

# **SUNY CANTON'S 249<sup>TH</sup> COLLEGE COUNCIL MEETING**

**SEPTEMBER 27, 2011 ~ 9:00 to 11:00 A.M.**

**FACULTY OFFICE BUILDING, RM. 620**

## **AGENDA**

- Call to Order – Ronald O'Neill
- Introductions – Ronald O'Neill
- Chairman's Report – Ronald O'Neill
- President's Report – Joseph Kennedy
  - Faculty Senate Update - Karen Spellacy
  - Faculty Assembly Update – Charles Fenner
  - UUP Chapter President Statement – David Butler
  - Student Government Update – Daynelle Richards
  - Academic Affairs Update – Carli Schiffner
  - Administrative Affairs Update – Christine Gray
  - Advancement Update – David Gerlach
  - Student Affairs Update – Molly Mott
- Minutes of May 21, 2011 – Ronald O'Neill
- Minutes of July 28, 2011 – Ronald O'Neill
- New Business
  - Student Handbook Addition – Molly Mott
  - Advisory Committee Appointment – Carli Schiffner
  - MOU with Department of Defense – Carli Schiffner
  - Homeland Security, B. Tech. Program Proposal – Carli Schiffner
  - Presidential Search Committee – Ronald O'Neill
- Old Business
- Adjournment

## SUNY CANTON COLLEGE COUNCIL

### 246<sup>th</sup> MEETING

MAY 21<sup>st</sup>, 2011

<b>Present:</b>	Jennifer Bernadotte Ronald O'Neill Roger Sharlow	Timothy Currier Grace Burke Chloe Ann O'Neil	Cecily Morris Richard Callan
<b>Absent:</b>	Thomas Sauter		
<b>Others:</b>	Ryan Deuel Christine Gray Linda Pellet	Charles Fenner Joseph Kennedy Karen Spellacy	Randy Sieminski Molly Mott Daynelle Richards

#### ***Call to Order***

Chairman O'Neill called the meeting to order at 8:30 a.m.

#### ***Minutes of March 29, 2011***

Mr. Callan made a motion to approve the March 29, 2011 minutes as presented. The motion was seconded by Mr. Sharlow and carried.

#### ***New Business***

Student Handbook revisions were presented by Vice President Mott. A motion was made by Mr. Currier to accept the revisions as presented. The motion was seconded by Mr. Sharlow and carried.

Advisory Committee appointments/reappointments were presented by Provost Pellett. A motion was made by Ms. O'Neil to accept the advisory committee appointments and reappointments. The motion was seconded by Ms. Morris and carried.

The 2009-2010 President's Annual Report was presented by President Kennedy. A motion was made by Mr. Callan to accept the report as the College Council's 2009-10 Annual Report to the SUNY Board of Trustees. The motion was seconded by Mr. Sharlow and carried.

#### ***Old Business***

There was no Old Business to discuss.

#### ***Chairman's Report***

Chairman O'Neill did not have anything to report. He presented a gift to Jennifer Bernadotte in appreciation of her work as the student representative of the College Council.

#### ***President's Report***

President Kennedy reported that the year has gone very well and asked the Vice President's Group to provide their updates.

### ***Academic Affairs Update***

Provost Pellett reported that the College has been awarded the Smart Scholars Grant, which will allow students from Ogdensburg Free Academy and Massena Central to take college credits. The finishing touches on the Heuvelton Central School project are being done and will commence on September 6. These students will be taking six credits of English embedded in their English 12 class. Additionally, the Provost reported that the line charges for BOCES have decreased by \$15,000.

### ***Administrative Affairs Update***

Vice President Gray distributed a campus map that detailed the current construction projects on campus. She also reported that the Roos House has temporary certification of occupancy and is 95 % completed. Additionally, Mrs. Gray reported that we will not have budget numbers until sometime in June. The SUNY tuition bill is still being discussed, and the Legislature will be introducing a plan to increase tuition. The budget is to be discussed at the June 1 Presidents' Meeting.

### ***Advancement Update***

Mr. Sieminski reported that the Admissions Office is pacing toward a record number of applications received (6,000). Paid deposits are up 200 students from last year. Continuing students are also up (two-year graduates returning for four-year degrees); subsequently, the number of students in our baccalaureate programs has increased. Mr. Callan asked what our GPA cutoff was for admission into the College. Mr. Sieminski responded that 81% of students admitted to SUNY Canton have a GPA of 75 or above.

Mr. Sieminski also gave an update on athletics. We are looking to move to NCAA and have filed an application for an NCAA Exploratory Year. We will have a decision by mid-June. Once our exploratory year is completed, the College will move into a three-year Provisional Stage, which has more rigorous requirements and a higher financial commitment.

Mr. Sieminski brought up naming rights for discussion. There was discussion on what level the College Council should be involved in approving naming rights. Mr. Sieminski made the suggestion that College Council approval begin at the \$50,000 level. Chairman O'Neill asked members of the College Council for comments. Mr. Sharlow and Miss Bernadotte responded that \$50,000 was appropriate. President Kennedy mentioned that perhaps \$25,000 should be approved by the College Council. Ms. O'Neil agreed with President Kennedy and the rest of the College Council agreed. Mr. Callan made a motion that naming rights of \$25,000 and over require College Council approval. The motion was seconded by Ms. O'Neil and carried.

Mr. Sieminski also brought up for discussion inductions into the newly-created SUNY Canton Hall of Fame. The Hall of Fame was established to honor people who have had a significant positive impact on the campus community. It also allows the College to reach out to alumni. The plan is to induct members in groups of 25. Mr. Sieminski asked whether the College Council should approve each inductee into the Hall of Fame. President Kennedy suggested that perhaps an alternative would be to have a College Council representative on the naming committee. Miss Bernadotte made a motion that a College Council representative be appointed to the naming committee. The motion was seconded by Mr. Sharlow and carried.

### ***Chief of Staff Update***

Chief of Staff Deuel reported that the College is working with NYPA on a wind turbine project and has received five or six bids to install the wind turbines. NYPA has reviewed the bids; the campus will finance the project via NYPA and pay back the costs through energy savings. Additionally, the College has just finished a grant proposal with NYPA for a NYSEDA grant to help with funding. Mr. Deuel noted that the wind turbines will be kept within the “fall zone” of State land, and the proposed turbines are comparable to ones in Lowville, NY. Construction could start this time next year, if all goes through.

Mr. Deuel reported that there are 40 students coming for our summer international program. They are from Moscow, Kazan, and China. Additionally, we have a Study Abroad program approved by SUNY Central with a school in Bosnia. There will be a \$300 overhead charge that we would collect; moreover, it will not be limited to just SUNY Canton students, but will include all out-of-state students.

### ***Student Affairs Update***

Vice President Mott reported that we had a successful Spring Fest. The President’s Challenge, a 3.1 mile campus run to kick off President Kennedy’s Wellness Initiatives, was also successful with 120 participants. Dr. Mott reported on the Tobacco Free Initiative. A survey was administered to the campus community to assess awareness, knowledge, and opinions related to our current smoking policies and our transition. The Tobacco Free Committee will use feedback from the survey to develop strategies and policies, and the College will begin the transition to a tobacco-free campus this Fall.

Dr. Mott also reported that the Library and Residence Life staff will be presenting at the 2011 SUNYLA Conference on their Library RA collaboration effort. This is the first such collaboration in SUNY.

University Police graduated two officers from the Police Academy. The Department will be initiating a “Student Leader Ride Along Program” in Fall 2011 to build relationships among students and officers. They will also be investigating starting a Student Safety Program to enhance the academic experience of CI/CJ students.

The Greek Task Force Update is currently reviewing Greek standards and has broken into sub-groups to tackle specific issues (faculty concerns, discipline, academics).

Summer session looks to be successful with 150 courses and five sessions with expected enrollments of 1300.

Miss Bernadotte introduced the incoming SGA President and Student Member of the Council, Daynelle Richards.

### ***Adjournment***

Ms. Bernadotte made a motion to adjourn. The motion was seconded by Dr. Burke and carried at 9:30 a.m.

Respectfully submitted,

Stacey L. Basford  
Secretary to the College Council

## SUNY CANTON COLLEGE COUNCIL

### SPECIAL MEETING

JULY 28, 2011

<b>Present:</b>	Timothy Currier	Cecily Morris	Ronald O'Neill
	Roger Sharlow	Richard Callan	Chloe Ann O'Neil

<b>Present</b>		
<b>Via Conf. Call:</b>	Thomas Sauter	Grace Burke (joined late)

<b>Others Invited and Guests:</b>	Stacey Basford	David Butler	Charles Fenner
	David Gerlach	Christine Gray	Molly Mott
	Karen Spellacy	Carli Schiffner	Randy Sieminski
	Joseph Kelly	Bernard Regan (Conf.)	

**Absent:** Daynelle Richards

#### *Call to Order*

Chairman O'Neill called the special meeting to order at 2:16 p.m.

Chairman O'Neill reported to Tom Sauter that he received a call from Bob Freeman regarding Mr. Sauter's right to vote via conference call. Voting is only allowed if the person is on video. Mr. Sauter understood.

#### *Roll Call*

Chairman O'Neill asked Stacey Basford, College Council Secretary, to take a roll call of the College Council members. All members present and via conference call indicated their presence and are listed above. Ms. Basford indicated that Dr. Burke and Ms. Richards were not in attendance. Chairman O'Neill stated that quorum was met.

#### *Executive Session*

Chairman O'Neill read to the group present the reason for calling an Executive Session from the Open Meetings Law, Section F.

Mr. Sharlow made a motion to go into Executive Session. The motion was seconded by Ms. Morris and carried at 2:19 p.m.

All members of the group were excused except the College Council members. Dr. Grace Burke joined the meeting via conference call during the Executive Session. She and Mr. Sauter left the meeting following the Executive Session.

The group resumed the special meeting at 3:11 p.m.

No action was taken in the Executive Session.

***Chairman's Statement***

Mr. O'Neill asked for a motion to dispense with the normal agenda items as this was a special meeting.

Ms. O'Neil made a motion to forgo the normal agenda items. The motion was seconded by Mr. Callan and carried.

Mr. O'Neill thanked the College Council members for waving the seven-day requirement notice for meetings.

Chairman O'Neill read his statement to the group.

"Approximately 2 weeks ago, I received a call from a concerned individual who alerted me to the fact that something might have occurred with reference to our college President subsequent to two SUNY Central officials visiting our campus.

I reached out to President Kennedy who said he was not at liberty to discuss what had transpired at the meeting.

Rumors have been rampant on and off campus, ranging from the President being fired, to being transferred to work for SUNY Central on a special project, to the President of SUNY Potsdam running both campuses and others as well.

Over the past few weeks, I have had numerous calls and email exchanges with top SUNY officials in an effort to get to the bottom of this, and unfortunately, I am not much clearer on SUNY Centrals plans today.

I owe you all an apology. The reason I have not brought the Council in earlier is simply that SUNY Central, at every step of the way, asked me to keep this to myself and not share it with anyone. In fact, they expressed on numerous occasions that it was not a good idea to call a council meeting and that they wanted me to cancel this one.

As a Council, we need to be proactive advocates and not passive players. Our main concern is our students. We are mere weeks away from the beginning of a new semester, and it is unfair to have this cloud of uncertainty hanging over our campus that will affect everyone and everything.

If there is a move to make those sort of changes under the guise of shared services, then we call on SUNY Central to conduct the process properly and openly in a formal study.

On the other hand, as some would have me believe, there is nothing happening and nothing planned, then I will owe all of you, as well as the Chancellor, an apology – which I will be delighted to give.

I sincerely hope the Chancellor proves me wrong.

I am not one who typically deals in rumors. But I also believe that sometimes where there's smoke, there actually may BE a fire.

Therefore, today I am asking you to consider three resolutions, so the College Council can be officially on the record as opposing any changes to our campus leadership or administrative structure until and unless there is full consultation with the Council and all the core constituencies and strongly supporting President Kennedy."

### ***Resolutions***

Chairman O'Neill asked the members to consider three resolutions.

Mr. O'Neill read Resolution #1 – Support of President Kennedy to the group.

### **RESOLUTION IN SUPPORT OF SUNY CANTON PRESIDENT JOSEPH L. KENNEDY**

**WHEREAS**, Dr. Joseph L. Kennedy has been President of SUNY Canton for the past 18 years; and

**WHEREAS**, under his able leadership the SUNY Canton campus has experienced unprecedented growth, academically, financially, and in enrollment; and

**WHEREAS**, Dr. Kennedy's tenure has been extraordinarily successful, and he enjoys the support of the various constituencies on the campus; and

**WHEREAS**, Dr. Kennedy is student-centered and community-oriented; and

**WHEREAS**, Dr. Kennedy's vision for SUNY Canton has resulted in:

- approximately 400 students living in Russia, Ukraine, and Bosnia taking online classes from the college as well as through video, with more students expected from Ghana and Sri Lanka as well
- the college's first faculty-led study abroad program being offered in Summer 2012 to Ukraine and future study abroad to Russia, Australia, Ecuador, and Ghana
- 30 full-time international students planning to live on the campus in Fall 2011
- grant funds totaling \$2.3 million in 2010-11, including a National Science Foundation grant to support S-STEM programming at regional schools and federal TRIO grants for Student Support Services

- the college offering the second largest number of online courses in NYS with 307 approved courses
- 21 bachelor degrees now being offered with 8 of them being offered completely online
- Winterterm growing from 2 courses in 1999 to almost 400 in 2011, and Summer Session growing from 90 enrollments in 2002 to 1,400 in 2011
- the college's Small Business Development Center providing counseling to 189 small business owners and start-up companies totaling nearly \$4 million in 2010-11
- 92% of high-risk students meeting re-registration requirements after their first semester and 91% meeting re-registration requirements after their second semester through a block-schedule format program called Be Proud
- the college being a leader in and delivering college courses synchronously to up to 11 St. Lawrence County high schools
- the college embarking on a new project with Heuvelton Central School where all 46 seniors will be taking six English college credits during the 2011-12 academic year
- the college receiving a New York State Smart Scholars grant which will allow high school students in Ogdensburg and Massena to receive twelve college credits prior to graduation
- the campus has begun a new wellness campaign, which includes the goal of being a tobacco-free campus
- receiving approval for a new bachelor degree in Alternative and Renewable Energy Systems, which helped to secure NYSERDA funding for BPI training, a grant for the construction of an anaerobic digester, funding for energy efficiency upgrades, and funding for a pressure house
- the campus completing an energy plan which includes reduced dependence on fossil fuels, energy upgrades, reduced energy consumption, renewable energy projects, and promotion of recycling and energy usage awareness among faculty, staff, and students
- a slated construction date of Summer 2012 for a wind turbine on campus
- the construction of the \$46 million Roos House (convocation, athletic, and recreation center) and the new \$27 million Grasse River Heritage Suites residence hall
- the college community being very active within the local community
- serving approximately 300 veterans and receiving Military Friendly Campus status for two years in a row, which initiated the college's first military advisory committee
- Powersports courses being offered on the Fort Drum post in the Fall and other courses in Spring 2012
- Offering college courses on the Akwesasne Mohawk Indian Reservation



**THEREFORE, BE IT RESOLVED**, that the SUNY Canton College Council strongly opposes any efforts to transfer Dr. Joseph L. Kennedy away from our campus; and

**BE IT FURTHER RESOLVED**, that copies of this resolution be forwarded to the offices of the SUNY Chancellor, SUNY Provost, the Chairs and Ranking Minority Members of the State Senate and Assembly Higher Education Committees, the Chair and Members of the SUNY Board of Trustees, State Senators Joseph Griffo and Patricia Ritchie, Assemblymembers Addie Russell and Kenneth Blankenbush, and others that the College Council Chairman and Members deem appropriate.

Chairman Ronald M. O'Neill

Date Resolution Approved

On behalf of the

SUNY Canton College Council

Ms. O'Neil made a motion to accept resolution #1. The motion was seconded by Mr. Currier and carried.

Mr. O'Neill read Resolution #2 – Sharing Services to the group.

#### **RESOLUTION ON SHARED SERVICES BETWEEN SUNY CANTON AND SUNY POTSDAM**

**WHEREAS**, at the urging of the Chancellor, the SUNY Board of Trustees adopted a resolution authorizing the Chancellor to “direct the State-operated institutions to partner on a sector, regional or mission basis to identify and implement plans to share administrative functions now performed individually by each campus”; and

**WHEREAS**, the SUNY Canton College Council applauds the Trustees stated intent to “improve academic quality at the campuses,” and “minimizing costs for administrative functions to allow for enhanced spending on instruction and student services;” and

**WHEREAS**, SUNY Canton has been and continues to be at the forefront of innovation and has long been an active participant and leader in the Associated Colleges initiative which brings together the two State-operated campuses in St. Lawrence County, along with the two private institutions with a long history of collaboration and sharing resources; and,

**THEREFORE, BE IT RESOLVED**, that the SUNY Canton College Council requests the Chancellor and the Board of Trustees create and charge a formal committee, including the core constituencies on the campuses of SUNY Canton and SUNY Potsdam, to undertake a one-year study to determine how the mutual goals of improving efficiency; generating cost savings, building capacity and increasing resources available to our core academic and student service missions through shared services with respect to administrative functions, procurement

opportunities, and re-alignment of academic program offerings can be achieved on these two campuses; and

**BE IT FURTHER RESOLVED**, that the SUNY Canton College Council requests that no changes to our campus leadership and/or administration take place until the completion of the study and after full consultation with the College Councils and other core constituencies occur; and, be it further

**BE IT FURTHER RESOLVED**, that copies of this resolution be forwarded to the offices of the SUNY Chancellor, SUNY Provost, the Chairs and Ranking Minority Members of the State Senate and Assembly Higher Education Committees, the Chair and Members of the SUNY Board of Trustees, the President and College Council at SUNY Potsdam, State Senators Joseph Griffo and Patricia Ritchie, Assemblymembers Addie Russell and Kenneth Blankenbush, and others that the College Council Chairman and Members deem appropriate.

Chairman Ronald M. O'Neill  
On behalf of the  
SUNY Canton College Council

Date Resolution Approved

Mr. Callan made a motion to accept resolution #2. The motion was seconded by Mr. Sharlow and carried.

Mr. O'Neill read Resolution #3 – FOIL to the group.

#### **RESOLUTION TO FOIL SUNY SYSTEM ADMINISTRATION**

Resolved that, the SUNY Canton College Council hereby authorizes and directs College Council Chairman Ronald M. O'Neill to file a formal Freedom of Information Law (FOIL) request on our behalf with the appropriate authorities at SUNY Central; and, be it further

Resolved that, the College Council is requesting copies of any and all meeting minutes, resolutions, emails, memos, documents, studies, financial documents, reports, and any other materials relative to the discussions and decisions made by SUNY Central, regardless of the originator or recipients, regarding SUNY Canton and shared services, shared administration, consolidation, mergers, and changes to the presidency on this campus from January 1, 2011 to date.

Chairman Ronald M. O'Neill

Date Resolution Approved

On Behalf of the

SUNY Canton College Council

Mr. Currier made a motion to accept resolution #3. The motion was seconded by Ms. O'Neil and carried.

***Adjournment***

Ms. O'Neil made a motion to adjourn. The motion was seconded by Ms. Morris and carried. The meeting adjourned at 3:29 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Stacey L. Basford". The signature is written in dark ink and is positioned above the printed name and title.

Stacey L. Basford  
Secretary to the College Council

Requesting permission to add the following to the Student Handbook, under 15.4  
Article I IV: Prohibited Conduct:

**Offensive Language/Conduct**

Using profanity or vulgar language, name calling, religious, ethnic or racial slurs, hate language, obscene gestures or derogatory statements

**Electronic Devices**

Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress (This includes, but is not limited to, surreptitiously taking picture of another person in a gym, locker room, or restroom.)

**Advisory Committee Appointments  
September 2011**

Ms. Jaylynn Boyce  
SUNY Canton Student  
Veterinary Science Program  
33910 Jackson II Road  
Carthage, NY 13619  
Perkins Grant Local  
Three-year appointment  
2014

APPENDIX TO ENCLOSURE 3TEMPLATE OF DOD MOU BETWEEN DOD OFFICE OF THE USD(P&R) AND  
EDUCATIONAL INSTITUTION AND SERVICE-SPECIFIC ADDENDUMSFigure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational  
Institution

DoD VOLUNTARY EDUCATION PARTNERSHIP  
MEMORANDUM OF UNDERSTANDING (MOU)  
BETWEEN  
DoD OFFICE OF THE UNDER SECRETARY OF DEFENSE FOR  
PERSONNEL AND READINESS (USD(P&R))  
AND  
[NAME OF EDUCATIONAL INSTITUTION] X

1. PREAMBLE

a. Providing access to quality postsecondary education opportunities is a strategic investment that enhances the U.S. Service member's ability to support mission accomplishment and successfully return to civilian life. A forward-leaning, lifelong learning environment is fundamental to the maintenance of a mentally powerful and adaptive leadership-ready force. Today's fast-paced and highly mobile environment, where frequent deployments and mobilizations are required to support the Nation's policies and objectives, requires the DoD to sponsor postsecondary educational programs using a variety of learning modalities that include instructor-led courses offered both on- and off-installation as well as distance learning (DL) options. All are designed to support the professional and personal development and progress of Service members and the DoD civilian workforce.

b. Making these postsecondary programs available to the military community as a whole further provides Service members, their eligible adult family members, DoD civilian employees, and retirees ways to advance their personal education and career aspirations and prepares them for future vocational pursuits, both inside and outside of the Department of Defense. This helps strengthen the Nation by producing a well-educated citizenry and ensures the availability of a significant quality-of-life asset that enhances recruitment and retention efforts in an all-volunteer force.

2. PURPOSE

a. This MOU articulates the commitment and agreement educational institutions provide to the Department of Defense by accepting funds via each Service's tuition assistance (TA) program in exchange for education services.

Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

b. This MOU is not an obligation of funds, guarantee of program enrollments by DoD personnel, their eligible adult family members, DoD civilian employees, and retirees in an educational institution's academic programs, or a guarantee for installation access.

c. This MOU covers courses delivered by educational institutions through all modalities. These include, but are not limited to, classroom instruction, distance education (i.e., Web-based, CD-ROM, or multimedia) and correspondence courses.

d. This MOU includes high school programs, academic skills programs, and adult education programs for military personnel and their eligible adult family members.

e. This MOU articulates regulatory and governing directives and instructions:

(1) Eligibility of DoD recipients is governed by federal law, DoD Instruction (DoDI) 1322.25, DoD Directive 1322.08E, and each Military Service's policies, regulations, and fiscal constraints.

(2) Outside of the United States, education programs shall be operated in accordance with guidance from DoDI 1322.25; DoDI 1322.19; section 1212 of Public Law 99-145, as amended by section 518 of Public Law 101-189; and under the terms of the Tri-Services contract currently in effect.

f. This MOU is subject at all times to Federal law and the rules, guidelines, and regulations of the Department of Defense. Any conflicts between this MOU and such rules, guidelines, and regulations will be resolved in favor of the rules, guidelines, or regulations.

g. This MOU recognizes that any required indemnification by public educational institutions herein may be limited by State and governing board limits.

3. EDUCATIONAL INSTITUTION (INCLUDING CERTIFICATE AND DEGREE GRANTING EDUCATIONAL INSTITUTIONS) REQUIREMENTS FOR TA. Educational institutions must:

a. Sign and adhere to the requirements of this MOU, including Service-specific addendums as appropriate, prior to being eligible to receive TA payments.

(1) Those educational institutions that have a current MOU with the Department of Defense will sign this MOU at the expiration of their current MOU, or at the request of the Department of Defense or the specific Military Service holding a separate current MOU.

(2) Educational institutions must comply with this MOU and the requirements in Service-specific addendums that do not conflict with governing law and rules, guidelines, and regulations, which include, but are not limited to, Title 10 of the United States Code; DoD Directive 1322.08E, "Voluntary Education Programs for Military Personnel"; DoD Instruction

Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

1322.25, "Voluntary Education Programs"; DoDI 1322.9, "Voluntary Education Programs for Military Personnel-Management Information System"; DoDI 1322.19, "Voluntary Education Programs in Overseas Areas"; and all installation requirements imposed by the installation commander if the educational institution has been approved to operate on a particular base. Educational institutions failing to comply with the requirements set forth in this MOU may receive a letter of warning, be denied the opportunity to establish new programs, have their MOU terminated, be removed from the installation, and may have the approval of the issuance of TA withdrawn by the Service concerned.

- b. Be accredited by a national or regional accrediting agency recognized by the U.S. Department of Education.
- c. Comply with the regulatory guidance provided by the Department of Defense and the Services.
- d. Adhere to the Servicemembers Opportunity Colleges (SOC) Consortium Principles, Criteria, and Military Student Bill of Rights (located at <http://www.soc.aascu.org/socconsortium/PublicationsSOC.html>). SOC principles are based on the principles set forth in the Joint Statement on the Transfer and Award of Credit (available at <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CLLL/Joint.htm>), which were developed by members of the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education (ACE), and the Council for Higher Education Accreditation.
- e. Recognize, accept, and award credit where appropriate, from the Army/ACE Registry Transcript System, the Sailor/Marine ACE Registry Transcript System, the Community College of the Air Force (CCAF), and the Coast Guard Institute transcript as the official sources of military training and experience documentation with corresponding college credit recommendations, when processing the individual's documented educational plan.
- f. Participate in the Military Voluntary Education Review (MVER) process when requested. This requirement applies not only to institutions providing courses on military installations, but also to those institutions providing postsecondary instruction not located on the military installation and via DL.

#### 4. TA PROGRAM REQUIREMENTS FOR EDUCATIONAL INSTITUTIONS

- a. One Single Tuition Rate. Educational institutions will have one single tuition rate for all Service members enrolled in the same course, regardless of Service component, within a specific Office of Postsecondary Education identification number (OPE ID). The OPE ID is assigned by the Department of Education to institutions approved to participate in Federal student financial aid programs. This single tuition rate includes active duty Service members, members of the Reserve Components (RCs), and the National Guard.



Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

b. Course Enrollment Information. The educational institutions will provide course enrollment, course withdrawal, course cancellation, course completion or failure, grade, verification of degree completion, and billing information to the TA issuing Service's education office, as outlined in the Service's regulations and instructions.

c. Educational Plan

(1) Institutions will provide an evaluated educational plan to the Service member and his or her Service:

(a) Within 60 days after the individual has been accepted for admission; or

(b) After all required transcripts have been provided; or

(c) After the individual has completed 6 semester hours with the institution; whichever comes first

(2) Institutions will submit a new evaluated educational plan when a Services' education advisor approves a change in the Service member's educational goal.

(3) When an educational plan is issued, institutions will not add, delete, or change course requirements after the student accepts the educational plan and begins the course of study. Education plans will be valid for no fewer than five years.

d. Approved and Valid Courses

(1) Approved Courses. If an eligible Service member decides to use TA, educational institutions will enroll him or her only after the TA is approved by the individual's Service. Service members will be solely responsible for all tuition costs without this prior approval. This requirement does not prohibit an educational institution from pre-registering a Service member in a course in order to secure a slot in the course.

(2) Valid Courses. Courses shall be considered valid if they are:

(a) Part of an individual's evaluated educational plan; or

(b) Prerequisites for courses within the individual's evaluated educational plan; or

(c) Required for acceptance into a higher-level degree program, unless otherwise specified by Service regulations.

e. Use of Financial Aid With TA

Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

(1) "Top-Up" eligible active duty DoD personnel may use this Montgomery or Post-9/11 G.I. Bill benefit in conjunction with TA funds from their Service to cover those course costs to the Service member that exceed the amount of TA paid by his or her Service. Reserve Component members who have paid for Chapter 30 G.I. Bill benefits may use those benefits concurrently with TA. Reserve Component members who have earned entitlement for the Post-9/11 G.I. Bill may combine VA benefits and TA as long as the combined benefits do not total more than 100% of the actual costs of tuition and fees.

(2) DoD personnel are entitled to consideration for all forms of financial aid that educational institutions make available to students at their home campus. Educational institution financial aid officers shall provide information and application processes for scholarships, fellowships, grants, loans, etc., to DoD TA recipients.

(3) DoD TA recipients, who also qualify for Pell Grants through the Department of Education's Free Application for Federal Student Aid Program, shall have their TA benefits applied to their educational institution's account prior to the dispersal of their Pell Grant funds.

f. Administration of Tuition and Fees

(1) The Services will provide TA in accordance with DoD- and Service-appropriate regulations. Any additional costs will be paid by the Service member to the institution at the time of registration in accordance with the institution's policy.

(2) TA will be limited to tuition and reimbursable fees that are specifically required as a condition of enrollment in a particular course or term of enrollment of the member in that educational institution, are charged to all students, and are 100% refundable.

(3) Tuition charged to a Service member will in no case exceed the rate charged to nonmilitary students, unless agreed upon in writing by both the institution and the Service.

(4) The tuition and fee structure for the degree programs the institution proposes to offer on the installation must be provided annually. Any changes in the tuition and fee structure will be provided to and justified to all the Services, as soon as possible, but not fewer than 90 days prior to implementation. If the MOU is with a single educational institution, at a single location, with only one Service, the justification will be provided to that Service, which will then provide that information to the other Services.

(5) Refunds of Government-funded TA will be paid in accordance with the institution's published refund policy and will go to the Service, not to the Service member.

(6) The institution will refund to the Service the total amount of tuition and fees paid for a course that is cancelled by the institution.

(7) TA invoicing information is located in the Service-specific addendums attached to

Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

this MOU.

g. Course Cancellations. Institutions are responsible for notifying Service members of class cancellations for both classroom and DL courses.

h. Materials and Electronic Accessibility

(1) Institutions will ensure that course materials are readily available, either electronically or in print medium, and provide information about where the student may obtain class materials at the time of enrollment or registration.

(2) Institution representatives will counsel students to refrain from purchasing course materials prior to confirmation of sufficient enrollments for conduct of the class. Students will be encouraged to verify course acceptance by CCAF (Air Force only) or other program(s), with the installation education advisor before enrolling or requesting TA.

(3) Institutions will provide students with electronic access to their main administrative and academic center's library materials, professional services, relevant periodicals, books, and other academic reference and research resources in print or online format that are appropriate or necessary to support the courses offered. Additionally, institutions will ensure adequate print and non-print media resources to support all courses being offered, are available at base or installation library facilities, on-site Institution resource areas, or via electronic transmission.

i. Graduation Achievement Recognition

(1) The educational institution shall issue, at no cost to the Government, documentation as proof of completion, such as a diploma or certificate, to each student who completes the respective program requirements and meets all financial obligations.

(2) In accordance with Service requirements, the institution shall provide the Government with a list of those TA recipients who have completed a certificate, diploma, or degree program. The list will include the degree level, major, and program requirements completion date.

(3) The institution shall make no distinction on any credential to reflect that the course(s) or program(s) were not conducted at its main administrative and academic center.

(4) The institution shall provide students with the opportunity to participate in a graduation ceremony.

j. Reporting Requirements and Performance Metrics

(1) The institution shall provide electronic reports on all DoD TA recipients for programs and courses offered to personnel at each installation as required by the Service. This

Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

includes, but is not limited to, TA transactions, final course grades to include incompletes and withdrawals, degrees awarded, certificates earned, documented educational plans, courses offered, class rosters, and military graduation.

(2) The Service may evaluate the institution's overall effectiveness in administering its academic program, courses, and customer satisfaction to the Department of Defense. A written report of the findings will be provided to the institution. The institution shall have 90 calendar days to review the report, investigate if required, and provide a written response to the findings.

(3) The Services may request reports from an institution at any time, but not later than 2 years after termination of the MOU with such institution. Responses to all requests for reports shall be provided within 14 calendar days.

#### 5. REQUIREMENTS AND RESPONSIBILITIES FOR THE DELIVERY OF ON-INSTALLATION VOLUNTARY EDUCATION PROGRAMS AND SERVICES

a. Educational institutions shall:

(1) Agree to have a separate installation MOU if they have a Service agreement to provide on-installation courses or degree programs. The installation MOU contains the installation-unique requirements that will be coordinated, documented, and retained by the installation's education advisor, with concurrence from the appropriate Service voluntary education representative, and presented to the installation commander for final approval.

(2) Comply with the installation-unique requirements in the installation MOU that do not conflict with the DoD Voluntary Education Partnership MOU and governing regulations.

(3) Agree to coordinate degree programs offered on the installation with the installation's education advisor, who will receive approval from the installation commander, prior to the opening of classes for registration.

(4) Admit candidates to the institution's on-installation programs at their discretion; however, priority for registration in installation classes will be given in the following order:

- (a) Service members.
- (b) Federally funded DoD civilian employees.
- (c) Eligible adult family members of Service members and DoD civilian employees.
- (d) Military retirees.
- (e) Non-DoD personnel.

Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

(5) Provide the installation's education advisor, as appropriate, a tentative annual schedule of course offerings to ensure that the educational needs of the military population on the installation are met and to ensure no course or scheduling conflicts with other on-installation programs.

(6) Provide instructors for their installation courses who meet the criteria established by the institution to qualify for employment as a faculty member on the main administrative and academic center.

(7) Inform the installation education advisor about cancellations for classroom-based classes on military installations per the guidelines set forth in the separate installation MOU.

b. The Services' designated installation representative (usually the installation education advisor) shall be responsible for determining the local voluntary education program needs for the serviced military population and for selecting the off-duty educational programs to be provided on the installation, in accordance with the Services' policies. The Service, in conjunction with the educational institution, shall provide support services essential to operating effective educational programs. All services provided will be commensurate with the availability of resources (personnel, funds, and equipment). This support includes:

(1) Classroom and office space, as available. The Service will determine the adequacy of provided space.

(2) Repairs as required to maintain office and classroom space in "good condition" as determined by the Service, and utility services for the offices and classrooms of the institution located on the installation (e.g., electricity, water, and heat).

(3) Standard office and classroom furnishings within available resources. No specialized equipment will be provided.

(4) Janitorial services in accordance with installation facility management policies and contracts.

c. The Service reserves the right to disapprove installation access to any employee of the institution employed to carry out any part of this MOU.

d. Operation of a privately owned vehicle by institution employees on the installation will be governed by the installation's policies.

e. The installation education advisor will check with his or her Service's responsible office for voluntary education prior to allowing an educational institution to enter into an MOU with the installation.

Figure 1. Template of DoD MOU Between DoD Office of the USD(P&R) and Educational Institution, Continued

6. REVIEW, MODIFICATIONS, SIGNATURES, EFFECTIVE DATE, EXPIRATION DATE, AND CANCELLATION PROVISION

a. Review. The signatories (or their successors) shall review this MOU periodically in coordination with the Services, but no less than every 5 years, to consider items such as current accreditation status, updated program offerings, and program delivery services.

b. Modifications. Modifications to this MOU will be in writing and, except for those required due to a change in Federal law, shall be subject to approval by both of the signatories below, or their successors.

c. Signatures. The authorized signatory for the Department of Defense will be designated by the USD(P&R). The authorized signatory for the institution will be determined by the institution.

d. Effective Date. This MOU is effective on the date of the latest signature.

e. Expiration Date. This MOU will expire 5 years from the effective date, unless terminated or updated prior to that date in writing by the Department of Defense or the Institution.

f. Cancellation Provision. This MOU may be cancelled by either DoD or the Institution 30 days after receipt of the written notice from the cancelling party.

FOR THE DEPARTMENT OF DEFENSE:

FOR THE INSTITUTION:

\_\_\_\_\_  
DESIGNATED SIGNATORY

\_\_\_\_\_  
PRESIDENT or Designee

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

## APPENDIX B



### UNDERGRADUATE PROGRAM PROPOSAL FORM

Use this application for any new program that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. *If the program would lead to certification as a classroom teacher, use the “Application Form for Registration of a Teacher Education Program” in addition to this document. Some new programs may also require master plan amendment (see Appendices G, K, and L).*

#### 1. Basic Information

- A. Name of Institution: SUNY Canton  
Specify campus or other location where program will be offered, if other than the main campus:  
\_\_\_\_\_
- B. President or Chief Academic Officer: Dr. Joseph Kennedy, President  
NAME AND TITLE  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_
- C. Contact person, if different: Dr. Carli Schiffner, Provost  
NAME AND TITLE  
Telephone: 315-386-7202 Fax: 315-386- 7945  
E-mail: Schiffner@canton.edu
- D. Proposed program title: Homeland Security
- E. Proposed degree or other award: Bachelor of Technology
- F. Proposed HEGIS Code: 2105
- G. If the program would be offered jointly with another institution, name the institution/branch below:  
Not Applicable  
*If the other institution is degree- granting, attach a contract or letter of agreement signed by that institution's President or CEO. If it is non-degree granting, refer to SED Memorandum to Chief Executive Officers No. 94-04 (<http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm>).*

H. If the program would lead to New York State teacher certification:

**List the intended certificate title(s):** Not Applicable  
(e.g., "Childhood Education," "Technology Education")

**List the intended certificate type(s):** Not Applicable  
(e.g., "Initial," "Professional")

I. If the program leads to New York State professional licensure, please specify the licensure area.  
Not Applicable

J. If specialized accreditation will be sought: No

Name the accrediting group: N/A

Indicate the expected accreditation date: N/A

K. Will the program be offered off campus? (Y/N) NO

L. If this program will be offered in a format other than the traditional classroom model, specify the format. State any other Special Characteristics Classroom and On line

M. Explain any atypical schedule that may affect program financial aid eligibility. Not Applicable

N. Institutional Approval

1. Community college: Date of approval by the local board of trustees. \_\_\_\_\_

2. State-operated campus: Date of approval by campus governance body. September 23, 2011

## 2. Program Summary

Provide information solicited A-E below. For each item use as much space as necessary to provide an appropriate answer (the cells will expand as necessary with the inserted text). Draft catalog copy, if available, may be a helpful way of providing much if not all of the solicited information, particularly with regard to items D & E. Please indicate if any of the solicited information is being provided in a separate attachment.

A. Mission.

1. Summarize the proposed program's educational and career objectives and its relationship to the mission of the institution.

The Homeland Security program prepares students for positions in institutions, both public and private, where they may apply the contemporary theories, principles, and best practices to deter politically motivated terrorist attacks on public and private assets. These institutions may be in a private security firm, a security operation in private industry, or a federal, state, or local criminal justice agency. Students develop these competencies in our practice-oriented, active learning environment. This program builds on the traditions and standards established through our successful Bachelor of Technology degrees in Criminal Investigations and Criminal Justice: Law Enforcement Leadership.



2. If this is a new area of instruction and the basis for this was not discussed in the campus' Mission Review Memorandum of Understanding, discuss the reasons why the proposal is now considered central to the institution's ongoing development.

Not Applicable

#### B. Institutional Context.

1. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

The proposed Bachelor of Technology: Homeland Security program will complement the existing Bachelor of Technology degrees in Criminal Investigations and Criminal Justice: Law Enforcement Leadership and provide students in the AAS – Criminal Justice degree program an additional option for further study in the discipline. Additionally, this program exploits the strengths of the Criminal Justice Department and the Legal Studies Program. Each of the new courses in this program can be used as electives in those departments. Upon graduation, students will have developed skills that could immediately benefit their employer as well as skills that could benefit them in their careers for promotion and special assignments. Many agencies are now recruiting personnel with the skill set provided by this program or are encouraging the study of the subject for assignment to specialized positions and/or promotion.

2. Indicate whether this program replaces any existing program(s).

This does not replace any existing programs.

3. Indicate whether it is entirely or primarily a restructuring of existing courses and resources.

This is a modest restructuring of existing courses and resources. There are five new courses proposed for this new degree beyond those developed for the existing minor in Homeland Security. The addition of this program will increase enrollment in the Criminal Justice Department. It should not reduce the student numbers in other current programs. Students other than those enrolled in this program may choose courses in this area as electives.

### *C. Learning Outcomes & Assessment.*

1. Outline the programmatic goals and objectives for the program, including a list of the learning outcomes students should demonstrate upon completing the program.

#### *Program Goals*

### **Program Goals**

This program has been developed to provide students with a combination of theory and practical skills in the subject area as well as offering a solid grounding in the broader justice system. As a result, students will understand the importance of the impact of technology, human resource and other organizational constraints on homeland security strategies. Since there are growing fiscal, human resource and technological needs in the field, persons who possess the right mix of these qualities will be able to develop, integrate and apply best practices to Homeland Security issues confronting both the public and private sector. Students will be versed in the challenges associated with developing and implementing a readiness plan, agency collaboration, threat assessment, and the underlying factors motivating acts of political violence.

### **Program Objectives**

Upon successful completion of the proposed course of study, students will be able to:

1. Identify the issues confronting practitioners in homeland security, particularly at the local level.
2. Identify the wide range of threats from terrorism.
3. Summarize the strategies and systems involved in protecting and responding to threats.
4. Articulate the managerial and organizational issues involved in local crisis planning and response.
5. Explain the political and legal issues in homeland security policy and practices.
6. Describe the National Incident Management System impact on local planning and practices in homeland security preparedness.
7. Articulate the balance of civil liberties and effective homeland security operations.
8. Summarize the powers of government in emergencies and extraordinary events.
9. Explain the roles of government officials in emergencies and extraordinary events.
10. Illustrate the circumstances when martial law may be imposed.
11. Explain the provisions of the USA PATRIOT Act.
12. Apply the concepts and practices in intelligence collection, analysis, and evaluation.
13. Describe the intelligence collection capabilities of state and local law enforcement agencies.
14. Summarize the process of using intelligence operations in support of state and local policy formulation.
15. Summarize the ethical, Constitutional, and civil liberties issues involved in local intelligence operations.
16. Summarize recent alterations in policy and the practices of each level of government in response

to the changing landscape of the homeland security industry.

17. Articulate the role of the media in homeland security incidents.
18. Summarize private sector roles, responsibilities, and relationships with public sector entities involved with Homeland security.
19. Articulate the vulnerabilities of corporate entities in critical incidents.
20. Explain the role of private sector entities in protecting the infrastructure.
21. Explain the process of development of readiness plans for private sector institutions.
22. Demonstrate that they have developed the skills and knowledge to develop a threat assessment and a readiness plan using technology, theory, and systems that will enhance the safety of their area of responsibility.
23. Apply emerging homeland security theories to current and emerging technologies to improve performance and effectiveness of both public and private entities.
24. Utilize best practices in homeland security to analyze organizational structures and culture to produce lawful and ethical application of those best practices.

2. What is the date of the initial periodic assessment of program and the length of the assessment cycle (years).

The initial program assessment will begin at the conclusion of the third year of the program's implementation date and subsequently every three years or more often if required by emerging best practices in the field. This initial assessment will attempt to gauge the degree to which the college has met the program objectives.

#### D. Admission Requirements.

1. What are the admission requirements for students in this program, including any special or optional admission requirements?

The Homeland Security program is designed to utilize the existing admission policies and practices currently in place at SUNY Canton. No additional or particular admission requirements or practices are to be developed. By utilizing existing admission policies, the program provides the widest set of opportunities for admissions.

1. Applicants must meet the minimum college admission requirements, which are: Student must be a graduate of a secondary school recognized by the State Education Department or hold a high school equivalency diploma (GED) with a minimum score of 2450 or 245 if exam was taken prior to 2003.
2. Satisfy the minimum course prerequisites for the selected curriculum. Transfer students will need a 2.5 GPA and a grade of "C" or better in all 'Justice' courses for admission.
3. SAT/ACT scores are required for all four year programs; they are recommended but not required for our two year programs.
4. All new full-time students, except for those meeting the criteria listed below, are required to take the ACCUPLACER placement test (measures reading and writing skills). The test results are used as an aid in determining appropriate level of classes, thus enhancing the opportunity for student success.

Students are exempt if they:

- Achieve a minimum NYS English Regents score of 75
- Achieve a minimum SAT verbal score of 420
- Achieve a minimum ACT score of 17 on the English and Reading sections

2. Describe how these requirements are intended to assure that students are prepared to complete the program.

The admission process is designed to assess and screen potential students. It ensures that the academic preparation, that students received prior to their application to the College, provides evidence that they can successfully complete the program of study. Historically, applicants who meet or exceed the minimum admission requirements directly into the baccalaureate programs in Criminal Justice have proven they can successfully complete their programs of study. In addition, students may use our effective and successful tutoring programs to enhance their chances of success. We understand that success cannot be guaranteed. However, the SUNY Student Opinion Survey 2003 ranked this institution first among the SUNY Colleges of Technology and first among the 26 colleges surveyed in providing support services for students. It is evident that SUNY Canton has a track record in providing academic assistance to students.

E. Curriculum Outline.

1. Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements

**LOWER DIVISION**

**UPPER DIVISION (if applicable)**

Course Title	Cr
Introduction to Criminal Justice	3
Survey of Mathematics (GER 1)	3
Law Enforcement Communications	3
Oral & Written Expression or Expository Writing (GER 10)	3
Introduction to Psychology (GER 3)	3
Correctional Philosophy	3
Humanities Elective (GER 7)	3
Introduction to Sociology (GER 3)	3
Criminal Law	3
Criminal Procedure	3
American History (GER 4)	3
Fundamentals of Homeland Security	3
Introduction to Information Technology	3
Liberal Arts Elective GER (5,6,8,9)	3
Critical Issues in Criminal Justice	3
Science/Lab (GER 2)	4
General Elective	3
General Elective	3
Program Elective	3
Program Elective	3
Total	61

Course Title	Cr
Methods of Terrorism through the Ages	3
Investigative Interviewing	3
General Elective	3
The Law of Immigration & Border Control	3
Professional Ethics	3
Program Elective	6
Upper Level Liberal Arts Elective - GER	6
Civil Liberties and Homeland Security	3
Emerging Issues in Homeland Security	3
The Corporate Role in Homeland Security	3
Public Safety Critical Incident Response	3
Threats to Homeland Security	3
Law Enforcement Intelligence Sys in HS	3
Introduction to Culminating Experience	1
Culminating Experience or 5 upper level	15
Total	60-61

### 3. External Review

Baccalaureate proposals and some others must include two external reviews of the proposed program conducted by recognized experts following the form in Appendix D (unless special arrangements are made for a waiver with the Program Review and Planning Group). List the names of the two reviewers and attach their review(s) along with the campus response to the review(s) or, if a waiver was approved, check the box and indicate the date the waiver was granted.

Reviewer #1 \_\_\_\_\_

Reviewer #2 \_\_\_\_\_

Check (type an 'x' between the brackets) if a waiver has been approved:    ☐

Date of waiver: \_\_\_\_\_

### 4. Enrollment

What is the projected enrollment when the program begins? 15 FT and 10 PT

What is the projected enrollment after five years? 80 FT and 50 PT

How were these projections determined? These projections were based on responses from students enrolled in Canton's A.A.S. in Criminal Justice and responses from Criminal Justice students at Onondaga, Jefferson & Clinton Community Colleges and job market needs.

What planning has been made for the possibility that anticipated enrollment estimates are not achievable?

The college has carefully considered the possibility that predicted enrollments may not materialize and is committed to analyzing enrollment trends to configure course sections and staff resources to accommodate actual enrollment. In addition, since all criminal justice have a common core of courses during the first two years and since electives can be selected by other majors, there is less risk that lower enrollments may cause harm to the program during the start-up phase.

### 5. Impact of the New Program on the Service Area and Consultation with Other SUNY Institutions

*A. Need:* Justify the need for the proposed program in terms of the clientele it will serve and the economic and/or educational needs of the area and of New York State. Describe how the level of need was established.

Results of surveys from current students suggest that they would like to see baccalaureate level Criminal Justice programs other than our very successful Criminal Investigation or Law Enforcement Leadership programs. Of 90 students who completed the survey, 86% indicated that they intended to complete a baccalaureate degree at SUNY Canton in Criminal Justice. From this group 68% indicated that they would consider the Homeland Security degree. The balance indicated they preferred to continue to their original goal in the Criminal Investigation or Law Enforcement Leadership degrees.

Additional surveys were conducted at three regional Community Colleges that have traditionally matriculated students to the existing bachelor programs in Criminal Justice at SUNY Canton (Jefferson, Onondaga, and Clinton). Of the 170 respondents 43% (n=73) indicated they were considering a Criminal Justice degree from SUNY Canton and 31% (n=53) included the Homeland Security proposal as a possible degree goal. Of the twelve High School counselors from the region who responded (60 were asked to comment) eleven agree that this would be a popular program for the students that seek college information from them.

This course of study has proven popular among SUNY Canton upper level students in the other bachelor degree programs. In the first semester when the Homeland Security minor was available more than 30 students declared their intention to complete the minor as a portion of their current bachelor degree program.

In addition, the U.S. Department of Labor Bureau of Labor Statistics (<http://bls.gov/oco/ocos160.htm>) indicates that for positions in Law Enforcement, “applicants with college training in police science, military police experience, or both should have the best opportunities.” The Department of Labor supports the need for this proposed program by stating “Employment of police and detectives is expected to grow 10 percent over the 2008–18 decade...”

Additionally, according to the U.S. Department of Labor Statistics, Law Enforcement, as a profession, has become more educationally demanding of its personnel. “Federal agencies require a bachelor's degree, related work experience, or a combination of the two.”

The need for a college education is a long standing issue in law enforcement. More than 75 years ago Chief August Vollmer professor at the University of California called for mandatory college education for police officers. In 1931 the Wickersham Commission and at least six national commissions since then repeated the recommendation. This position is based on performance indicators across the spectrum of the profession.

A large-scale study of California police officers found that, “Officers with fewer college units tended to have significantly more complaints than officers with a higher number of units.” (Wilson, *Journal of California Law Enforcement*, V33, N4, 1999). A Rand study determined that college grads had only an 8% civilian complaint rate compared to a 24% rate for non-college grads. Another study found that in a midwestern city, officers without a college education accounted for 42% of the total sustained complaints while only accounting for 29% of the total officer population. (*American Journal of Police*, V11, N2, 1992). In Dade County, Florida research found that a police officer with a four-year degree had a 73% chance of superior performance, 65% if he or she possessed a two-year degree and a 50 % chance if he or she had a high school diploma. (*Journal of Police Science and Administration*, V5, N1, March 1977). A study of 118 nonsupervisory patrol officers from Lincoln, Nebraska found that higher education was associated with less dogmatic beliefs (more open-mindedness) and better patrol performance. (*Journal of Police Science and Administration*, V6, N3, September 1978).

Growth is also predicted in the non-law enforcement homeland security sector. An estimate by the Homeland Security Corporation looks to more than \$180 billion in business nationwide by 2015. (Industry Pilot Series, SilverCareerMangement.com, 2007)

*B. Employment:* For programs designed to prepare graduates for immediate employment, document the potential employers of graduates. Specify employers who have requested establishment of the program and describe their specific employment needs.

Because entry into all segments of law enforcement and specifically those positions related to homeland security is primarily through the civil service system there is no direct preparation through this degree or any other, for that matter.

Entry into the non-law enforcement sectors of Homeland Security often require either a background in law enforcement or one of the critical infrastructure industries such as utilities, industry, public health, agriculture, transportation, or energy.

*C. Similar Colleges:* Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Recent enrollment data for SUNY institutions is available from the Academic Programs Information System at <http://www.sysadm.suny.edu/APIS/main.cfm>. Information for non-SUNY institutions is available from SED's *Inventory of Registered Programs* at <http://www.nysed.gov/heds/IRPSL1.html>.

Institution	Program Title	Degree	Enrollment
Medaille College	Homeland Security	BS	0 – pending approval
Cazenovia College	Criminal Justice & Homeland Security (combined program)	BS	70

*D. Collaboration:* Provide evidence of appropriate consultation with other SUNY campuses and summarize the results of the consultation. (Please do not attach copies of letters from sister institutions responding to the Program Announcement.)

There are no other programs similar to this proposal in the SUNY system.

*E. Objections:* Explain the reasons for any objections from SUNY campuses as well as the resolution of discussions regarding perceived competition between campuses.

There should be none as there are no other similar programs within the SUNY system registered with SED.

*F. Transfer:* The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. For programs designed to facilitate transfer, supply information solicited in the appropriate table below and, in the case of A.A./A.S. programs, in Appendix G (see below).

*Associate Degrees:* Programs leading to the Associate in Arts or the Associate in Science degree must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Letters from the chief academic officers of two baccalaureate institutions attesting to the articulation of the proposed A.A. or A.S. must be included with the program proposal. **These letters must assert acceptance of the completed SUNY Transfer Course Equivalency Table, to be found in Appendix G.**

Institution	Baccalaureate program title	Degree
N/A		

*Baccalaureate Degrees:* Proposals for baccalaureate programs that anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs and completion within two additional years of full-time study.

Institution	Associate program title	Degree
SUNY Canton	Criminal Justice	AAS
Jefferson Community College	Criminal Justice	AAS
Clinton County Community College	Criminal Justice	AAS
Onondaga Community College	Criminal Justice	AAS

## 6. Curriculum Tables (See Program Proposal Directions for guidance—Handbook Section II. 6)

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Intro. to CJ	JUST 101	3		X	X				Curry	Humanities Elective	GER 7	3	X	X					Staff
Survey of Mathematics	MATH 111 GER 1	3	X	X					Gagliardi	Intro. to Sociology	SOCI 101	3	X	X					Awwad
Introduction to Info Tech	CITA 110	3				X			Staff	Criminal Law	JUST 110	3			X				Edwards
Oral & Written Expression or Expository Writing	ENGL 102 or 101 GER 10	3	X	X					Jennings	Correctional Philosophy	JUST 105	3			X				Harte
Intro. to Psychology	PSYC 101 GER 3	3	X	X					Ledoux	Natural Science w/Lab	GER 2	4	X	X					Heldt
	Total Credits	15								Total Credits	16								

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Criminal Procedure	JUST 111	3			X				Buckley	Program Elective	JUST	3			X				Staff
Liberal Arts Elective	GER 5,6,8,9	3	X	X					Ferdinand	Program Elective	JUST	3			X				Staff
Law Enforcement Communications	JUST 209	3			X				Fassinger	Fundamentals of Homeland Security	JUST 230	3			X				TBH
Critical Issues in CJ	JUST 201	3			X				Curry	General Elective		3				X			Staff
American History Elective	GER 4	3	X	X					Krisciunas	General Elective		3				X			Staff
	Total Credits	15									Total Credits	15							



## UPPER DIVISION

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Terrorism through the Ages	JUST 375	3			X				Edwards	Professional Ethics	BSAD 319	3			X				Fenner
Investigative Interviews	JUST 303	3			X				Buckley	Public Safety Incident Response	JUST 355	3			X				TBH
Threats to Homeland Security	JUST 326	3			X				TBH	U/L Liberal Arts Elective	GER	3	X						Staff
Program Elective	JUST	3			X				Staff	Immigration Law & Border Control	LEST 375	3			X				Jones
U/L Liberal Arts Elective	GER	3	X						Staff	Program Elective	JUST	3			X				Staff
Total Credits		15								Total Credits		15							

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Law Enforcement Intelligence Systems in HS	JUST 425	3			X				Edwards	Culminating Experience OR 15 upper level Program Electives	JUST 430	15			X				Staff
Emerging Issues in Homeland Security	JUST 415	3			X				TBH										Staff
Corporate Role in Homeland Security	JUST 420	3			X				TBH										Staff
Introduction to Culminating Experience	JUST 429	1			X				Fassinger										Staff
Civil Liberties & Homeland Security	JUST 380	3			X				Curry										Staff
General Elective		3				X			Staff										
Total Credits		16								Total Credits		15							

### CREDIT SUMMARY

General Education	General Education (SUNY)	25
Major	Major	79
Required Electives	Required Electives	12
Liberal Arts Core (SED)		06
	<b>Total</b>	<b>122</b>

## 7. Faculty

List the name and qualifications of each faculty member who will teach required and/or elective course *major*. **Indicate the academic leadership of the program by placing an asterisk next to the name of the director or chair.** For faculty who are not presently in place but who will be hired to teach in the program, indicate TBH (to be hired) in the *Name* column and the qualifications (rank, degree level, discipline, and appropriate, professional/occupational experience). Abbreviations: *Rank*: Professor = PROF, Associate Professor = ASSOC, Assistant Professor = ASSIST, Lecturer = LECT, Instructor = INST; In the left column of *Status*: Full-time = FT, Part-time (salaried appointment) = PT, Adjunct = ADJ, Other = OTH. In the right column of status state the percentage (as a fraction) of the faculty member's workload that will take place in teaching, supervision, or advising in this program: 1.0, 0.5, etc. For any unusual case—or if this format does not shed light on the situation—attach an explanation.

Faculty					Education		
Name	Rank	Status		Department	Highest Degree	Institution	Discipline
		FT/PT	%				
Robert Edwards*	Prof.	FT		Criminal Justice	JD	Golden Gate University	Law
TBH	Asst.	FT		Criminal Justice	MA - PhD	TBH	Homeland Security/ Criminal Justice
Elizabeth Erickson	Asst.	FT		Criminal Justice	MFS	George Washington University	Forensic Science
William Fassinger	Asst.	FT		Criminal Justice	MA	SUNY Oswego	Education
Sue Buckley	Asst.	FT		Criminal Justice	MA	SUNY Potsdam	Education
Shani Curry	Asst.	FT		Criminal Justice	JD	Florida State University	Law
Brian Harte	Asst.	FT		Criminal Justice	MA	Tarleton State University	Social Work
Charles Fenner	Assoc.	FT		Business	PhD	Touro University International	Business
Dan Gagliardi	Assoc.	FT		Math	PhD	North Carolina State University	Math
Nicole Heldt	Assoc.	FT		Biology & Chemistry	PhD	Clarkson University	Biology & Chemistry
Diane Muehl	Assoc.	FT		Social Science	Ph D	University of Illinois	Sociology
William Jones	Asst.	FT		Legal Studies	JD	Syracuse University	Law
Nadine Jennings	Assoc.	FT		Humanities	Ph.D	Indiana University	English
Steve Ledoux	Prof.	FT		Social Science	Ph.D	Western Michigan University	Psychology
Raymond Krisciunas	Prof.	FT		Humanities	MA	University of Connecticut	History
Renata Ferdinand	Assoc.	FT		English	PhD	Bowling Green University	Communications
Amani Awwad	Assoc.	FT		Social Science	Ph.D.	Western Michigan University	Sociology

## 8. Resources

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	<i>Reallocation</i>			
	<i>New funds</i>		50,000	60,000
Library	<i>Reallocation</i>		1500	1500
	<i>New funds</i>			
Equipment	<i>Reallocation</i>			
	<i>New funds</i>		500	500
Laboratories	<i>Reallocation</i>			
	<i>New funds</i>			
Supplies & Expenses (OTPS)	<i>Reallocation</i>		750	750
	<i>New funds</i>			
Capital Expenditures	<i>Reallocation</i>			
	<i>New funds</i>			
Other	<i>Reallocation</i>			
	<i>New funds</i>			
Grand Total		0	52,250	62,750

Please provide further information about the library holdings that will serve this new program, including the campus's implementation of *SUNYConnect*, the SUNY-wide electronic library initiative. What is the extent of the current holdings in the discipline area? What are the plans, including timetable, for the acquisition of additional holdings? Please comment on access to these materials.

Below is list of titles currently held by the Library, which would support the Homeland Security program. Included are books, videos, periodical titles, and relevant databases. Topics covered are homeland security, terrorism, law enforcement, emergency management, public administration, leadership, management and decision making. Through the Library's involvement in area and state-wide consortia, students at SUNY Canton also have free access to materials at area college libraries, and database access through projects funded by SUNYConnect, EmpireLink, and the Northern New York Library Network. SUNYConnect also supports effective interlibrary loan through its LAND courier service.

In addition to on-site library services such as reference, interlibrary loan, and library instruction, the SUNY Canton library offers support to commuter and distance-learning students through a dynamic web page and remote access to databases (EZProxy). Electronic access to many reserve reading materials is available via Docutek. With the authorization of the minor in Homeland Security the acquisition of materials is already underway with existing budgetary constraints.

#### Books, e-books, videos

Acute traumatic stress management, ATSM : addressing emergent psychological needs during traumatic events / Mark D. Lerner, Raymond D. Shelton

After: how America confronted the September 12 era / Steven Brill.

Against all enemies: inside America's war on terror / Richard A. Clarke.

The age of terror: America and the world after September 11 / edited by Strobe Talbott and Nayan Chanda.

Al Qaeda's great escape: the military and the media on terror's trail / Philip Smucker.

Al Qaeda: brotherhood of terror / Paul L. Williams.

America becoming: racial trends and their consequences / Neil J. Smelser, William Julius Wilson, and Faith Mitchell, editors.

America confronts terrorism: understanding the danger and how to think about it: a documentary record / edited with an introduction by John Prados.

America's culture of terrorism: violence, capitalism, and the written word / Jeffery A. Clymer.

The anthrax letters: a medical detective story / Leonard A. Cole.

The attack on America, September 11, 2001 / William Dudley, book editor.

Awaiting Armageddon: how Americans faced the Cuban Missile Crisis / Alice L. George.

The black book of communism: crimes, terror, repression / Stephane Courtois.

The cell: inside the 9/11 plot and why the FBI and CIA failed to stop it / John Miller and Michael Stone, with Chris Mitchell.

Crisis intervention: theory and methodology / Donna C. Aguilera.

Crisis management for corporate self-defense [computer file]: how to protect your organization in a crisis-- how to stop a crisis before it starts.

Critical views of September 11: analyses from around the world / edited by Eric Hershberg and Kevin W. Moore  
Cultural issues in end-of-life decision making / editors, Kathryn L. Braun, James H. Pietsch, and Patricia L. Blanchette.

Dead or alive: conspiracy theories as a form of public mourning / Randall Clark

Deadly arsenals: tracking weapons of mass destruction / Joseph Cirincione.

Decision making using game theory: an introduction for managers / Anthony Kelly.

Disaster management and preparedness / Thomas D. Schneid, Larry Collins.

Disaster nursing and emergency preparedness for chemical, biological, and radiological terrorism and other hazards/Tener Goodwin Veenema, editor.

Encyclopedia of health care management / editor, Michael J. Stahl.

Encyclopedia of terrorism / Harvey W. Kushner.

Exposure of the American people to Iodine-131 from Nevada nuclear-bomb tests.

First to arrive: state and local responses to terrorism/Juliette N. Kayyem and Robyn L. Pangi, editors.

Freedom or security: the consequences for democracies using emergency powers to fight terror Michael Freeman.

The grid and the village: losing electricity, finding community, surviving disaster / Stephen Doheny-Farina.

Guide for industrial waste management [electronic resource] / U.S. Environmental Protection.

A guide to crisis intervention / Kristi Kanel.

Handbook of organization theory and management [computer file]: the philosophical approach edited by Thomas D. Lynch, Todd J. Dicker.

Harvard business review on crisis management. [computer file]

Historical dictionary of terrorism / Sean K. Anderson, Stephen Sloan.

Holy war, Inc.: inside the secret world of Osama bin Laden / Peter L.Bergen.

Holy terrors: thinking about religion after September 11 / Bruce Lincoln.

How safe are our skies?: assessing the airlines' response to terrorism / Rodney Wallis.

How did this happen?: terrorism and the new war / edited by James F. Hoge, Jr., and Gideon Rose.

In the wake of terror: medicine and morality in a time of crisis / edited by Jonathan D. Moreno.

An introduction to management science: quantitative approaches to decision making / David R. Anderson, Dennis J. Sweeney, Thomas A. Williams.

Introduction to natural and man-made disasters and their effects on buildings / Roxana McDonald.

Just war against terror: the burden of American power in a violent world / Jean Bethke Elshtain

Lockdown America: police and prisons in the age of crisis / Christian Parenti. The logic of accidental nuclear war / Bruce G. Blair.

The making of terrorism / Michel Wieviorka ; translated by David Gordon White.

Mass-mediated terrorism: the central role of the media in terrorism and counterterrorism /Brigitte L. Nacos.

Modern jihad: tracing the dollars behind the terror networks / Loretta Napoleoni.

Moral imagination and management decision-making [computer file] / Patricia H. Werhan

The new jackals: Ramzi Yousef, Osama Bin Laden and the future of terrorism / Simon Reeve

New terror, new wars / Paul Gilbert.

The new terrorism: fanaticism and the arms of mass destruction / Walter Laqueur.

New York September 11 / by Magnum photographers: introduction by David Halberstam.

9-11 emergency relief / [editor, Jeff Mason].

Nonproliferation primer [computer file]: preventing the spread of nuclear, chemical, and biological weapons / Randall Forsberg ... [et al.]

Nuclear power and the spread of nuclear weapons: can we have one without the other? / edited by Paul L. Leventhal, Sharon Tanzer, and Steven Dolley.

Ordinary reactions to extraordinary events / edited by Ray B. Browne and Arthur G. Neal.

Organizational behavior and public management [computer file] / Michael L. Vasu, Debra W. Stewart, G. David Garson.

Out of the blue: the story of September 11, 2001, from Jihad to Ground Zero / Richard Bernstein and the staff of the New York Times.

People in crisis: understanding and helping / Lee Ann Hoff.

Police mission: challenges and responses / Dilip K. Das, Arvind Verma.

Principles of public health practice / edited by F. Douglas Scutchfield, C. William Keck.

Protecting the American homeland: a preliminary analysis / Michael E. O'Hanlon ... [et al.].

Protecting the American homeland: one year on / Michael E. O'Hanlon ... [et al.].

Public health: what it is and how it works / Bernard J. Turnock.

Public health leadership & management: cases and context / by Stuart A. Capper, Peter M. Ginter, and Linda E. Swayn.

Relentless pursuit: the DSS and the manhunt for the al-Qaeda terrorists / Samuel M. Katz.

Religious violence and abortion : the Gideon Project / Dallas A. Blanchard and Terry J. Prewitt.

6 nightmares: real threats in a dangerous world and how America can meet them / Anthony Lake.

Stress in policing / Hans Toch ; with contributions by Frankie Bailey and Marty Floss.

Striking terror: America's new war / by Philip C. Wilcox, Jr. ... [et al.]

Super terrorism: policy responses / edited by Lawrence Freedman.

Targets of hatred: anti-abortion terrorism / Patricia Baird-Windle and Eleanor J. Bader.

Them and us: cult thinking and the terrorist threat / Arthur J. Deikman

Terrorist financing: report of an independent task force / sponsored by the Council on Foreign Relations

Terror in the name of God: why religious militants kill / Jessica Stern Terrorism / Harry Henderson.

Terrorism: a documentary history [compiled by] Bruce Maxwell.

Terrorism & the media: from the Iran hostage crisis to the Oklahoma City bombing / Brigitte L. Nacos.

Terrorism, asymmetric warfare, and weapons of mass destruction: defending the U.S. homeland / Anthony H. Cordesman.

Terrorism: opposing viewpoints / Laura K. Egenorf, book editor.

Terrorism, freedom, and security: winning without war / Philip B. Heymann.

Three Mile Island: a nuclear crisis in historical perspective / J. Samuel Walker.

Turning to one another: simple conversations to restore hope to the future / Margaret J. Wheatley.

Understanding terrorism: psychosocial roots, consequences.

Understanding September 11 / Craig Calhoun, Paul Price, and Ashley Timmer, editors.

The war on our freedoms: civil liberties in an age of terrorism / edited by privacy / Kathleen Sullivan.

The war on terrorism and the terror of God / Lee Griffith.

What will we do?: preparing a school community to cope with crises / editor, Robert G.

Why terrorism works: understanding the threat, responding to the challenge / Alan M. Dershowitz.

Why the towers fell [video recording] / produced and directed by Garfield Kennedy and Larry Klein.

Why Waco?: cults and the battle for religious freedom in America / James D. Tabor and Eugene V. Gallagher.

Why we fight: moral clarity and the War on Terrorism / William J. Bennett.

Winning modern wars: Iraq, terrorism, and the American empire / Wesley K. Clark.

#### Periodicals

American journal of public health. v.61- ; 1971-

FBI Law Enforcement Bulletin v.49- ; 1980-

Forbes. v.85- ; 1960-

Infection control & hospital epidemiology v.12- ; 1991-

Journal of business communication v.21 no.2- ; Spring 1984-

Law & Order v.10- ; 1992-

National Institute of Justice Journal 1993-1999, 2002-

#### Research Databases

These electronic resources cover emergency services, health, and law enforcement literature specifically. In addition to those listed, the Library has access to a number of similar, general databases, that cover topics

that relate to this program proposal as well.

ABI/INFORM

CINAHL

Criminal Justice Abstracts

InfoTrac Health Reference Center.

Lexis-Nexis

Medline

National Newspaper Index

PAIS: Public Affairs Information Service

ProQuest Newspapers: Barron's, New York Times, Wall St. Journal

ProQuest Nursing Journals

PsycArticles

PsycInfo

Science Direct