawn to represent direct and indirect stakeholders in the community.

Overview of Program

The program of study associated with the Individual Studies degree is flexible and accommodating to the changing needs of a diverse student body and the ever-evolving needs of the wider community. Since its last review, it has demonstrated an ability to adapt to changes at the College and the wider communities. At the time of the last review, there were three different variations of the program, which could result in an A.A., an A.S. or an A.A.S. degree. In the last few years, the College has reduced the program to an A.A.S. degree only.

This reduction was because of a realignment of the placement of certain students who were using the Individual Studies degree, most notably students preparing for acceptance in the Nursing program and those who entered JCC undecided on a field of study. Today, those interested in the Nursing program are enrolled in the Allied Health Biological Sciences program for preparation, and undecided majors are place in the Liberal Arts degree program, to ensure the completion of sufficient General Education courses to allow transfer to other SUNY schools if desired.

The third group, and the largest cohort who took the degree in the past, and continued to be served effectively by the program, are military members of the community. This degree was and remains attractive to soldiers and veterans for several reasons. The program minimizes unnecessary barriers by offering substantial transfer of credits, credits for prior life experience, and the freedom to explore the offerings of the College, within the restrictions that come with various military education benefits. These elements acknowledge the valuable knowledge and

skills service members bring to the classroom, shortening their time to degree and reducing their academic workload. This allows completion in a timely manner despite the demands of military life. It is necessary to point out that this segment of the program is subject to substantial fluctuations beyond control or planning. Major deployments often result in an impactful decrease in enrollment of both active soldiers and their dependents. The availability of online coursework has mitigated some of this disruption, but it still warrants awareness in planning and decision making regarding this program.

A major positive change impacting enrollment in the Individual Studies program was the return of JCC offerings at NYS prisons. With a return of state funding and an initiative by the College, a substantial percentage of the recent growth in the program has come from a returning population. This relationship is a challenge logistically at the remote sites of Cape Vincent and Gouverneur. These facilities have their own set of external administrative rules and limits on resources and technology. Recruitment of adjunct and full-time faculty, expansion of coursework, and the College's support offers the promise of increased growth. It would be important to note that this population, like the military cohort, is vulnerable to disruptions, in this case, due to such developments as strikes and lockdowns, or interruption of funding and support.

All the changes described underscore the flexibility, durability, and the necessity of the program. It is adaptable for students, community needs, and the College. In that vein, part of the work of this committee and supported in concept and examples by the members of the Advisory Group was to identify potential future uses of the program, some of these ideas will be offered in the recommendation section of the report.

Sources of Data

The Periodic Review Workgroup sought input for this review from the following sources:

a. Graduate Survey. A survey instrument (Appendix C) was developed and mailed to all 192 graduates from summer 2016 – spring 2025. Responses are summarized in Appendix __D___.
b. Institutional Data. The Office of Institutional Effectiveness at Jefferson Community College provided summary data for application and enrollment history, retention, graduation, transfer and employment prospects, student success, and student progress, (Charts I-IV on pages __5-8____).
c. External Review Committee. A focus group of industry and academic members interested in the Individual Studies A.A.S. degree program reviewed curriculum materials and then met with our campus committee in Fall 2025 for a critical program evaluation.

External reviewers included:

Leo LeMay, University of Maryland Global Campus

Jay Matteson, Jefferson County Economic Development

Mary Ann Vaugh, Fort Drum Education Center

Kayla Jamieson, NoCo Family Health - Formerly Greater Watertown North Country Chamber

Minutes from this meeting are included in Appendix _____E_____.

Progress on Recommendations From the Last Program Review

Recommendations from the last Program Review have been addressed, and several curriculum changes have been made over the past five years. Recommendations from the last review are as follows:

N/A	S	IP	N
Not Applicable	*Satisfactorily Accomplished*	*In Progress*	*Did Not Accomplish*

Rating

1. Attempt to improve response rate of the graduate survey

Discussion: While there was a slight improvement, from 8% to 9%, the low response rate is not unique to this review and requires a systemic response by the College to increase the reliability and value of the survey results.

2. Improve percentage of graduates who complete the General Education requirements

Discussion: This recommendation is no longer applicable. First, it listed that seven General Education were required; the number is four. Secondly, the "transfer paths" of the A.A. and A.S. degrees are no longer offered. SUNY requirements exist in a dynamic environment. Sometime, somewhere, the DEISJ competency was added to the program, and while working on this review, the Civic Engagement and Critical Thinking competencies were added through the governance process.

3. Market the degree to civilian non-traditional students through expanded services, flexible delivery systems, and alternative scheduling of classes

Discussion: While the call to market the degree is yet to be realized, the mandated shift to remote learning during the pandemic, combined with a concerted effort to make whole degree programs available online, the flexibility of delivery and alternative scheduling have been achieved.

Individual Studies A.A.S. Program Data

The following data for the Individual Studies A.A.S. program indicates continued interest and possibilities for the program. Prospective student interest is difficult to interpret given the recent changes as indicated in the Applications and the Enrollment History Charts.

The program data for the following areas were compiled from Academic Year 2018-2019 to Academic Year 2024-2025. The charts discussed below include

- Prospective Student Interest
- Enrollment History
- Where did they go?
- Success in First Semester Coursework

Chart I: Prospective Student Interest

This chart shows the prospective student interest in this program. Please note that the application count includes both full-time and part-time students for each term, as this data is not collected on the JCC application.

Prospective Student Interest	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Applied	29	17	11	11	18	48	71
Yield Rate	41.4%	47.1%	81.8%	54.5%	38.9%	62.5%	60.6%
New and/or Transfer Students Enrolled	18	10	5	8	7	35	50
Applicants who did not enroll chose to go to these institutions	University of Maryland Central Texas College	SUNY Canton CUNY NYC of Tech	SUNY Onondaga	SUNY Erie American Public University	Excelsior College Le Moyne College	SUNY Onondaga University of Phoenix	University of Maryland SUNY Onondaga

Source: Office of Institutional Effectiveness – trend data, updated 9.16.25

***Yield Rate** is defined as the percentage of total applicants to a program who registered for classes in the same semester in which they applied. This metric aligns with other campus data reporting standards. Note that some new or transfer students may have applied in a previous semester but enrolled in the term listed above or may have applied to a different program and ultimately enrolled in this one.*

The data here is complicated by the collapsing of three degrees into one and the shifts in student cohorts. The increases since 2023 could be the result of the end of the A.A degree, where 80 incarcerated students were matriculated, and the transition to all new incarcerated students entering as A.A.S. enrollees.

Chart II: Fall Enrollment (Headcount) History

These charts provide a comparison of program enrollment with college wide enrollment over the past 7 years.

Fall Enrollment Fluctations
Individual Studies A.A.S.

				College Wide:	
Run Term	# of Fall Students	% of College Enrollment	% Change in Fall Enrollment	# of Fall Students	% Change in College Total
Fall 2018	94	2.7%		3,448	
Fall 2019	57	1.7%	-39.4%	3,270	-5.2%
Fall 2020	41	1.4%	-28.1%	2,833	-13.4%
Fall 2021	39	1.6%	-4.9%	2,459	-13.2%
Fall 2022	43	1.8%	10.3%	2,429	-1.2%
Fall 2023	80	3.4%	86.0%	2,367	-2.6%
Fall 2024	146	6.0%	82.5%	2,416	2.1%

Source: Office of Institutional Effectiveness – trend data, updated 9.16.25

Since 2018, Jefferson's overall fall enrollment has decreased by 29.9%. During the same time, enrollment in the Individual Studies A.A.S. program has increased by 55.3%.

Again, this data is the result of the changes in the degrees offered under Individual Studies, the migration outward of nursing and undecided students, and the recent return of students in correctional facilities.

These fluctuations in cohorts, combined with a lack of data in the preceding near decade and a series of external factors such as COVID, military deployments and changes in administrations present an understandable confusing chart.

Chart III: Where did they go?

The chart below shows where students enrolled in this program were as of the following fall. For instance, from the Fall 2018 Individual Studies A.A.S. group of students, 11 of them were still matriculated in that program in Fall 2019.

Where are Individual Studies A.A.S. students in the following fall?

Where are they now?	Fall 2018 students in Fall 2019	Fall 2019 students in Fall 2020	Fall 2020 students in Fall 2021	Fall 2021 students in Fall 2022	Fall 2022 students in Fall 2023	Fall 2023 students in Fall 2024
No Change	11	8	4	12	7	30
Change of Matriculation	11	5	5	2	4	6
Graduated	22	22	17	9	10	11
Academically Dismissed	2	4	1			1
Transferred, no JCC degree	12	6		3	3	7
Stop Out – Drop Out	36	14	14	13	19	25
Grand Total	**94**	**59**	**41**	**39**	**43**	**80**

Source: Office of Institutional Effectiveness – trend data, updated 3.7.25

While the multiple variables make firm findings difficult, there are several interesting trends within the data. One is the low dismissal rate. The Stop Out numbers must also be placed in the context of those using the program. For example, military personnel may take only sufficient credits for promotion. Similarly, a correctional facility student may abandon continued coursework upon release from prison. An interesting question for the next survey might seek to determine if "goals" were met.

Transfer Data

Top Transfer Institutions

Pomeroy College of Nursing at Crouse Hospital
SUNY Canton
Central Texas College
SUNY Empire State University
SUNY Mohawk Valley CC
University of Maryland

Top Transfer Programs

Nursing
Undecided
Business Administration
General Education
Dental Hygiene
Radiological Technology
Computer Information Science

Source: Office of Institutional Effectiveness – trend data, updated 3.7.25. The data above includes graduates and students who transferred before graduating from Jefferson. Please refer to the Graduate Survey results included with this report for data specific to graduates.

This data reflects the legacy of the program's previous purposes. Relations with Empire State College and the University of Maryland are effective due to their interactions associated with both JCC and Fort Drum.

Chart IV: Student Success in First Semester Coursework

The chart below shows the success rate of new Individual Studies A.A.S. students in the suggested first semester of coursework at Jefferson. This data is from the last three fall terms (fall 2021, 2022, and 2023). Elective courses were not included in the chart.

Course	# of students	Success Rate
ENG 101	2	100%
INT 111	1	0%
MTH 144	2	50%

Source: Office of Institutional Effectiveness – trend data, updated 3.7.25. Student progress in first term, determined by the suggested coursework for each program (found in advising guides and related to the introduction of meta-majors). This is program-level "HELP Report" data. Elective courses were not included in the chart.

The sample size makes any analysis futile.

Graduate Survey Results

Complete Graduate Survey Results available in the Appendix

Introduction and Methodology

As part of Jefferson Community College's on-going assessment process, a review of each of its academic programs is conducted every five to seven years. As part of that process, surveys are emailed to every graduate of the program under review who graduated during the previous seven years. In August 2025, surveys were sent via Survey Monkey to 192 individuals who graduated from the Individual Studies A.A.S. degree program between summer 2018 and spring 2025. Graduates were asked to complete the survey on-line or return the survey to the Office for Institutional Research by September 24, 2025.

Data Collection

- 17 of the 192 surveys were completed online (9%).
- 16 of the 192 surveys were returned for an invalid email address (8.3%).

To gather additional data regarding program graduates, the Office of Institutional Effectiveness used the National Student Clearinghouse to determine if any graduates continued their education after leaving Jefferson Community College. According to this data source, 122 program graduates (64% of total program graduates) continued their education after leaving Jefferson Community College.

JCC Effectiveness

Student response was positive, rating their courses, instructors, and scheduling of courses to allow for timely completion with mid 80% expressing satisfaction. Issues concerning advisement and value of the coursework to a specific career all came in at 71% approval. The issue of advisement will be addressed in the recommendation section.

Program Effectiveness

The program is highly effective in the areas of literacy and ability to use technology and appreciate the impact of technology with both earning 92% approval. Logical reasoning came in at 77% agreeing they felt satisfied. The lowest result was concerning diversity, a concern that was also shared in written comments receiving only 64% satisfaction. The addition of a diversity general education requirement should bring improvement, and should be assessed in the next review, perhaps with a specific question added to the Graduate Survey. Also considered was the ability to apply quantitative analysis which received a 67% satisfaction score. This may have been a byproduct of the math requirements of the AA and AS degrees. The consideration of a lower level of applied math was raised by the advisory committee.

Continuing Education

The Individual Studies degree has served as the start of higher education for the vast majority of the students enrolled. Based on the survey results, 71% responded that they continued their education after graduating from Jefferson and 21% were planning on continuing. Given the varied cohorts who populate the program, a 92% attended or planning to attend response is noteworthy. Students attended institutions from SUNY Albany to Arizona State University. The most common transfer path was nursing, a legacy from the pre-Allied Health path, followed by Criminal Justice majors, and includes Psychology, Finance and Economics, and Information Technology. 78% of those who are attending do so on a full-time basis. Two-thirds of those who have continued reported that their experience at JCC made them "well-prepared" for the continuation of their education.

Suggestions for coursework include ENG 102, Human Biology, and Human Services. Some of these concerns will be addressed in a recommendation concerning advisement.

Success in the Job Market

Due to the continuation of most of the students in this program, the data concerning success in employment may lag. Of those that reported current employment, 100% stated that their experience at JCC prepared them for their job. Due to the diverse combination of offerings that a student can create in the program, the types of jobs graduates reported included in positions in medicine and education, as well as government and private enterprise employment. Suggestions made by respondents included a required course in interpersonal skills and a call for more consideration of diversity in the program.

Recommendations/Suggestions for Program Improvement

Overall, students who commented appreciated the flexibility of the program, the quality of instruction and support, and a sense of solid preparation for their next endeavor, whether by continuing their education or entering the workforce. Suggestions in summary spoke of improved coverage of issues of diversity, access to lower-level math/business math, and required course work in interpersonal skills. Several other suggestions found within the document reflect a lack of awareness of existing opportunities on campus.

External Review Advisory Board Recommendations

Members of the Individual Studies A.A.S. program Advisory Board served as the External Review Committee:

Members include:

- Betsi Bentz, JCC Staff
- Katie Corbin, JCC Staff
- Carey Goyette, JCC Provost
- Kerry Kennett, JCC Faculty
- Leo LeMay, University of Maryland Global Campus
- Jay Matteson, Jefferson County Economic Development
- Ron Palmer, JCC Faculty
- Mark Streiff, JCC Faculty
- John Trumble, JCC Staff
- Mary Ann Vaugh, Fort Drum Education Center
- Kayla Jamieson, NoCo Family Health - Formerly Greater Watertown North Country Chamber

The minutes of the meeting are included in Appendix __F_.

The committee engaged in a wide-ranging discussion about the current value of the program to certain populations and felt that the unique flexibility of the degree allowed for customization to meet the various needs of students and those of the community. Recommendations that emerged support the concept of specialized intentional advisement and course development. In terms of employers, the recurring calls for solid written and communication skills were joined with consideration of preparing students with basic math and the inclusion of an AI component in CIS 110. Lastly, it was agreed that a coordinated awareness campaign to both potential students and employers of the ability to customize your education in a matriculated program would be beneficial.

Conclusions and Recommendations

Conclusions:

The curriculum is designed to support the unique needs of students, especially those in special populations such as incarcerated or active-duty military students. These students face significant challenges when pursuing higher education due to the unpredictable nature of military schedules, ongoing training requirements, and frequent duty related obligations. Incarcerated students also lack the ability to take classes within specific degree paths, as they are limited to the classes offered within the facility where they are housed. The program structure reflects an understanding of these realities and offers a flexible pathway that enables students to progress efficiently toward degree competition.

An example of this is the fact that incarcerated students are now eligible for NYS TAP. As on campus, students must be matriculated. Incarcerated students are sometimes motivated to participation by the NYS Department of Corrections and Community Supervision policy that provides for a six-month sentence reduction, for non-violent offenders, for students completing at least four semesters of college with at least 24 credit hours earned (Limited Time Credit Allowance-LTCA). INDV A.A.S. provides a "home" for these students with non-academic goals. However, a high percentage of LTCA students discover success for the first time in their academic careers, find this experience transforming, and stay with the program past their LTCA goals, including remaining a JCC student via distance learning post-release. The flexibility of the INDV A.A.S. attracts incarcerated students, makes it possible for them to achieve their personal goals, and can serve as an academic re-entry tool by providing them with evidence of their ability to succeed in college, which motivates the development of academic and career goals based on this success.

Recommendations:

1. A clear home should be established for the program. When the last review was conducted, the Individual Studies degrees were housed in the Continuing Education Division, which ceased to exist more than a decade ago. The program has been maintained in large part by enrollment services professionals providing services at Fort Drum and the correctional facilities. They liaison with the sites and provide advisement, registration, and facilitation of courses. Yet the program also needs a connection to at least one academic unit. Most recently that has been the Social Science Department, due in part because of the need to update the program for recent addition of new SUNY General Education requirements. Sometime since the last study, the DEISJ requirement was added, and as this document was being developed, the Department initiated and achieved the inclusion of the Civic Discourse and the Critical Thinking competencies as requirements for the degree. This may be the proper place, given the number of General Education housed within, or perhaps at the Divisional level to include a broader

perspective. Alternatively, given the broad range of options, would some type of standing workgroup combining the various academic departments and professional staff help the program continue to be responsive to the needs of the various stakeholders. Once a new academic home is found for the Individual Studies A.A.S., it is recommended that that unit assess if the current PLOs are appropriate and meet students' needs.

2. Develop a series of potential pathways to facilitate advisement and goal setting. The emphasis should be on intentional advisement determined by the goal of the student, whether that be continuing education for promotion, transfer to another institution, or directly entering the workforce. Such an effort may be best served by collaboration with area/discipline specialists

3. Based on an unaccomplished recommendation from the previous review and feedback from the community members of the advisory group, there is a lack of awareness about the potential this program can offer and would benefit from more public exposure. The mixture of in-class and virtual options makes JCC a logical choice to meet both short-term and long-term goals. The program can provide matriculated students with potential financial support but maintains the flexibility to create the best mix for their own goals. The ability to mix and match coursework can be attractive to both employees' seeking promotion and employers seeking to upgrade their skills.

4. Consider the program as an incubator for new degrees. In the case of the need to provide a track for students who wished to gain entry in the nursing program, initially these students used the degree to obtain the necessary prerequisites while enjoying matriculated status. Once able, they would transfer into the nursing program in a seamless process. Eventually, this cohort became part of the allied health program. Could this ability of the program be employed intentionally, to support new initiatives. For example, as the College embarks on a major initiative leveraging the arrival of a new technological hub in the region, construction of both physical and intellectual infrastructure has begun at Jefferson. If course work is created which attracts student interest, but the full program is not yet approved by NYS Department of Education, could a student begin in Individual Studies and work on the SUNY requirements, the majority of which would be within the Arts and Sciences. There was also discussion of using this program to stack micro-credentials towards a completed degree.

Appendix A

Prior Program Learning Outcomes

1. Demonstrate the use of numerical data in a variety of mathematical applications to solve practical problems and interpret information in a day-to-day setting.
2. Produce coherent texts with common college-level forms, demonstrate the ability to revise and improve such texts, research a topic, develop an argument, and organize supporting details.
3. Understand the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence and employment of mathematical and interpretive analysis.
4. Knowledge of the conventions and methods of at least one of the humanities in addition to hose encompassed by other knowledge areas required by the General Education program.

These were changed sometime between 2022 and 2023. There is a lack of information on who or when these program outcomes were first altered, but adoption of the change is reflected in the Senate minutes for May 2023. Th current PLOs are the following:

PLO 1 Communicate effectively for diverse purposes and audiences

PLO 2 Find, evaluate, and accurately credit authoritative sources of information

PLO 3 Recognize and apply the conventions and methods of at least two disciplines within the Liberal Arts

PLO 4 Recognize and apply the conventions and methods of college-level math

PLO 5 Identify, analyze, and evaluate arguments in their own work and others' work

Appendix B

Program Name: Individual Studies

Degree/Certificate Type

HEGIS CODE: 5699
NYSED Code: 80029

CIP 8 Code: 240102

Link for NYSED (HEGIS and Program Code)

Link to SUNY General Education Framework https://www.suny.edu/attend/gef-started/transfer-students/suny-transfer-paths/

Date Prepared: Nov-26

Last Completed Program Review A
Next Completed Program Review A

*Assessment Key

a) Use X for all Gen Ed areas and if a Program Learning Outcome is taught in the course and A for course/s courses where it is assessed.
b) All programs must include and assess Mathematics, Comm, Natural Science and Scientific Reasoning, and DEIJ
c) All programs must include the following Core Competencies: Critical Thinking, Information Literacy, and Civic Discourse

Degree Requirements	Program Learning Outcomes*					General Education Outcomes*												
						M&QR	NS	Comm	DEIJ	Arts	Hum	SS	US&CE	WH&GA	WL	Crit. Thinking	Info Lit	Civic Discourse		SUNY
	1	2	3	4	5	Quant Data	Sci Method	Comm	Multi Cultures							Crit Thinkin	Info Lit		Tech	JCC ILOs
Major Course requirements-15 cr.																				
INT 111																				
ENG 101	X	X			X			X									X			
MTH 144						X		X												
General Education Natural Science							X													
General Education Diversity, Equity, Inclusion and Social Justice									X											
Liberal Arts/Free Elective coursework-48 cr.																				
Critical Thinking Liberal Arts Elective																X				
Civic Discourse Liberal Arts Elective																		X		
Liberal Arts Elective			X?	X?						X?	X?	X?	X?	X?	X?					
Free Elective (39 credits)			X?	X?						X?	X?	X?	X?	X?	X?					
Total = 61-62 cr.																				
Total Liberal Arts = 9 cr.																				
Total General Education = Must reach 30 cr.																				

Program Learning Outcomes
PLO 1 : Communicate effectively for diverse purposes and audiences
PLO 2 : Find, evaluate, and accurately credit authoritative sources of information
PLO 3: Recognize and apply the conventions and methods of at least two disciplines within the Liberal Arts
PLO 4 : Recognize and apply the conventions and methods of college-level math
PLO 5: Identify, analyze, and evaluate arguments in their own work and others' work

SUNY Gen Ed Framework		Old SUNY GER	Skills and Proficiencies
Required SUNY GE Knowledge and Skills areas	* Mathematics and Quantitative Reasoning	Mathematics	
	*Natural Sciences and Scientific Reasoning	Natural Sciences	
	*Communication - Written and Oral	Basic Communication	
	*Diversity, Equality, Inclusion and Social Justice	N/A	Diverse Perspectives, Cultural Sensitivity, Values & Ethics
	*The Arts	The Arts	Diverse Perspectives, Global Awareness, Cultural Sensitivity, Values & Ethics
	*Humanities	Humanities	Values & Ethics, Diverse Perspectives, Global Awareness, Cultural Sensitivity
	*Social Sciences	Social Sciences	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Quantitative Reasoning, Scientific Reasoning
	*United States History and Civic Engag	American History	Cultural Sensitivity, Diverse Perspectives, Critical Analysis and Reasoning
	*World History and Global Awareness	Western Civ/ OW C	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Values & Ethics
	*World Languages	Foreign Language	Cultural Sensitivity, Diverse Perspectives, Global Awareness, Values & Ethics
Required Core Competencies	Critical Thinking	Critical thinking/rea	Critical Analysis and Reasoning
	Information Literacy	Information Mgt	Information Literacy
	Civic Discourse		
	Technology		

Jefferson Community College	Institutional Learning Outcomes	https://sunyjefferson.edu/academics/programs/catalog/statement-objectives-general-education.php
	ILO 1	Communication - Oral and Written
	ILO 2	Scientific Reasoning
	ILO 3	Critical Thinking and Reasoning
	ILO 4	Mathematics & Quantitative Reasoning
	ILO 5	Technological Competency
	ILO 6	Information Literacy
	ILO 7	Ethics, Values, Diversity and Global Learning

Appendix C

Jefferson Community College

Graduate Survey Core Questions

Personal Information:

Last Name, First Name, MI: _____

Prior Surname on Record: _____

Street Address: _____

City, State, Zip: _____

Phone Number: (_____) _____

E-mail: _____

Graduation Semester **December** **May** **August** **Year** _____

While attending Jefferson Community College, your primary enrollment status was:

__ Full-time day __Part-time day __Full-time evening __Part-time evening
__ Full-time online __Part-time online __Weekend

Your response to these questions will be treated as confidential information.
Your answers will only be part of a composite report in which individual replies are not identified.

A. JCC Effectiveness: *(Questions A.1 and A.2 will be included in all curriculum surveys.)*

1. How strongly do you agree or disagree with the following statements regarding your experience in the _____ program? (Check one box for each if applicable)

		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	N/A
a	Courses within the _____ program are offered with sufficient regularity.						
b	The _____ courses I have taken provide me with valuable knowledge for my chosen career and future research.						
c	My instructors at JCC were effective.						
d	I was satisfied with the overall quality of the instruction in my major field.						
e	I was satisfied with the overall quality of the instruction outside my major field.						
f	The academic advising I received from the advising center was effective.						
g	The academic advising I received from my faculty advisor was effective.						
h	The academic advising I received from the JCC advisors at Ft. Drum was effective.						
i	I self-registered through SOAR and found the process to be effective.						

2. How strongly do you agree or disagree with the following statements? (Check one box for each if applicable)

My experience at JCC enabled me to …		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	N/A
a	utilize effective communication skills in reading, writing, speaking, listening.						
b	solve problems through logical reasoning and the scientific method and they shall be able to discern thought patterns and beliefs in their own decisions and in the works of others.						
c	interpret, compute and apply quantitative data.						
d	select and use the most appropriate technological tool(s) and understand technology's impact on self and society.						
e	Access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic.						
f	Demonstrate knowledge of diverse peoples and their cultures.						

B. Program Effectiveness:

Program specific questions created by Curriculum Review Committees

(The following question will be included in all curriculum surveys.)

What trends do you see as likely to affect the _____ program and graduates in the next five to seven years?

_____

_____

_____

C. Continuing Education: *(Questions C.1, C.2, and C.3 will be included in all curriculum surveys.)*

1. Did you continue your formal education? (Check one)

☐ yes—go to question #C2 ☐ no—Go to question #D1 ☐ Plan to at some point—Go to question #D1

2. If you did continue your formal education,

a) what is/was your enrollment status? (Check one)

☐ full-time ☐ part-time

b) how much transfer credit did you receive for your JCC coursework? (Check one)

☐ Full credit ☐ More than 50 hours ☐ 30-50 credit hours ☐ less than 30 hours

c) how well did your coursework at JCC prepare you for your upper division coursework? (Check one)

a. ☐ I was very well prepared for upper division coursework
b. ☐ I was generally well prepared for upper division work, with some weaknesses
c. ☐ I was moderately well prepared with some clear deficiencies
d. ☐ I was not well prepared

Please provide reason(s) _____

_____

_____

d) are there specific courses that would have made your transfer easier? (Check one)

☐ no ☐ yes, listed below

_____

_____

3. Please list ALL college(s) attended since completing the Jefferson Community College _____ degree, major fields of study, degrees earned or in progress, certifications and licensures, and date of graduation.

College	Major Field of Study	Degree Earned or In progress?	Certifications or Licensures Earned	Graduation Date or Expected Graduation Date

D. Success in the Job Market: *(Questions D.1, D.2, and D.3 will be included in all curriculum surveys.)*

1. What is your current employment status? (Check one)

- ☐ Employed full-time (30+ hours week)—go to question #D2
- ☐ Employed part-time (less than 30 hours week), not seeking full-time employment—go to question #D2
- ☐ Employed part-time (less than 30 hours week), seeking full-time employment—go to question #D2
- ☐ Serving in the Armed Forces—go to question #D2
- ☐ Unemployed, seeking employment—go to question #E1
- ☐ Unemployed, not seeking employment)—go to question #E1

2. If employed, please provide the following information about your current employer:

Name of Company: _____

Title of Job: _____

Street Address: _____

City, State, Zip: _____

Phone Number: (_____) _____

3. Is your current job related to the program in which you received your degree? (Check one)

☐ yes, directly related ☐ yes, indirectly related ☐ no, not related

a. How does your salary compare to what you expected as a result of completing your JCC program? (Check one)

☐ Better than expected ☐ About as expected ☐ Not as good as expected

b. How does your current job compare to the type of job you expected to have as a result of completing your JCC program? (Check one)

☐ Better than expected ☐ About as expected ☐ Not as good as expected

c. How well did JCC prepare you for your work experience? (Check one)

- ☐ I was very well prepared.
- ☐ I was generally well prepared, with some weaknesses.
- ☐ I was moderately well prepared, with some clear deficiencies.
- ☐ I was not well prepared. (Please provide reason(s) _____

E. Recommendations/Suggestions for Program Improvement:

(Questions E.1 and E.2 will be included in all curriculum surveys.)

1. If you were starting your education all over again, which would you do? (Check one)

- ☐ attend JCC and enroll in the same curriculum
- ☐ attend JCC but enroll in a different curriculum
- ☐ attend a different two-year college
- ☐ go directly to a four-year college/university
- ☐ not go to college at all

2. Please use the following space to comment on your experience at JCC and offer suggestions for improvement. (i.e. curriculum requirements, course offerings, student services, advisement, registration, etc.)

_____

_____

_____

_____

Thank you for your time – we appreciate your input!
Please return this survey via the enclosed self-addressed, prepaid envelope by _____, 2_____.

Appendix D

Program Review:
A Survey of Graduates

Individual Studies A.A.S.

2025

INTRODUCTION

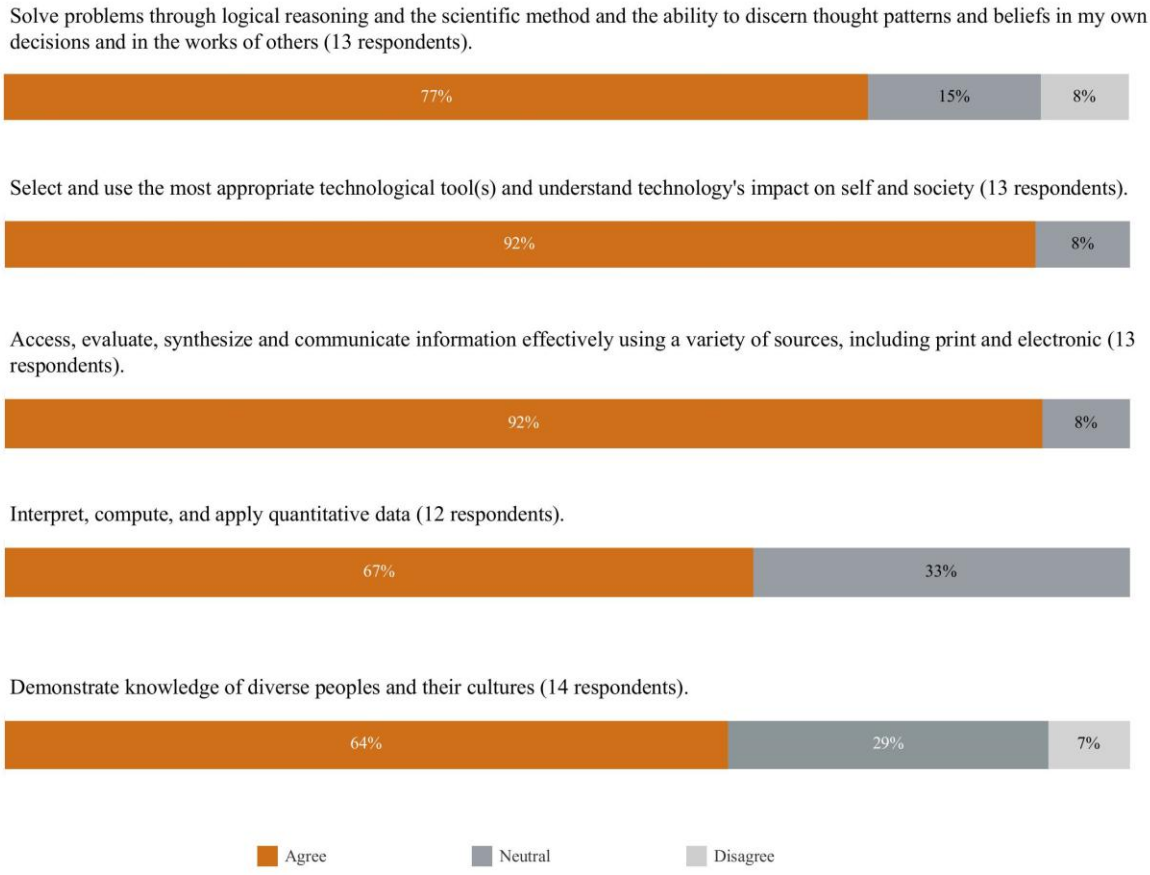
As part of Jefferson Community College's ongoing assessment process, a review of each of its academic programs is conducted every five to seven years. As part of that process, surveys are sent to every student of the program under review who graduated during the previous five to seven years.

Surveys were e-mailed to the 192 individuals who graduated from the Individual Studies A.A.S. program between fall 2018 and spring 2025. Of the 192 graduates, 17 responded to the survey (9%). A list of all program graduates was then sent to the National Student Clearinghouse in an effort to collect transfer information. According to this data source, 122 program graduates (64%) continued their education after leaving Jefferson Community College. **Please refer to Appendix A for a complete list of colleges, degrees, and graduation dates pulled from the National Student Clearinghouse.**

Experience at Jefferson

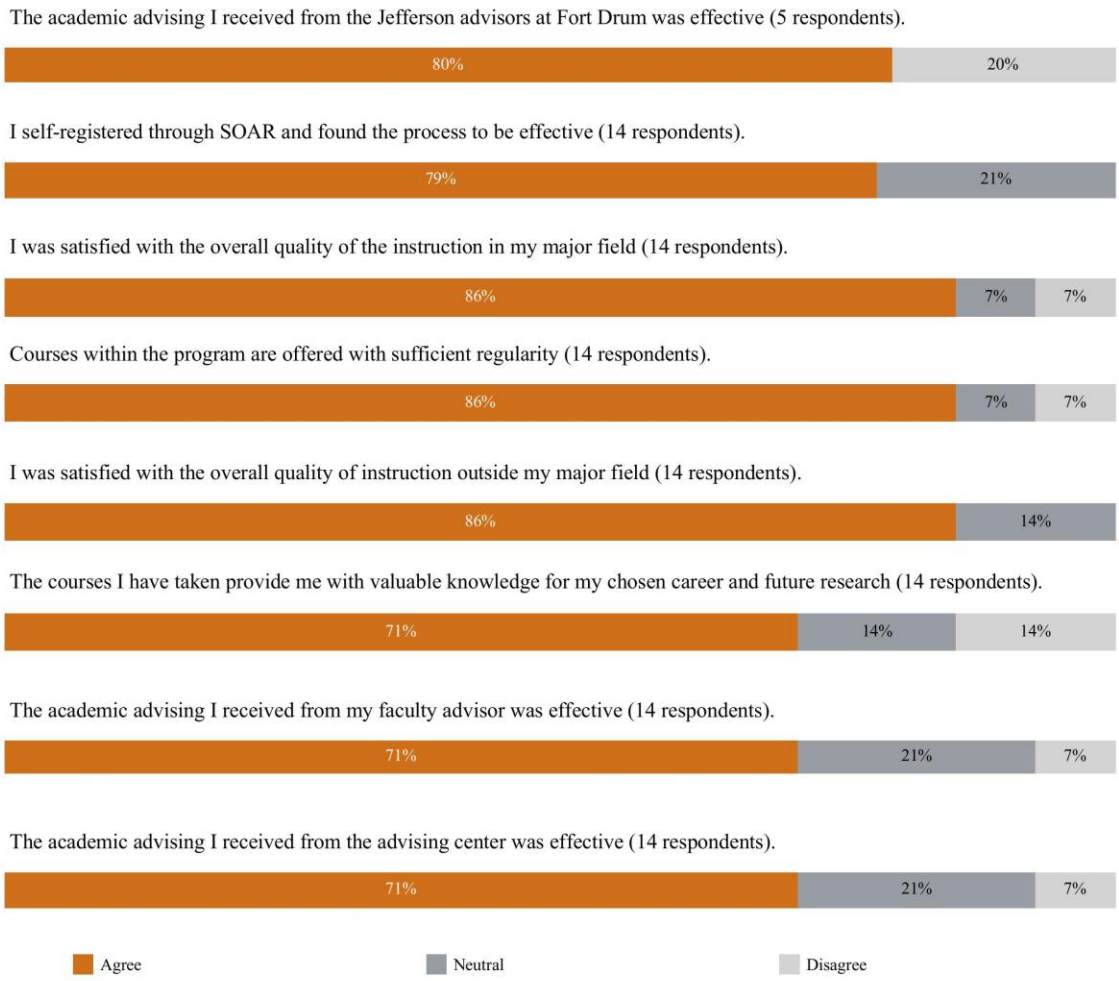
86% of respondents **AGREE** that Jefferson enabled them to utilize effective communication skills in reading, writing, speaking, and listening.

My experience at JCC enabled me to...



Experience in the Individual Studies A.A.S. program

88% of respondents **AGREE** that their instructors at JCC were effective.



3

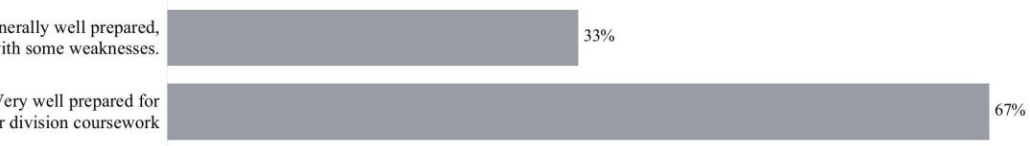
Continuing Education

Did you continue your formal education? (14 respondents)

Of those who continued their education, 78% of respondents indicated they were full-time at their new school.

If you did continue your formal education, how much transfer credit did you receive for your JCC coursework? (9 respondents)

How well did your coursework at JCC prepare you for your upper division coursework? (9 respondents)



Are there specific courses that would have made your transfer easier? (9 respondents)

Specific Courses:
More acting, communication, broadcasting, and simple math classes
English 102, Human Biology, POL 120, Human Services courses

64% *of program graduates* **transferred** *to another school. Of those who transferred,* 100% *continued in a program related to Individual Studies.*

Refer to Appendix A for full list of transfer schools and programs

Employment

Current employment status?	Job relation: Not related	Job relation: Related
Employed full-time (30+ hours week)	2	5
Employed part-time (less than 30 hours week), seeking full-time employment	1	1
Unemployed, seeking employment-skip to next page	1	

Of respondents, 100% said JCC helped prepare them for their occupation.

Name of Employer and Job Title:

Applebee's	To-go Specialist/Server	1
Carthage School District	Teacher's Aide	1
Department of Defense	Human Resources Specialist	1
Fresenius Medical Care	Biomedical Technician	1
Jefferson-Lewis BOCES	Instructor	1

How does your salary compare to what you expected as a result of completing your JCC program?

How does your current job compare to the type of job you expected to have as a result of completing your Jefferson program?

Comments:

As there are few training programs for Biomedical Technicians in New York, I chose to select corses that I felt would help me cover the "groundwork" for a degree in Healthcare Management, playing the long game as it were.

Knowledge of diversity and interpersonal communication was lacking.

Comments on experiences at JCC and suggestions for improvement:

All open-ended responses are unedited unless necessary to protect the identity of the respondent

This program allows students explore and appreciate a little bit of everything: arts, history, social studies, and learning in general. It prepares students for university level expectations and experiences while being a perfect stepping stone to bigger ponds. I'm very grateful for my experience here. I think interpersonal communication classes should be a requirement as they develop necessary skills for society and grow understandings of diversity and tolerance.

I don't feel that JCC could have done anything more than they did to help me, as I spent many years struggling to come to terms with life outside the military with multiple additional personal struggles. The people and individuals who supported me along the way were instrumental in my success, even if I wasn't a shining beacon compared to others, it by no means dims the gratitude I feel about it. The ability to individually tailor a degree to further my goals in the "long game" has been a wonderful thing, and I look forward to finishing my bachelor's degree using what I learned at JCC as the foundation for success.

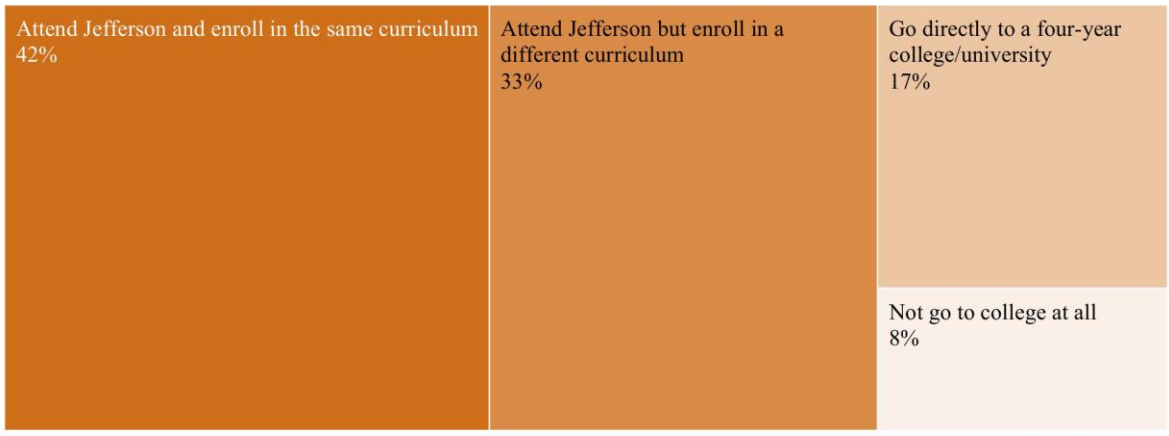
I would change my degree to focus more on biology and science since that's what I'm getting a BS in but I loved every class I took because the professors made it enjoyable. SUNY's curriculum has helped me in classes I've taken within my bachelors degree.

I had a meaningful experience at JCC, although it started off challenging due to some distressing interactions with a classmate. Fortunately, once I was out of that class things improved significantly. I genuinely enjoyed the nursing program and appreciated the guidance from some remarkable professors. However, I believe there are opportunities for improvement regarding staff training on cultural differences, which could enhance the learning environment for all students. Completing my degree was especially significant for me, as I faced personal challenges, including the loss of family members, and the impacts of Covid. I am grateful that JCC was available in my new town, which I was unfamiliar with due to my military background. Moving forward, I hope that JCC continues to support not only the military community but also its broader community. One key suggestion I have is for JCC to enhance its efforts toward cultural diversity, particularly for people of color, to foster a more inclusive environment for everyone.

It would be nice for JCC to partner with a 4-year college that offers a Bachelor's and Master's in Social Work to take classes on JCC campus. I am currently back at JCC in the Human Services program after graduating with an associate's in Individual Studies.

For the past 6 years, my experience at JCC was incredible.

If students were to start over, they would...



Appendix A: Transfer Information

Includes ALL colleges students attended since graduation from Jefferson, therefore, there may be multiple colleges listed per student.

College Name1	Degree Title1	Major	Day of Graduation Date	
Albany State University	Health Science Pathways	Liberal Arts and Sciences	December 12, 2024	1
Alfred State College	Null	Null	Null	1
American Public University System	Null	Null	Null	2
	Bachelor of Arts	Criminal Justice	June 1, 2020	1
Arizona State University	Null	Null	Null	2
Augusta University	Null	Null	Null	1
Bryant & STratton College	Null	Null	Null	1
California State University	Bachelor of Arts	Criminal Justice	May 24, 2024	1
Capella University	Null	Null	Null	1
	BSN	Null	February 28, 2023	1
Cazenovia College	Null	Null	Null	1
Central Texas College	Null	Null	Null	1
	Associate of Applied Science	Medical Laboratory Technician	May 13, 2022	1
Chamberlain University	Bachelor of Science	Nursing	April 23, 2022	1
			December 17, 2022	1
Colorado Technical University	Bachelor of Science	Criminal Justice-Homeland Security	March 26, 2020	1
CUNY John Jay College	Null	Null	Null	1
Empire State University	Null	Null	Null	7
	Bachelor of Arts	Community & Human Services	October 1, 2022	1
		Psychology	September 1, 2025	1
	Bachelor of Science	Public Affairs	May 1, 2022	1
	Master of Science	Information Technology	January 1, 2024	1
Excelsior University	Null	Null	Null	2
Fayetteville Technical College	Null	Null	Null	1
Franklin University	Bachelor of Science	Public Safety Management	December 16, 2023	1
Full Sail University	Null	Null	Null	1
Gaston College	Null	Null	Null	1
Georgia State University	Null	Null	Null	1
Grand Canyon University	Bachelor of Science	Business Administration	May 19, 2019	1
		Finance & Economics	April 16, 2023	1
	Master of Business Administration	Marketing	August 28, 2024	1
Gwinnett Technical College	Null	Null	Null	1
	Certificate	Certified Construction Worker	December 7, 2024	1
		Finish Carpenter	May 10, 2025	1
		Framing Carpenter	December 5, 2020	1
Herzing University	Bachelor of Science	Nursing	August 27, 2024	1
Hillsborough Community College	Vocational Certificate	Correctional Officer	May 10, 2021	1
		Correctional Officer (Crossover)	December 12, 2023	1
Kennesaw State University	Bachelor of Science	Public Health Education	August 1, 2024	1
Kishwaukee College	Associate in Arts	General	August 4, 2022	1
Le Moyne College	Null	Null	Null	1
Liberty University	Bachelor of Science	Interdisciplinary Studies	May 15, 2021	1
Marymount University	Bachelor of Science	Nursing	May 8, 2021	1

Appendix A: Transfer Information

Includes ALL colleges students attended since graduation from Jefferson, therefore, there may be multiple colleges listed per student.

Appendix A (page 2)

College Name1 (group)	Degree Title1	Major	Day of Graduation Date	
Midlands Technical College	Null	Null	Null	1
Minnesota State College	Diploma	Computer Aided Design	May 12, 2023	1
Monroe Community College	Null	Null	Null	2
Navarro College	Null	Null	Null	1
Nazareth University	Null	Null	Null	1
Northern Illinois University	Null	Null	Null	1
Northwester Michigan College	Bachelor of Science	Maritime Technology	January 14, 2021	1
NUC University	Diploma	Esthetics	July 22, 2021	1
Palm Beach Atlantic University	Null	Null	Null	1
Pomeroy College of Nursing at Crouse Hospital	AAS	Nursing	May 26, 2022	1
		Nursing	April 30, 2021	1
Robert Morris University	Null	Null	Null	1
Roberts Wesleyan University	Null	Null	Null	1
Rochester Community and Technical College	Null	Null	Null	1
San Antonio College	Null	Null	Null	1
Sanata Ana College	Null	Null	Null	1
Savannah State University	Null	Null	Null	1
Southern New Hampshire University	Null	Null	Null	6
	Bachelor of Arts	Creative Writing and English	November 1, 2022	1
		Psychology	September 1, 2023	1
Southern Utah University	Null	Null	Null	1
St. Joseph's College of Nursing	Null	Null	Null	1
SUNY Binghamton	Bachelor of Science	Biological Sciences	May 18, 2025	1
SUNY Brockport	Bachelor of Science	Biology	January 24, 2019	1
		Psychology	May 15, 2025	1
		Social Work	May 21, 2021	1
	Bachelor of Science	Nursing	August 8, 2020	1
			May 15, 2025	1
	Master of Social Work	Social Work	May 13, 2022	1
SUNY Canton	Null	Null	Null	3
	A.A.S.	Nursing	May 15, 2020	2
			May 21, 2021	1
	Bachelor of Business Admin..	Early Childhood Care	December 20, 2024	1
	Bachelor of Science	Applied Psychology	May 21, 2021	1
		Emergency Management	May 19, 2023	1
SUNY Cayuga Community College	Null	Null	Null	1
SUNY Cobleskill	Null	Null	Null	1
SUNY Delhi	Null	Null	Null	1
	Bachelor of Science	Nursing	May 18, 2024	1
SUNY Finger Lakes Community College	Associate of Applied Science	Architectural Technology	May 14, 2024	1
SUNY Fredonia	Null	Null	Null	1
SUNY Geneseo	Null	Null	Null	1

Appendix A: Transfer Information

Includes ALL colleges students attended since graduation from Jefferson, therefore, there may be multiple colleges listed per student.

Appendix A (page 3)

College Name1	Degree Title1	Major	Day of Graduation Date	
SUNY Jefferson Community College	Null	Null	Null	19
	Associate in Applied Science	Business Administration	May 20, 2022	1
		Fire Protection Technology	December 17, 2019	1
		Nursing	May 15, 2020	1
			December 22, 2020	1
			May 20, 2021	1
			May 21, 2021	4
			December 21, 2021	2
			May 16, 2025	2
		Office Technologies	May 15, 2020	1
		Zoo Technology	May 17, 2019	1
	Associate in Arts	Psychology	May 17, 2019	1
			December 19, 2023	1
	Associate in Science	Business Administration	December 22, 2020	1
			December 21, 2021	1
			May 16, 2025	1
		Computer Information Systems	May 15, 2020	1
		Criminal Justice	May 15, 2020	1
			May 21, 2021	1
		Healthcare Management	December 19, 2023	1
		Human Services	May 20, 2022	1
	Certificate	Hospitality and Tourism	December 17, 2019	1
SUNY Mohawk Valley Community College	Null	Null	Null	1
SUNY North Country Community College	Null	Null	Null	1
	AAS	Radiologic Technology	May 13, 2021	1
SUNY Onondaga Community College	Null	Null	Null	1
SUNY Oswego	Null	Null	Null	1
	Bachelor of Arts	Psychology	August 13, 2021	1
SUNY Polytechnic Institute	Null	Null	Null	1
	Bachelor of Science	Computer Information System	May 7, 2022	1
SUNY Potsdam	Null	Null	Null	3
	Bachelor of Arts	Psychology	August 10, 2024	1
	Bachelor of Science	Business Administration	December 15, 2023	1
SUNY University at Buffalo	Null	Null	Null	1
	Bachelor of Arts	Urban and Public Policy Studies	February 1, 2022	1
	Bachelor of Science	Computer Science	June 1, 2024	1
	Juris Doctor	Law	June 15, 2023	1
Syracuse University	Bachelor of Arts	Policy Studies	May 11, 2025	1
Tacoma Community College	Associate in Nursing	Nursing	March 18, 2022	1
Texas A&M University	Null	Null	Null	1
	Bachelor of Applied Arts/Science	Business	December 13, 2024	1
Texas Christian University	Bachelor of Science	Economics	August 9, 2019	1

Appendix A: Transfer Information

Includes ALL colleges students attended since graduation from Jefferson, therefore, there may be multiple colleges listed per student.

Appendix A (page 4)

College Name1	Degree Title1	Major	Day of Graduation Date	
The University of Alabama	Null	Null	Null	1
The University of Arkansas	Null	Null	Null	1
University of Central Florida	Null	Null	Null	1
University of Maryland	Null	Null	Null	2
	Bachelor of Science	Computer Networks and Cybersecurity	August 30, 2024	1
University of North Carolina	Null	Null	Null	1
University of Oklahoma	Null	Null	Null	1
University of Phoenix	Null	Null	Null	2
University of Rochester	Null	Null	Null	1
University of South Carolina	Null	Null	Null	1
University of Texas	Null	Null	Null	1
	Bachelor of Science	Nursing	October 31, 2022	1
Upper Iowa University	Null	Null	Null	1
Utica University	Bachelor of Science	Nursing	December 31, 2022	1
Western Governors University	Bachelor of Science	Business Management	May 5, 2025	1

Appendix E

Meeting Title: Individual Studies Advisory Board Meeting
Date: 12/11/25
Time: 12:30
Location: 5-101

Attendees

- Betsi Bentz, JCC Staff
- Katie Corbin, JCC Staff
- Carey Goyette, JCC Provost
- Kerry Kennett, JCC Faculty
- Leo LeMay, University of Maryland Global Campus
- Jay Matteson, Jefferson County Economic Development
- Ron Palmer, JCC Faculty
- Mark Streiff, JCC Faculty
- John Trumble, JCC Staff
- Mary Ann Vaugh, Fort Drum Education Center

Absent

- Kayla Jamieson, NoCo Family Health - Formerly Greater Watertown North Country Chamber

Agenda Items & Discussion

1. Welcome & Opening

- Ron opened the meeting by welcoming participants and thanking everyone for their time and commitment to the process. The group then proceeded with introductions.

2. Discussion Items

- **Overview and Key Discussion Points:**
  - Historically, this degree served undecided students, who later matriculated into another program once they identified a major.
  - The program is particularly important for the College in Prison Program and for active-duty military personnel seeking career advancement.
  - The degree offers significant flexibility, including 39 free elective credits; the group agreed that maintaining this flexibility is essential.
  - The program is well suited for students earning prior learning credit.
  - The group agreed not to rename or restructure the program as a General Studies degree, as this would negatively impact transfer opportunities and financial aid.

- The possibility of expanding general education requirements to support transfer was explored; however, the group concluded that doing so would reduce the program's flexibility.
- Instead, the group recommended developing targeted advising guides aligned with students' career and transfer goals to ensure appropriate course selection.
- Emphasis was placed on ensuring the curriculum prepares students for the evolving workforce, including competencies related to artificial intelligence.

3. Action Items

- Develop career-path–specific advising guides for the program.
  - Launch an awareness and promotional campaign highlighting the value and flexibility of the degree.
- Ensure CIS 110 includes an artificial intelligence component.
  - Increase the frequency of offerings for the technical math course (Math 133).

4. Adjournment

- Meeting adjourned at: 2:21

Appendix H

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO. **153-26**

DATE: **May 6, 2026**

SUBJECT: **REGISTRATION AND WITHDRAWAL POLICY REVISION (Revises Resolution No. 145-53, May 2025)**

BE IT RESOLVED, that the Jefferson Community College Board of Trustees does hereby approve revisions to the Registration and Withdrawal Policy as attached.

Jefferson Community College
Registration and Withdrawal Policy

PURPOSE:

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

DEFINITIONS:

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

1. Registration refers to the procedure by which a student enrolls in coursework.
2. The term “in good academic standing” means that a student is eligible and has been allowed to register for and undertake academic coursework.
3. The census date is the date set by the College, which typically marks the end of the add/drop period and the beginning of the withdrawal period.

STATEMENT OF POLICY:

1. Students in good academic standing may register using the College’s current registration procedure.
    a. A student may register for a maximum of 19 credit hours during the fall or spring terms.
    b. A student may register for a maximum of 12 credits during an early or late session during the fall or spring terms.
    c. A student may register for a maximum of 12 credits during the summer term.
    d. A student may register for a maximum of 7 credits during the winter term.
    e. A student may register for more than the allowed credit hours for a given term with approval from the Chief Academic Officer.
2. In order for a student to drop a course from their academic load they must do so officially using the College’s current registration procedure.
    a. Courses may only be dropped through the census date for the course.
    b. A dropped course will never appear on a student’s official transcript.
3. In order for a student to withdraw from a course they must complete the College’s current withdrawal procedure.
    a. Students withdrawing from a course must complete the course withdrawal process prior to completion of 60% of the scheduled number of days in the course.
    b. A student may withdraw from all courses using the College’s current withdrawal procedure. Withdrawing from all classes does not impact a student’s academic standing.
    c. Withdrawals appear on the student’s official academic transcript with a non-penalty designation of “W” and do not impact a student’s grade

point average.

d. Withdrawals are used in the eligibility for financial aid calculation.

4. The Chief Academic Officer issues all administrative withdrawals, which result in the grade designation “Z” being recorded on the student’s official academic transcript. “Z” grade designations do not impact a student’s grade point average.
5. A student may request a late or retroactive administrative withdrawal due to documented extraordinary circumstances. All such requests must be received no later than one calendar year after the end of the semester or summer/winter session in which the course(s) were taken.
6. Students are responsible for all tuition and fees associated with course registration and withdrawal as specified in the Tuition and Fees Policy and the Tuition Refund Policy.
7. The Chief Academic Officer is responsible for overseeing this policy.

APPROVED: Res. 135-18, May 2018
REVISED: Res. 145-25, May 2025
REVISED: Res. 153-26, May 2026

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **154-26**

DATE: **May 6, 2026**

SUBJECT: **MANAGEMENT / CONFIDENTIAL**
TERMS AND CONDITIONS OF EMPLOYMENT

BE IT RESOLVED, that the Jefferson Community College Board of Trustees hereby approves the attached Management and Confidential Employees' Employment Policy, which outlines the Terms and Conditions of Employment for Management/Confidential Employees of the College.

MANAGEMENT and CONFIDENTIAL EMPLOYEES EMPLOYMENT POLICY

DATE: Resolution _____, May 4, 2026

AMENDS: Resolution 111-23, January 4, 2023
Res. 192-16, November 2016 (effective January 1, 2017)
Res. 174-10, September 2010
Res 122-06, March 2006;
Res. 113-85, August 1985; Res. 116-85, Sept. 1985 and Res. 111-86, April 1986.
Res.130-86, Sept. 1986;
Article XI March 11, 1987

ARTICLE I
GENERAL CONDITIONS

1.0 Covered Positions

This Employment Policy shall cover all management and confidential employees of Jefferson Community College (JCC) unless such positions have individual employment agreements in which case the individual agreement is controlling.

1.1 Applicable Law

Management/Confidential employees are entitled to the rights and privileges as covered employees under this Employment Policy pursuant to New York State Law. This handbook IS NOT an employment agreement or contract for employment, but rather a description of the terms and conditions of employment currently in place and adopted by the Board of Trustees for the benefit of those employees covered by the handbook. To the extent the handbook is silent on a particular topic or issue, JCC will abide by its legal obligations/requirements as pursuant to New York State Law.

1.2 Job Duties

Each covered employee shall perform the duties outlined in their job description, goals for the year and other duties as assigned by the President or the employee's immediate supervisor. The job descriptions shall be reviewed and updated according to JCC policy and procedure as needed.

1.3 Professional Obligations

Persons serving in management or confidential positions are employees at will and perform specific managerial or confidential responsibilities. Covered employees under this policy shall work a minimum of seven hours per day. Job responsibilities often require a longer workday and attendance at evening meetings. Covered employees shall work a twelve-month or fifty-two week year, less vacation and holiday leave, unless

specifically directed otherwise by the President of the College as reflected in a Covered employee's job description.

1.4 Appointments

All appointments of management and confidential employees are for the College fiscal year, or portion thereof, and may be renewed annually. The fiscal year begins on September 1 and ends the following August 31. The President may elect to extend appointments for multiple years, but in no event shall such appointment extend beyond three calendar years without explicit authorization and approval of the Board of Trustees.

ARTICLE II
OFFICE PROCEDURES

2.0 Confidentiality

Personal information about the College, students, parents, clients or employees is to be held in the strictest of confidence. Information received in offices shall not be discussed outside of the office or with any unauthorized persons either within or outside the office for any reason. Violation of this policy may result in disciplinary action up to and including termination.

2.1 Office Hours

Office hours vary by department. Full-time employees are expected to work a minimum of 35 hours per week (which includes sick leave, vacation, and other approved leave) to meet the operational needs of their department, division, or the overall needs of the college. Coverage and lunch breaks will be scheduled so that throughout the day, College operations are not adversely affected. All employees are required to take at least a 30-minute lunch period. The College recognizes that circumstances may arise for covered employees that do not permit the keeping of regular office hours and, in such occurrences, the Supervisor shall be notified when regular schedules cannot be kept. It is expected that employees may, at times, be required to work outside of their normal scheduled hours to support departmental and operational needs.

2.2 Office Attire and Demeanor

Employees should dress in a manner which is neat in appearance and consistent with a business-like atmosphere, keeping in mind the impression made on students, visitors, and other employees. Office demeanor and language should also be professional in nature. Supervisors are expected to both model and enforce an appropriate business like atmosphere in the College's office and public areas, including clothing and attire, in order to reinforce the professional business-like atmosphere.

2.3 Personal Information

It is important that personal data of all employees, such as address, telephone number, marital status, name change, number and names of dependents, beneficiaries and tax withholding information be accurate and up-to-date. Each employee is required to report any changes to the Human Resources Department as soon as possible.

2.4 Release of Personal Information

The College will not release personal data to non-College employees nor outside agencies without the written consent of the employee unless required to do so by law.

2.5 Employee Files

A complete record of employment is kept for each employee at the College in the Human Resources Department. Advanced degree transcripts, certificates, licenses, awards and other forms of recognition will be accepted for inclusion in the employee's personnel file. These files are confidential and maintained by the Human Resources Department. Employees may review the contents of their personnel file upon request and at a mutually agreeable time.

2.6 Remote/Flexible Work

With supervisors approval, covered employees may be eligible to work remotely or adjust to a flexible schedule dependent upon department and college needs in accordance with Management and Confidential employee procedures. Employees are required to report any remote work in the College's leave reporting system.

ARTICLE lll
LEAVE POLICIES

3.0 Vacation

Vacation Leave credits will be earned proportionally throughout the work year.

Effective September 1, 2026, new employees in their first year of employment will accrue 1 day of vacation per month of service, unless an alternate agreement is reached during the hiring process.

Employees serving in the management or confidential classification shall be eligible to accrue credit each month for vacation leave at the rate of:

New Hire to one (1) year of employment	One day per month (up to 12 days)
After one (1) year to five (5) years of employment	twenty-two (22) days
After five (5) full years of employment	twenty-three (23) days
After ten (10) full years of employment	twenty-six (26) days
After fifteen (15) full years of employment	thirty (30) days

Vacation time shall be taken when the work situation of the employee and department permits. Employees shall request use of vacation time from their supervisor.

Accumulation of vacation leave shall not exceed forty-five (45) days.

Covered employees may sell back up to 8 days of vacation annually. Any vacation days sold back will proportionately reduce the number of days eligible for carry-over. For example purposes only, if an employee sells back 7 days, the maximum number that the employee may roll over is 38 days (45 days less 7 days). Rolled-over vacation days will be reimbursed at the employee's per diem rate and can be paid directly to the employee's 403(b) account or paid out via payroll check.

Additionally, in order to be eligible to sell back their vacation days, covered employees must make their request to their Supervisor, to be approved by the President, on or before October 1st of each year to sell back up to eight (8) vacation days. Once properly submitted, the payment for the sold back vacation days into the employee's 403(b) account will occur in the first pay period in December. The employee must be an active employee at the time of payment to receive the vacation sell back under this section.

In the event of death, retirement, resignation, or other separation from service, employees in management and confidential positions shall be compensated for such accumulated and unused vacation leave credits not to exceed a maximum of thirty (30) days, such payment to be computed on the basis of the basic annual salary otherwise payable.

3.1 Holiday Leave

In addition to vacation, employees shall receive 12 paid holidays annually as approved by the Board of Trustees.

3.2 Sick Leave

Sick Leave credits will be earned proportionally throughout the work year. Credits standing to employee accounts will be retained.

Employees who are unable to perform their duties due to illness or accident shall be granted sick leave at regular compensation to the limit of their sick leave accruals up to a maximum of one hundred eighty (180) days for a single disability.

In no event shall an employee's sick leave accruals exceed the following:

	Duration of Employee Work Year ……Administrative Year……
Sick Days Accrued Annually	23
Maximum Accrued Sick Days	180

The maximum number of sick leave days available for a period of disability will be governed by the classification of appointment held by the employee at the time the disability commences.

Upon exhaustion of all personally accumulated sick leave, or on the first (1st) day of the month following six (6) consecutive months of total disability, whichever occurs later, employees may apply for benefits under the College's long-term disability plan. If approved by the insurance carrier, the employee may receive disability payments.

After an employee has exhausted all sick leave accruals or received benefits from the Disability Insurance Plan, the employee's salary shall be suspended should the absence continue. The College shall have no further obligation to such employee after two administrative years following the administrative year in which the disability began.

A physician's certificate may be required for any absence due to illness or injury and an examination may be required in instances of extended disability. In addition to personal illness of the employee, absence due to serious illness or death in the employee's immediate family may be charged against sick leave accruals to a maximum of fifteen (15) days per year. For the purpose of this section, immediate family shall include, in addition to the employee's spouse and their children, the brothers, sisters, parents, and grandparents of both, and any other that the President may approve.

3.3 Maternity/Paternity Leave

The College supports employees through pregnancy, childbirth, and the welcoming of a new child. Employees who are pregnant are encouraged to continue working for as long as they are able to perform the essential duties of their role, with or without reasonable accommodation. The College may request appropriate medical documentation when needed and permitted by federal regulations.

When an employee takes leave for their own pregnancy-related medical condition, the College will request a return-to-work document from their provider in accordance with the Family and Medical Leave Act (FMLA).

Employees may apply in writing for an unpaid leave of absence. Leave will be administered in alignment with college procedures and the Family and Medical Leave Act. Employees may use accrued sick leave during the actual period of pregnancy-related medical disability, consistent with federal guidelines.

During periods of FMLA leave that would otherwise be unpaid, the College may require the use of accrued paid vacation or other available paid leave. This helps employees maintain income continuity while on approved leave. If an employee requests to extend their leave beyond the period certified by their health care provider and is approved by the college, all available vacation benefits will be applied first, and any remaining days will be recorded as unpaid leave.

When both parents are College employees and eligible for FMLA leave, they may use a combined total of 12 workweeks of FMLA leave within a 12-month period for the birth, adoption, placement, and bonding with a child. Each employee still retains their individual entitlement to FMLA leave for their own serious health condition.

3.4 Physicians Statement

The College reserves the right to require a physician's statement at any time attesting to the covered employees' wellbeing and ability to perform all functions of their assigned tasks.

The College reserves the right to require a physician's statement for any absence due to illness or injury consistent with the sick time use procedures.

The College reserves the right to require a medical examination attesting to the employee's fitness to return to duty for any extended illness or condition beyond two calendar weeks.

3.5 Bereavement Leave

Employees shall be allowed five (5) bereavement days for each death in the immediate family. Such leave will be taken from sick leave accruals. The College may require written documentation.

3.6 Unpaid Leaves of Absence

The College complies with the federal Family and Medical Leave Act of 1993 (FMLA). Short-term unpaid leaves of absence are approved by the Executive Director of Human Resources with support of the immediate supervisor. All unpaid leaves extending beyond thirty (30) calendar days must be approved, in advance, by the College President. No leave shall be approved for more than a one-year duration without extenuating circumstances.

Requests for all leaves must be submitted in writing to the President ninety (90) days before the expected commencement of the leave period, or as soon as practicable under the circumstances. Employees must use all accrued time prior to receiving an unpaid leave.

During the period of an individual's unpaid leave, the College's share of costs of any and all insurance premiums and other substantial benefits, including retirement contribution costs, shall cease with the employee on unpaid leave assuming all costs unless such contributions are otherwise required under an approved FMLA leave or some other provision of law.

An employee on unpaid leave shall not accrue vacation or sick leave credits. Further, the employee will not receive seniority accrual toward salary increases, increments, or retirements.

An employee on an approved unpaid leave shall be guaranteed return to the same or similar position as occupied prior to talking the leave unless the position has been abolished pursuant to New York State law.

3.7 Study Leave

Leaves with full or partial salary may be granted following Board of Trustee approval. Such leaves shall be for the specific purpose of improving the administrative performance of the management or confidential employee.

Employees on study leave of absence with or without salary will receive all increases in salary and benefits to which they normally would be entitled, providing they satisfactorily achieve the objectives for which the leave was granted.

The College will continue to provide office space for employees on leave on a "space-available" basis. These provisions shall not apply beyond twelve (12) months unless extended by the Board of Trustees.

3.8 Other Leaves

The President may grant a leave of absence for a period not to exceed one (1) year for unusual circumstances. The provisions for salary, if any, and the dates for approval will vary with the individual case.

ARTICLE IV
INSURANCE COVERAGE

4.0 Health Insurance

Full-time Management and Confidential employees are eligible to receive health insurance coverage offered by the College.

Covered employees will pay a dollar amount equal to 18% of the total premium to be made through payroll deductions, with the remaining premium paid by the College.

The Board of Trustees, upon recommendation from the President, may increase the total premium percentage paid by covered employees in any subsequent fiscal year.

4.1 Section 125

The employer will provide a Section 125 plan for use by covered employees for health insurance, non-reimbursed medical expenses, and dependent care as provided by IRS regulations. Contribution amounts and enrollment time frames shall be set by the plan in accordance with IRS regulations. Employees shall hold the Employer safe and harmless in the event of changes in the regulations.

4.2 Disability Insurance

The College shall provide a disability insurance plan to all management and confidential employees and shall pay 100% of the premium cost. This plan provides benefits which begin on the first month following six consecutive months of total disability and continue during such disability until age 65 or until death occurs. For a disability beginning after age 60, benefits will be payable for five years (5) or to age 70, whichever is earlier.

The monthly income benefit, which includes any income benefits payable by Social Security and Worker's Compensation, shall be equal to 60% of monthly salary to a maximum monthly benefit of $2,500.00.

4.3 Life Insurance

The College shall provide $150,000 of term life insurance for each management and confidential employee and shall pay 100% of the premium cost.

ARTICLE V
PERFORMANCE EVALUATIONS

5.0 Goal Setting

Each year, covered employees are expected to develop and complete annual goals and objectives and submit those for approval to their immediate supervisor. Evaluation of covered employees will be based on performance of responsibilities described in job descriptions, cooperatively developed goals, and the accomplishment of specific tasks set by superiors. Evaluations will be completed annually.

5.1 Evaluation of Staff

Covered employees are expected to conduct and oversee evaluations of full-time staff members under their supervision, pursuant to College policy, and applicable employment agreement.

ARTICLE VI
SALARY

6.0 Salary Increases

Salary increases for covered employees shall be determined annually and on a case by case basis by the College President with input from the covered employee's supervisor. The Board of Trustees shall take notice of and reference to the College's agreed upon increases for affiliated bargaining units, particularly the unit encompassing faculty, when considering salary increases for covered employees. The College will routinely monitor salaries compared to the market and make changes as appropriate.

6.1 Longevity Increments

For management and confidential employees hired before September 1, 2017, a longevity benefit of five percent (5%) of the minimum for the attained salary range will be given to management and confidential employees after ten (10), fifteen (15), twenty (20), and twenty (25) years of full-time continuous service. Such payment shall begin as of September 1st in the fiscal year in which the covered employee will reach the above longevity year milestones.

ARTICLE VII
RETIREMENT

7.0 New York State Retirement Systems

All full-time employees must join the appropriate retirement system applicable to their job title as a public employee. At the time of hire, eligible new employees will be placed in the appropriate tier as required by New York State Law.

The College acknowledges that covered employees may be eligible to participate in the New York State Teachers' Retirement System, the SUNY Optional Retirement Program, or the New York State Employees' Retirement System, all of which are presently in full force and effect and available to all employees as required by law.

7.1 Health Insurance upon Retirement

Employees hired prior to January 1, 2006 shall be eligible to continue health coverage in retirement at no cost, provided they have met the following conditions:

(a) completion of a minimum of (10) years of full-time continuous service with the College; and

(b) are employed by the College at the time of retirement; and

(c) are enrolled in the health plan at the time of retirement; and

(d) meet the definition of retirement as specified by the applicable retirement system.

The College must be notified at least four (4) months in advance of retirement so that compliance with retirement eligibility criteria can be evaluated. It is the employee's responsibility to notify the College Human Resources office of the desire to continue coverage into retirement.

- Employees hired prior to 1/1/2006 and meet the criteria established above shall be eligible to continue health coverage in retirement at no cost.
- Employees hired on or after 1/1/2006 and before 9/1/2010 and meet the criteria established above shall be eligible to continue health coverage in retirement by contributing a monthly amount, rounded to the nearest dollar, equal to the employee portion paid through payroll at the time of their retirement.
- Employees hired on or after 9/1/2010 and before 09/01/2026 who meet the criteria established above shall be eligible to continue health insurance coverage in retirement by contributing toward the health insurance premium at the same rate/percentage set by this handbook in section 4.0.
- Employees hired on or after 09/01/2026 and meet the criteria established above in section 7.1 (b), 7.1 (c) & 7.1 (d) shall be eligible to continue health insurance in retirement based on the chart below. Additionally, employees hired on or after 09/01/2026 will not be eligible for Medicare reimbursement payments.

Years of College Service	Individual Coverage Employee Share of Premium Cost	Individual Coverage College Share of Premium Cost	Dependent(s) Coverage Dependent(s) Share of Premium Cost	Dependent(s) Coverage College Share of Premium Cost
At least 10 years of full-time continuous service but less than 15 years	100%	0%	100%	0%
15-19 years of full-time continuous service but less than 20 years	40%	60%	100%	0%
20-24 years of full-time continuous service but less than 25 years	20%	80%	50%	50%
25+ years of full-time continuous service	18%	82%	40%	60%

7.2 Additional Retirement Incentive (hired prior to January 1, 2017)

This local retirement incentive only applies to covered employees hired before January 1, 2017. Covered employees age 55 and older and who have at least ten (10) years full-time, continuous service with the College shall be eligible for a retirement incentive equal to 50% of final salary. The employee must submit a written notice of intent to the President to exercise this option within 180 days of reaching said eligibility. The employee's retirement will thereafter be effective one hundred and eighty (180) days subsequent to the employee's written notice of intent being received by the President.

The employee may request in writing that his/her retirement be effective on a date prior to the expiration of said one hundred and eighty (180) days with the approval of the President and with the employee signing all documentation the President deems necessary for compliance with the Age Discrimination in Employment Act and the Federal Older Workers Benefit Protection Act of 1990.

This retirement incentive is a one-time option which is only available to those employees who reach the age of 55 and have ten (10) or more years of service and those employees who upon reaching ten (10) years of service have passed their 55th birth date. The failure of an employee to submit a written notice of intent to the President within one hundred and eighty (180) days of reaching eligibility for this retirement incentive shall constitute a waiver by the employee to exercise this option and render such employee forever ineligible thereafter for this retirement incentive.

Should an employee submit such written notice of intent and take the retirement incentive and later rescind such notice, such rescission shall also constitute a waiver by the employee to exercise this option and render such employee forever ineligible thereafter for this retirement incentive and unless such employee resubmits to the President a written notice of intent within one hundred and eighty (180) days of reaching eligibility for this retirement incentive.

In special cases and at the President's discretion, the President may postpone the effective date of an employee's retirement under this provision for up to one (1) year and the employee may still be awarded the retirement incentive.

7.3 Additional Retirement Incentive (hired on or after to January 1, 2017)

This local retirement incentive only applies to covered employees hired on or after January 1, 2017. Covered employees with at least ten (10) years of continuous service in the College and who notify the College President at least four (4) months prior to the date of retirement will be entitled to have their unused sick days at retirement paid out as follows:

# of sick days accrued	Per Day Payout	Maximum Payout
121 to 150	$40	$6,000
151 to 180	$50	$1,500

Such payment will be made to a covered employee's qualified 403(b) deferred compensation account.

ARTICLE VIII
MISCELLANEOUS

8.0 Absence

The supervisor must be notified when an employee will be absent.

8.1 Leave Reports

To allow for sick leave and vacation time recording, management and confidential employees are required to report sick and vacation time taken during that period to their leave approver/supervisor at the end of each month. These reports are maintained by Human Resources Department.

8.2 Affirmative Action

Jefferson Community College complies with all relevant federal and state equal opportunity laws and regulations regarding affirmative action to ensure that minorities, women, veterans and persons with disabilities are given full consideration for employment, development and advancement within the College.

8.3 Additional Employment

The College recognizes that maintaining competence and/or strengthening professional qualifications in a large number of fields of specialization require, or can be enhanced by, part-time and/or short-term employment of a professional nature. Where the employee wishes to have such involvement included in personnel considerations, the activities should be part of and consistent with the employee's professional development plans.

In addition, there are times when the application of expertise of the College's professional staff will be a valuable resource to local business, government, or other recognized organization. Staff consulting of this nature is viewed as an appropriate form of community service when performed outside of the normal workday. For work that will be performed during the employee's regular schedule, permission must be granted by the immediate supervisor after review of a plan of action to make up the time. Vacation time

may be used, if approved by the supervisor, for consulting work performed for other Colleges or outside agencies that do not have business before or with the College. Consulting work should not conflict in any way with the employee's College role, responsibilities, or College policy.

Employment unrelated to the employee's professional responsibilities or employment of a personal nature is considered a matter of personal choice so long as it does not interfere with the employee's professional duties at the College.

8.4 Professional Development

The College encourages education, college-level courses, job related seminars, and attendance at conference and workshops that improve on-the-job skills. Reasonable and approved expenses related to such will be paid by the College with the approval of the employee's supervisor. Reimbursement for reasonable expenses incurred, including mileage at the applicable IRS reimbursement rates, will be made in accordance with the policies, procedures, and practices of the College.

The College makes available to each covered employee the sum of $2,000 to be used at the employee's discretion for job related professional development.

8.5 Reservation of Rights

The Board of Trustees reserves the right to make changes to this Employment Policy, with or without notice, at any time.

8.6 Travel

Whenever an employee is required to use his/her personally owned automobile in the conduct of College business, he/she shall be reimbursed at the rate in cent per mile which is permitted by the I.R.S. as a tax deduction.

8.7 Tuition Waivers

Employees of the College may enroll in courses offered by the College without charge within the limits of the funds provided for this purpose in the College budget. They may also audit credit courses on a space-available basis without charge, but no transcript record will result from such audits. It is expected that any coursework will not interfere with the employee's regular work schedule. If a scheduling conflict arises, an alternate schedule may be arranged through a flexible scheduling agreement, subject to supervisory approval and operational needs.

The College will provide a tuition waiver for spouses and children who meet the IRS definition of dependent. The College Administration shall have sole discretion to determine policies and procedures for space available enrollment for employees, spouses, and dependents.

ARTICLE IX
TENURE RIGHTS

9.0 Tenure Rights

An employee, who was granted continuing appointment under the Faculty-Association Collective Bargaining Agreement, and who is appointed to a management or confidential position, shall, for a period of one year, have the right to return to their tenured position. At the expiration of the one-year period, this right to return is forfeited.

ARTICLE X
TERMINATION OF SERVICE

10.0 Termination of Service

Management and confidential employees are exempt from the provisions of New York State Civil Service Law commonly referred to as the "Taylor Law" and serve at the pleasure of the President. Such employees may be terminated at will by the President, as follows:

A. Financial Exigency	90 days prior notice
B. Deficient Performance	30 days prior notice
C. Misconduct	Immediate Termination
D. Other	180 days prior notice

An employee's written notice of resignation shall be provided as soon as possible but not less than 30 days prior to the effective date of resignation.

ARTICLE XI
GRIEVANCE PROCEDURES

11.0 Grievance Procedures

Employees shall first attempt to resolve the disagreement informally with their supervisor.

If unsuccessful in the initial resolution of the complaint, the employee shall, within ten (10) working days, request to meet with Human Resources to see if the complaint can be amicably resolved. Included in the written complaint should be the question at issue and the employee's suggested solution. The supervisor shall meet with Human Resources regarding the written complaint and attempt to resolve the issue.

If resolution has still not occurred, the employee shall submit the complaint in writing to the Office of the President of the College for review. The President of the College shall review the submission and issue a written decision regarding the matter within a reasonable time after receiving the submission. Such a decision shall not be issued more than thirty (30) working days after receipt of the employee's submission. The decision of the President of the College shall be final.

Employees who report directly to the President and are unable to resolve the grievance that has arisen with the President may bring the matter to the attention of the Personnel Committee of the Board of Trustees. The problem should be stated in writing with a copy to the President. After a thorough review and discussion of the problem, including presentation by the parties involved, when necessary, the Personnel Committee of the Board of Trustees will recommend to the full Board of Trustees in Executive Session resolution of the issue. The decision of the majority of the Board shall be final and binding on all parties concerned.

JEFFERSON COMMUNITY COLLEGE
BOARD OF TRUSTEES

RESOLUTION NO.: **155-26**

DATE: **May 6, 2026**

SUBJECT: **RATIFICATION OF CONTRACTS**
Cb20
CITEC Business Solutions x3
Docusign
Faculty Student Association
Jefferson Faculty Student Association Auxiliary (JFSAA)
MVCC SUNY Apprenticeship Program
SpeedLink Solutions Inc
Trane

WHEREAS, pursuant to Jefferson Community College Board of Trustees Resolution No. 119-26, the College President approved the following contractual agreements, copies of which are attached hereto:

Cb20
(professional service agreement, instructional technology)

CITEC Business Solutions (three contracts)
(instruction, workforce development)

Docusign
(annual subscription)

Faculty Student Association
(memorandum of understanding, TRIO annual report support)

Jefferson Faculty Student Association Auxiliary (JFSAA)
(memorandum of understanding, employee living arrangements)

MVCC SUNY Apprenticeship Program
(apprenticeship agreement, workforce development)

SpeedLink Solutions Inc
(services, instructional technology)

Trane
(software & hardware agreement, controller upgrade- facilities)

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