

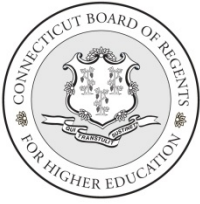
**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, January 8, 2016 – revised  
9:30 a.m.**

**61 Woodland Street, Htfd., CT - BOR Conference Room [ground floor]**

1. Approval of Minutes – November 20, 2015
2. CONSENT ITEM
  - a. January Tenure – Western CSU
3. ACTION ITEMS
  - a. Accreditation of an Already Licensed Program
    - i. Accounting – Certificate – Southern CSU
  - b. New Programs
    - i. Construction Technology – AAS – Three Rivers CC
    - ii. Digital and Interactive Media Arts – BA – Western CSU
4. INFORMATION ITEMS
  - a. CT Community Colleges Nursing Program – State Board of Examiners for Nursing Programs full approval [Linda Perfetto and nursing program directors]
  - b. Preliminary Review for Normalization Process [Arthur Poole]
  - c. Enrollments and Newly Established Academic Programs - Year 1 and Year 2 [Arthur Poole]
  - d. Criteria for Academic Quality [Estela Lopez]
  - e. Policy on Satisfactory Academic Progress for Financial Aid
5. OTHER BUSINESS
  - a. Presentation on Health & Life Sciences Grant – Leslie Mara

**ADJOURNMENT**



# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting November 20, 2015  
9:30 a.m.– 61 Woodland Street, Hartford

### MINUTES - DRAFT

- Regents Present: Merle Harris, Stephen Adair, Naomi Cohen, Lawrence DeNardis
- Regents Absent: Sarah Green, Catherine Smith
- Staff Present: Rommel Guadalupe, Estela Lopez, Ken Klucznik, Michael Kosinski, Maureen McClay, Nancy Melnicsak, Elsa Nunez, Linda Perfetto, Arthur Poole, Alice Pritchard, Karen Stone, Ernestine Weaver
- Other Attendees: Shirley Adams (COSC), Larry Bingaman (RWA), Ann Branchini (TRCC), Vincent Breslin (SCSU), Ian Canning (SCSU), Ilene Crawford (SCSU), Donna DiGianvittorio (RWA), Ellen Durnin (SCSU), Glynis Fitzgerald (CCSU), Jim Flynn (RWA), Michael Gentry (TRCC), Janet Hayes (GCC), Mark Jackson (CCSU), Mark Kosinski (GCC), Carl Lovitt (CCSU), Dimitrios Pachis (ECSU), Rich Rees (GCC), Ruth Rollin (CCSU), Michael Rooke (TX/NWC), Eben Schwinn (TRCC), Andrew Selig, Debbie Thomas (CCC)

Chair Merle Harris called the meeting to order at 9:38 a.m.

**On a motion by N. Cohen, seconded by L. DeNardis, an item 7 was added to the agenda – “Possible vote on Security Police Forces Resolution.”**

1. Approval of Minutes
  - a. September 25, 2015– **N. Cohen moved to approve, seconded by L. DeNardis and unanimously approved.**
  - b. October 15, 2015 – **N. Cohen moved to approve, L. DeNardis seconded – unanimously approved.**
2. Consent Items – **A motion to approve consent items was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** Items on Consent were:
  - a. Terminations
    - i. Computer Aided Drafting Certificate – ACC
    - ii. Publications Certificate - ACC
    - iii. Software Development Certificate - ACC
    - iv. Child Development Associate Prep Certificate - ACC
    - v. Community-Based Corrections Certificate – ACC
    - vi. Fine Arts: Photography Option – QVCC
    - vii. Fine Arts: Graphic Arts Option – QVCC

### 3. Action Items

- a. TAP. Chair Harris introduced the item, thanking Drs. Candace Barrington and Ken Klucznik for their work. Dr. Klucznik provided an overview and details of the implementation process so far. Questions were addressed with further discussion following. Comments were offered by President Elsa Nunez and Provost Estela Lopez. Dr. Klucznik then provided information on the Biology Pathway resolution. Questions were answered. **There was motion to approve by N. Cohen, seconded by L. DeNardis and unanimously approved.**
- b. Modifications
  - i. Modern Language-Specialization in Spanish (MA) – CCSU. The modification allowed for the program to be offered online in order to reach students across the state. Dr. Lopez offered comments on the modification and introduced Dr. Carl Lovitt and Dean Glynis Fitzgerald. They provided background and further information. There were some questions on method and marketing. **A motion to approve was made by L. DeNardis, seconded by N. Cohen and unanimously approved.**
  - ii. Health Information Management (Post Baccalaureate Certificate)– COSC. Dr. Lopez introduced the program and Provost Shirley Adams. The program is based on a previously approved bachelor's degree which has achieved CAHIM accreditation. Dr. Adams added further information and addressed questions. **A motion to approve was made by N. Cohen, seconded by L. DeNardis and unanimously approved.**
- c. New Programs
  - i. Environmental Systems and Sustainability Studies (BS) – SCSU. **A motion to approve was moved by L. DeNardis, seconded by N. Cohen.** Dr. Lopez provided an overview and introduced Dr. Crawford and Dr. Breslin from SCSU. This is an interdisciplinary program using the outstanding science facilities and courses already available at the institution. Drs. Crawford and Breslin added further information and answered questions. **The vote was taken and unanimously approved.**
  - ii. Public Utilities Management (AS & BS) – GCC and SCSU. **A motion to approve was made by L. DeNardis and seconded by N. Cohen.** Dr. Lopez introduced the group from Gateway and Southern and provided an overview, noting it was a 2 + 2 type of program. Dean Kosinski from GW added comments and introduced business people from the South Central Regional Water Authority. They provided additional comments on the need and background, noting the terrific partnerships between the three and the formation of the Advisory Board. It was also noted this was a unique degree program in the U.S. There were a few questions that were addressed, with more information provided by Dean Durnin and others from SCSU. **The vote was then taken and unanimously approved.**
  - iii. Precision Sheet Metal Manufacturing (Certificate) – TRCC. **Approval was moved by L. DeNardis, seconded by N. Cohen.** Provost Lopez gave an overview and introduced Dean Ann Branchini and Prof. Mike Gentry. They

provided details, noting their collaboration effort with Electric Boat and several others, and pointed out aspects of the curriculum. **The vote was taken and unanimously approved.**

- iv. Doctorate of Nurse Anesthesia Practice (DNAP) – CCSU. Chair Harris spoke about this first professional doctorate degree at the universities. Dr. Lopez offered introductory remarks, describing the process developed and the value of the site visit. Provost Lovitt introduced his colleagues from CCSU and provided information on the program. In response to a request, he described their affiliations with hospitals. Other questions were addressed. Chair Harris offered a general comment that the cost of tuition should be examined with the Finance Committee to assure sustainability. Regent DeNardis offered general comments noting that all the new programs voted on today offered some very innovative partnerships but system-wide there was still a need to see greater reduction of current programs that may not be relevant. Dr. Lopez commented that the Academic Council took that premise very seriously and continued to address it. **The vote was then taken for the DNAP program and unanimously approved.**

- 4. Information Items. Chair Harris noted the three information items. Dr. Lopez reported two were just program accreditation updates. She offered further information on the State Board of Education letter and an update on COSC's probationary accreditation for its alternate route Early Childhood Education program.

5. Other Business.

- a. President Nunez provided a brief summary update on EPAC, noting the full report would come in Spring.
- b. Dr. Lopez introduced Rommel Guadalupe of our Research & System Effectiveness department who provided a power-point presentation of highlights on the Accountability Report.

At 12:25 p.m., a motion to move into Executive Session was made by N. Cohen, seconded by L. DeNardis and unanimously approved. Chair Harris asked the following to remain: E. Lopez, M. Kozlowski, M. McClay, E. Weaver.

The Committee moved back into Public Session at 1:10 p.m., Chair Harris announced no votes had been taken.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** The meeting adjourned at 1:11 p.m.

**ITEM**

In conjunction with the Connecticut State Universities AAUP Collective Bargaining Agreement, the following January Tenure is recommended for approval, as recommended by the president and provost.

**BACKGROUND**

“By the appropriate date specified in Table 1 of the agreement, the Provost, following consultation with the President, shall make recommendations for promotion and tenure to the Board informing the member at the same time.”

**January 2016 Tenure Recommendations:**

Western Connecticut State University – Dr. Stavros Christofi (Math Department)


January 8, 2016 – BOR-Academic and Student Affairs Committee  
January 21, 2016 – Board of Regents



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

**To:** Mark E. Ojakian  
President  
Board of Regents for Higher Education  
Connecticut State Colleges & Universities

**From:** Dr. John B. Clark 

**Date:** December 4, 2015

**Re:** Tenure Recommendation

I support and concur with Provost Jane Gates's recommendation that Dr. Stavros Christofi from our Mathematics Department be awarded tenure.

c: F. Cratty, Assoc. V.P. for Human Resources  
J. Gates, Provost/V.P. for Academic Affairs  
J. Hamer, Chair, Mathematics Dept.  
M. Alexander, Dean, Macricostas School of Arts & Sciences  
W. Petkanas, Chair, Promotion & Tenure Committee

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

A New Program

January 21, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a new undergraduate, post-baccalaureate Certificate of Accounting at Southern Connecticut State University.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Licensure of a Certificate in Accounting program at Southern Connecticut State University

**BACKGROUND****Summary**

The Certificate in Accounting Program was created in response to tremendous interest in accounting careers by individuals who currently hold a bachelors degree in another discipline. The Certificate provides the courses necessary in order to be eligible to sit for the CPA exam. A new study examining supply and demand trends in accounting found that the profession is thriving—with college enrollments, degrees awarded, and demand for new accounting graduates all reaching all-time highs<sup>1</sup>. Top students are being offered internships with the Big Four, at international firms, and in business and industry. Students with Spanish and Asian language skills are particularly in high demand

**Need for the Program**

There is tremendous demand for Certified Public Accountants (CPAs). The Bureau of Labor Statistics predicts employment of accounting and auditors will grow by 22 percent between 2008 and 2018—much faster than the average for other occupations. Another reason young CPAs will be in demand is the great exodus of soon-to-be retired CPAs.

Certificate in Accounting Program is designed for individuals interested in pursuing a career in accounting who currently hold a Bachelor's degree from a regionally accredited college in a discipline other than accounting. Students in the program take eight required courses for a total of 27 credit hours. Graduates from the program will be eligible to sit for the CPA providing they have also earned 22 credit hours in general business courses.

**Curriculum**

**Details of Curriculum Changes for a Licensed Program** *(to be use as needed)*

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
ACC 200 Financial Accounting	1	Sophomore status	3			
ACC 202 Accounting Spreadsheet Applications	5	Co-requisite ACC 200	1			
ACC 220 Managerial Accounting for Majors	3,5	ACC 200	3			
ACC 310 Intermediate Accounting I	1,2	ACC 200	4			
ACC 311 Intermediate Accounting II	2	ACC 310	4			
ACC 350 Federal Income Taxation	4	Junior status	3			
ACC 370 Accounting Information Systems	1,5	ACC 220	3			
ACC 410 Advanced Accounting	2	ACC 311	3			
ACC 461 Auditing	6	ACC 311	3			



### Students

Students in the Certificate of Accounting program will be included in the regularly scheduled undergraduate accounting classes. There are currently both day and evening sections offered in all 200 and 300 level accounting courses and most 400 level courses. With additional enrollments from students pursuing the Certificate of Accounting, it is expected that the department will be able to offer day and evening sections of all 400 level accounting courses.

### Faculty

The Certificate Program makes use of the professional expertise and practical experience of the Accounting Department faculty. In addition, a unique feature of the SCSU School of Business is its accessibility to students in terms of geographic location and affordable price. Offering the accounting courses necessary to sit for the CPA exam would be very attractive to students pursuing a second career in accounting in this setting.

A program coordinator is necessary because the Certificate program has resulted in a significant increase in workload for faculty. Intensive advisement is required of students in the program because many are non-business majors. In addition, significant time is required to respond to prospective students requesting information regarding the program.

### Learning Outcomes

**1. Knowledge of the Accounting Cycle-** each student will demonstrate knowledge of the accounting cycle which includes the identification and analysis of source documents, preparation of journal entries and adjusting journal entries, preparation of ledger and t-accounts and preparation of financial statements.

**2. Knowledge of Sophisticated Financial Accounting Topics** - each student will demonstrate a knowledge of the following sophisticated financial accounting topics:

- a. Business combinations
- b. Governmental Accounting
- c. Partnership Accounting
- d. Advanced financial accounting topics including accounting for:
  - a. Leases
  - b. Deferred income taxes
  - c. Pensions
  - d. Investments
  - e. Long-term liabilities
  - f. Earnings per share

**3. Ability to evaluate financial results** – each student will develop skills necessary to evaluate financial results through examination of relevant data (i.e., income statement, balance sheet, cash flow statement and budgets).

- a. Cost-volume profit analysis
- b. Product costing
- c. Budget reports
- d. Standard costs and variance analysis
- e. Process and job order costing
- f. Activity based costing

g. Balanced scorecard

**4. Ability to prepare a federal individual tax return** – each student will understand the concepts necessary to prepare a federal income tax return including determination of taxable income, calculation of deductions and losses, depreciation and cost recovery, property transactions and tax credits.

**5. Ability to use current technology** – each student will develop proficiency in using spreadsheet programs (e.g., excel).

**6. Knowledge of Auditing Principles and Techniques** – each student will understand the Audit risk model, planning and performing audits, audit reports, auditor's responsibility for fraud detection and reporting and an overall understanding of the audit process

#### Fiscal Note

#### Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council – 12-16-2015
- e) System Office

December 16, 2015 – Academic Council

January 8, 2016 – BOR-Academic and Student Affairs Committee

January 21, 2016 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR ACREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12*

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to BOR Office:</b> 7/29/15
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> June 2012 – reaffirmed until 2022	
<b>Program Characteristics</b> Name of Program: Certificate in Accounting Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) <b>Post baccalaureate</b> Date of Program Initiation: Fall 2014 Anticipated Date of First Graduation: Fall 2015 Modality of Program: x On ground      Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 27	<b>Program Credit Distribution</b> # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>27</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>27</b>
<b>CIP Code No.</b>	<b>Title of CIP Code</b>
<b>CIP Year:</b> 2000      or 2010	
<b>Institution's Unit</b> (e.g. School of Business) and <b>Location</b> (e.g. main campus) Offering the Program:	
<b>Program Accreditation:</b> <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> <i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i>	
<b>Institutional Contact for this Proposal:</b> Dr. Ilene Crawford	<b>Title:</b> Professor of English and Women's Studies  <b>Tel.:</b> 203.392.7051  <b>Email:</b> crawfordi1@southernct.edu

## BOR REVIEW STATUS (For Office Use Only - please leave blank)

<b>BOR Sequence Number</b> (to be assigned):	
<b>Log of BOR Steps Towards Program Approval:</b>	
<b>Nature and Resolution number for BOR Approval:</b>	<b>Date of Approval:</b>
<b>Conditions for Approval</b> (if any)	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR ACREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: UPDATE OF PROGRAM CHANGES AND ENROLLMENTS

**Program Outline** (Please provide a narrative summary of program requirements as licensed, including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.):

The Certificate in Accounting program entails 27 credits of accounting. This program provides sufficient coursework in accounting to qualify students to sit for the CPA examination.

**Curricular and Other Program Changes** (Please described any changes in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes since the time of its licensure approval). If needed, to provide details on curricular changes, please complete the table on the next page)

A program coordinator is necessary because the Certificate program has resulted in a significant increase in workload for faculty. Intensive advisement is required of students in the program because many are non-business majors. In addition, significant time is required to respond to prospective students requesting information regarding the program.

**Compliance with Special Requirements Given at the time of Program Licensure** (As applicable, please summarize how the program responded to requirements issued by the BOR, or BOGHE, at the time it was licensed. Include any attachments as necessary.)

None

**Other Narrative Background to be Considered Since Licensure Approval** (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

None

**Enrollment and Credentialing Information** (From Resources and Cost Estimates MExcel spreadsheet, please copy and paste these information below)

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	1	8	1	9		15
Returning Students						
ACTUAL Headcount Enrollment	1	8	1	9	0	15
ACTUAL FTE per Year						
PROJECTED FTE (at Licensing)						
ACTUAL-PROJECTED	0		0		0	
Size of First Credentialed Group			Date of Award of First Credential		12/15	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR ACREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12*

## Details of Curriculum Changes for a Licensed Program (to be use as needed)

Course Number and Name <sup>1</sup>	L.O. # <sup>2</sup>	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
ACC 200 Financial Accounting	1	Sophomore status	3			
ACC 202 Accounting Spreadsheet Applications	5	Co-requisite ACC 200	1			
ACC 220 Managerial Accounting for Majors	3,5	ACC 200	3			
ACC 310 Intermediate Accounting I	1,2	ACC 200	4			
ACC 311 Intermediate Accounting II	2	ACC 310	4			
ACC 350 Federal Income Taxation	4	Junior status	3			
ACC 370 Accounting Information Systems	1,5	ACC 220	3			
ACC 410 Advanced Accounting	2	ACC 311	3			
ACC 461 Auditing	6	ACC 311	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<b>Other Narrative Background Since Licensure Approval</b> (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.) None						
<b>Learning Outcomes - L.O.</b> <b>1. Knowledge of the Accounting Cycle</b> - each student will demonstrate knowledge of the accounting cycle which includes the identification and analysis of source documents, preparation of journal entries and adjusting journal entries, preparation of ledger and t-accounts and preparation of financial statements. <b>2. Knowledge of Sophisticated Financial Accounting Topics</b> - each student will demonstrate a knowledge of the following sophisticated financial accounting topics: <ul style="list-style-type: none"> <li>a. Business combinations</li> <li>b. Governmental Accounting</li> <li>c. Partnership Accounting</li> <li>d. Advanced financial accounting topics including accounting for: <ul style="list-style-type: none"> <li>a. Leases</li> <li>b. Deferred income taxes</li> <li>c. Pensions</li> <li>d. Investments</li> <li>e. Long-term liabilities</li> <li>f. Earnings per share</li> </ul> </li> </ul>						

<sup>1</sup> Modify format as needed. Please use ~~Strikeout~~ text to indicate elimination and **Bold** text to mark the substitution.

<sup>2</sup> Learning Outcome

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR ACREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12*

**3. Ability to evaluate financial results** – each student will develop skills necessary to evaluate financial results through examination of relevant data (i.e., income statement, balance sheet, cash flow statement and budgets).

- a. Cost-volume profit analysis
- b. Product costing
- c. Budget reports
- d. Standard costs and variance analysis
- e. Process and job order costing
- f. Activity based costing
- g. Balanced scorecard

**4. Ability to prepare a federal individual tax return** – each student will understand the concepts necessary to prepare a federal income tax return including determination of taxable income, calculation of deductions and losses, depreciation and cost recovery, property transactions and tax credits.

**5. Ability to use current technology** – each student will develop proficiency in using spreadsheet programs (e.g., excel).

**6. Knowledge of Auditing Principles and Techniques** – each student will understand the Audit risk model, planning and performing audits, audit reports, auditor's responsibility for fraud detection and reporting and an overall understanding of the audit process

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR ACREDITATION OF A LICENSED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

### Program Resources and Cost Estimates

From the Attached Resources and Cost Estimates, we expect approximately 42 students to be enrolled in the Certificate in Accounting Program at the end of the 3rd fiscal year (i.e., fiscal year 2017). These students participate in existing undergraduate accounting classes. As a result, no incremental faculty costs are incurred to service this program.

Please note a coordinator was included in this budget in the form of release time for the fall and spring semesters and 2 credits of summer compensation. (The summer compensation was computed as follows:

Sessions A and B – 10 weeks \* 9 hours per week or 90 hours which equates to 1 credit in session A and 1 credit in session B.) This was not included in the original application but was added as a result of the higher than expected enrollment and workload for faculty. Intensive advisement is required of students in the program because many are non-business majors. In addition, significant time is required to respond to prospective students requesting information regarding the program.

Certificate in Accounting students are required to pay graduate tuition for these classes because they hold undergraduate degrees.

# CT Board of Regents for Higher Education

ACCREDITATION OF A LICENSED PROGRAM - **RESOURCES AND COST ESTIMATES 1/20/12 Form**

Institution

Southern Connecticut State University

Date

10/19/2015

Licensed Program

Certificate in Accounting

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students		17		19		21
Returning Students				17		21
ACTUAL Headcount Enrollment	0	17	0	36	0	42
ACTUAL FTE per Year	17		36		42	
PROJECTED FTE (at Licensing)	9		14		19	
ACTUAL-PROJECTED	8		22		23	
Size of First Credentialed Group			Date of Award of First Credential		Dec-15	

Estimated Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$223,125		\$313,125		\$354,375
Program Specific Fees		\$2,805		\$4,070		\$4,620
Other Rev. (Annotate in text box)						
ACTUAL Program Revenue	\$225,930		\$317,195		\$358,995	
PROJECTED Rev. (at Licensing)	\$118,125		\$183,750		\$249,375	
Dif. ACTUAL-PROJECTED	\$107,805		\$133,445		\$109,620	

Estimated Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Program Coordinator) 3 credits release time per semester and 2 credits non-teaching adjunct for Summer @ \$1,954 per credit plus 40% fringe				\$21,885		\$21,885
Faculty (full-time, total for program)						
Faculty (Total for program)						
Support Staff						
Library Resources Program						
Equipment (List if needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)				\$4,377		\$4,377
Total Annual Expenditures		\$0		\$26,262		\$26,262

\* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.

Please provide any necessary annotations:

Assumptions: Second Co-hort will consist of 17 students and increase by 2 students each year. Program starts each Fall and consists of 4 semesters: Fall 1, Spring, Summer A&B & Fall 2. Students are charged for courses on a graduate level @ \$625 per credit. For purposes of comparison, tuition rates and expenses have not been inflated each year. Additional teaching costs are not incurred; there were two additional Tenure Track positions that had been added to the Department of Accounting in Fall 2014 and one additional in Fall 2015. The full time faculty will teach courses currently assigned to adjuncts. The classes that these new students will be taking are already offered at Southern, and there is currently enough available capacity to absorb these additional students. Therefore, additional **teaching** costs ARE NOT REQUIRED. Expenses reflect release time plus 20% overhead.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

A New Program

January 21, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Construction Technology leading to an Associate of Applied Science degree (AAS) at Three Rivers Community College with tracks for three concentrations in architecture, civil and construction management technology for a period of three years until January 30, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Licensure of a program in Construction Technology leading to an Associate of Applied Science Degree (A.A.S.) at Three Rivers Community College, with tracks for three concentrations; architecture, civil, and construction management technology.

**BACKGROUND**Summary

The proposed Construction Technology (hereinafter referred to as “CT”) Program, emanates from ongoing responsiveness to industry needs and recently completed Program Reviews, and consolidates the College’s existing and related architectural design, civil technology and construction management programs under a single “umbrella degree” with specific concentrations. These programs have historically intersected effectively with the College’s mission as they draw students from culturally diverse backgrounds and have afforded them the ability to further their education in the areas of design and engineering technology, to gain entry level employment, or transfer to colleges and universities.

Need for the Program

This proposed CT Program strengthens the College’s offerings in the traditional “AEC” industries (architecture, engineering and construction - among the largest of all industries), by grouping concentrations under an umbrella degree. Though this industry was impacted heavily in the last economic downturn, it is experiencing broad growth in Connecticut due to steady opportunities in municipal construction, defense industry expansion (e.g. General Dynamics), the robust turn-around of private sector projects, and the Connecticut Governor’s infrastructure improvement plan estimated to cost \$10 bil. over the next five years (<http://www.courant.com/data-desk/hc-10-billion-in-connecticut-transportation-projects-propopsed-20150217-htmlstory.html>).

Curriculum

The curriculum consists of:

- 18 credits of General Education courses;
- 24 credits of Core courses in the major;
- 18 credits of Concentration courses in the discipline.

Students

Students that populate construction technology programs at community colleges have historically been non-traditional but shifts in that demographic show enrollment increases by traditional students, likely due to employment opportunities and high pay scales for this industry. Additionally, gender parity is common in architecture programs and is on the increase in the construction and engineering fields.

Three Rivers also has strong relationships with its pipeline constituents as evidenced by the *college career pathway* (CCP) program with traditional, technical, and magnet high schools.

Faculty

Faculty leadership will come from the current Program Coordinator and full-time professor of the architecture and construction management programs (assimilated into the new degree), who holds undergraduate and terminal professional degrees in architecture, a master’s degree, and is a licensed professional architect with additional professional certifications along with two decades of teaching and leadership experience.

The existing adjunct cadre holding terminal professional degrees and professional licensure in their disciplines will be reinforced by adjuncts meeting educational, professional licensure and certification, and experience requirements required to demonstrate expertise in their fields.

**Learning Resources**

The CT Program will continue the Three Rivers Technology Department's tradition of implementing state-of-the-art learning resources. This includes smart and enhanced smart classrooms, emerging technologies for graphic and digital project documentation, the latest CAD, parametric and BIM platforms, and equipment and supplies for relevant testing, evaluation, and proofs for structural and material solutions in the design and engineering industries.

**Facilities**

The CT Program optimizes use of existing institutional resources currently in place, physical plant and department resources that include design and graphical studio, digital design classroom & lab facilities, resource volumes, and engineering design, testing and analysis equipment.

**Fiscal Note**

The CT Program proposes to create an "umbrella degree" titled Associate of Applied Science (A.A.S.) in Construction Technology, coalescing the AEC cohort into a common three-semester track that branches into architecture, civil technology and construction management concentrations. Graduating students will be encouraged and guided to complete industry-specific certifications that will enhance their credentials for employment, e.g. G|Pro, LEED, NICET, BPI, etc.

The institution currently has curricular framework, faculty, and supporting facilities in place to facilitate implementation of this proposal which will optimize the College's fiscal resources by collapsing courses with common content, increasing course-section enrollments, and creating a clear and direct plan of study for students to navigate.

**Review of Documents:**

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

December 16, 2015 – Academic Council

January 8, 2016 – BOR-Academic and Student Affairs Committee

January 21, 2016 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - **01/20/12**

**3SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Three Rivers Community College	<b>Date of Submission to BOR Office:</b>
<i>This form has been modified for the proposal of a new program titled <b>Construction Technology</b>, with concentrations in Architecture, Civil and Construction Management (Technologies) respectively. Where appropriate, data fields will illustrate figures respectively (ARC, CIV, CM).</i>	
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> AY 2012	
<b>Program Characteristics</b> Name of Program: <b>Construction Technology</b> Degree: Title of Award (e.g. Master of Arts) <b>A.A.S.</b> Certificate <sup>1</sup> : (specify type and level) <b>n/a</b> Anticipated Program Initiation Date: 8/25/2016 Anticipated Date of First Graduation: 5/31/2019 Modality of Program: <input checked="" type="checkbox"/> on ground <input type="checkbox"/> online <input type="checkbox"/> combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>60.0</b>	<b>Program Credit Distribution</b> # Cr in Program Core Courses: <b>ARC 36 / CIV 39 / CM 39</b> # Cr of Electives in the Field: <b>0</b> # Cr of Free Electives: <b>ARC 3 / CIV 0 / CM 0</b> # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60.0</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>60.0</b>
<b>Type of Approval Action Being Sought:</b> <input checked="" type="checkbox"/> Licensure OR    Licensure and Accreditation <b>Suggested CIP Code No. (optional)</b> <b>Title of CIP Code</b>	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP:    DHE# (if available):    Accreditation Date: 2012 Phase Out Period    Date of Program Termination	
<b>Institution's Unit</b> (e.g. School of Business) and <b>Location</b> (e.g. main campus) Offering the Program: <b>Technology Dept.</b>	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a</li> <li>If program prepares graduates eligibility to state/professional license, please identify: n/a</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
<b>Institutional Contact for this Proposal:</b> Ann Branchini	<b>Title:</b> Academic Dean <b>Tel.:</b> 860-215-9004 <b>e-mail:</b> ABranchini@trcc.commnet.edu

**BOR REVIEW STATUS** (For Office Use Only - please leave blank)

<b>BOR Sequence Number</b> (to be assigned):	
Approved 2010 CIP Code No. <sup>2</sup>	Title of CIP Code
<b>Log of BOR Steps Towards Program Approval:</b>	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

<sup>1</sup> If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information such that program in the "Original Program" section.

<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
*APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12*

**SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)**

Alignment of Program with Institutional Mission, Role and Scope *(Please provide objective and concise statements)*

The proposed Construction Technology (hereinafter referred to as “CT”) Program, emanates from ongoing responsiveness to industry needs and recently completed Program Reviews, and consolidates the College’s existing and related architectural design, civil technology and construction management programs under a single “umbrella degree” with specific concentrations. These programs have historically intersected effectively with the College’s mission as they draw students from culturally diverse backgrounds and have afforded them the ability to further their education in the areas of design and engineering technology, to gain entry level employment, or transfer to colleges and universities.

The CT Program will continue to reinforce Three River’s place in the community by preparing students for skilled technician level employment through rigorous curriculum that balances theory and practice content.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

This proposed CT Program strengthens the College’s offerings in the traditional “AEC” industries (architecture, engineering and construction - among the largest of all industries), by grouping concentrations under an umbrella degree. Though this industry was impacted heavily in the last economic downturn, it is experiencing growth in Connecticut due to steady opportunities in municipal construction, defense industry expansion (e.g. General Dynamics), the robust turn-around of private sector projects, and the Connecticut Governor’s infrastructure improvement plan estimated to cost \$10 bil. over the next five years (<http://www.courant.com/data-desk/hc-10-billion-in-connecticut-transportation-projects-propopsed-20150217-htm1story.html>).

### Trends & Technology

<http://www2.smartbrief.com/servlet/encodeServlet?issueid=081D4155-6DE7-46CF-8AC1-A7FF61762E34&sid=77911bd8-a5a2-45d0-849e-ef0ee02adcd8>

Engineering, architectural services add 8,000 jobs in January (February 6, 2015).

Non-farm payrolls were up 257,000 in January, according to today’s data from the Bureau of Labor Statistics. This was above economists’ expectations of between 228,000 and 234,000. The construction sector added 39,000 jobs, while architectural and engineering services added 8,000. The unemployment rate increased from 5.6% to 5.7%. The number of jobs added in November and December was also revised upward by a total of 147,000.

MarketWatch (2/6), Reuters (2/6), Bloomberg (2/6)

Share: 

### Outlook

<http://work.chron.com/salaries-construction-technicians-1114.html>

The jobs for **construction technicians** are expected to increase by 18 percent from 2010 to 2020, according to the Bureau of Labor Statistics. This is slightly more than the 14 percent expected for all occupations in the country and also above the 15 percent for other construction workers. This should provide corresponding growth in pay. The increases will be due to public concern for construction safety, natural and man-made disasters, and green design. Those who are certified and can do different types of inspections will find the best opportunities. This includes experience with engineering, architecture and large-scale construction technology. © 2015 Hearst, LLC

### Job Outlook

<http://www1.ctdol.state.ct.us/jcc/viewarticle.asp?intArticle=15>

Professional and technical occupations: Occupations in these fields are expected to grow faster than average and gain more new jobs than any other occupational group. However, projected growth rates for individual occupations are as diverse as the jobs themselves, reflecting changes in technology, demographics, and business practices, among other factors.

Construction trades occupations: Virtually all of the new jobs will be in construction. An increase in the number of households and industrial plants, the desire to alter or modernize existing structures, and the need to maintain and repair the nation’s infrastructure - highways, dams, and bridges - will result in a significant number of new jobs. However, employment in construction can vary from year to year because the industry is sensitive to changes in the nation’s economy. (October 27, 2015)

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

The preparation of this new program has included input and consultation with regional industry professionals and leaders from architecture, construction and engineering firms. Additionally, in a short time, leadership of the initiative for this new program has informed pertinent constituents of the Program's design and commitment to providing qualified graduates; they include the aforementioned industry firms, the Dept. of Transportation, CALS, AIA, and other organizations.

- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?

**Three Rivers Community College has a long tradition of providing technical education to the architecture, engineering and construction communities. Respective curricular offerings are regionally unique and have evolved and broadened in reaction to industry changes.**

**This proposal continues the College's efforts to provide timely and current course content while increasing efficiencies and optimizing the College's resources. Development of the proposed umbrella degree:**

- Emanated from related Program Reviews
- Explored best practices and evaluated similar program offerings at other institutions
- Inventoried existing courses and correlated similar content areas
- Investigated enrollments and graduate data
- Consulted with industry constituents
- Identified key competencies and skill-sets required at the technician level

**Once synthesized the program elements were keyed to remain as-is, consolidate similar and related content, or be removed.**

**Program elements were then were re-mapped, resulting in a degree path where the consolidated cohort of architecture, civil, and construction management students progress through three common semesters, then branch off into focused concentrations.**

**The resulting umbrella degree: places an emphasis on matching curriculum content to industry needs; maximizes utilization of the College's professionally-credentialed faculty and their areas of expertise and practice; and optimizes the College's resources by coalescing students in the AEC studies into a single cohort that populates course enrollments, enhances cross-curricular relationships, and provides an efficient and navigable program path that leads to increased graduates to fill technician-level employment opportunities.**

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

**Graduates of the existing Construction Management program at Three Rivers have a high transfer rate into the baccalaureate program at CCSU. Strengthening and expanding that transfer agreement to include the civil technology concentration is a part of the roll-out plan for this proposal.**

- Please indicate what similar programs exist in other institutions within your constituent unit <sup>3</sup>, and how unnecessary duplication is being avoided

**The following similar programs exist in other institutions within the constituent unit:**

- Capitol Community College: A.S. Architectural Engineering & Construction Management
- Norwalk Community College: A.S. Architectural Engineering & Construction Technology
- Central CT ST University: B.S., Civil Engineering, B.S., M.S. Construction Management
- University of CT: B.S., M.S. (Plan B) Civil Engineering

**The AEC programs at Three Rivers are unique to the eastern portion of the State of CT. The architecture program is unique as it is design based while the civil technology program is unique to Three Rivers. The proposed umbrella degree will be unique to Three Rivers only.**

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<sup>3</sup> Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

- Please provide a description/analysis of employment prospects for graduates of this proposed program

**Program graduates from Three Rivers' AEC programs have diverse employment opportunities and will be qualified to fill technician positions by graduating from this proposed program. Faculty leadership in the architecture and construction management programs collect ongoing graduate employment and transfer data reaching as far back as 1998 and soon the civil program will benefit from the same due-diligence used to inform continuous improvement.**

**Based on that data, existing employer constituents and employer prospects include but are not limited to:**

- Architecture and design firms
- Construction firms
- Construction inspection and materials testing firms
- Construction material supply companies
- CT DOT and related departments
- Development firms
- Engineering firms
- Landscape design firms
- Municipal planning offices
- Other industries utilizing graduate competencies (e.g. General Dynamics, Sonalysts, etc.)

### Cost Effectiveness and Availability of Adequate Resources

*(Please provide a one-paragraph narrative on the attached MSEXcel Pro-Forma Budget)*

**The CT Program proposes to create an “umbrella degree” titled Associate of Applied Science (A.A.S.) in Construction Technology, coalescing the AEC cohort into a common three-semester track that branches into architecture, civil technology and construction management concentrations.**

**Graduating students will be encouraged and guided to complete industry-specific certifications that will enhance their credentials for employment, e.g. G|Pro, LEED, NICET, BPI, etc.**

**The institution currently has curricular framework, faculty, and supporting facilities in place to facilitate implementation of this proposal.**

**This proposal optimizes use of existing institutional resources currently in place, including: professional faculty, department resources, classroom & lab facilities, resource volumes, and design, testing and analysis equipment.**

***The following Table has been modified to show data relevant to the existing Programs in order to create a baseline upon which to review projections.***

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - 01/20/12

<i>Institution</i>	Three Rivers Community College				<i>Date</i>	11/1/2015		
<i>Licensed Program</i>	Construction Technology (ARC, CIV, CM)							
<b>ACTUAL Enrollment</b>	Baseline (AY 2014/15) <sup>1</sup>		First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	6	4	25	30	6	4	6	4
New Students	25	20	25	20	25	20	25	25
Returning Students	24	30			25	30	25	30
ACTUAL Headcount Enrollment	55	54	50	50	56	54	56	59
FTE	55	17.82	50	16.5	56	17.82	56	19.47
FTE Count	72.82		66.5		73.82		75.47	
	Size of First Credentialed Group		18		Date of Award of First Credential		May, 2017	
<b>Estimated Program Revenue</b>			Year 1		Year 2		Year 3	
			Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <sup>2</sup> (Do not include internal transfers)			\$203,600	\$17,061	\$228,032	\$18,426	\$228,032	\$20,132
Program Specific Fees <sup>3</sup>			\$26,400		\$29,568		\$29,568	
Other Rev. (Annotate in text box below)								
Total Annual Program Revenue			\$247,061		\$276,026		\$277,732	
PROJECTED Rev. (at Licensing)								
Dif. ACTUAL-PROJECTED								
<b>Estimated Expenditures*</b>	Baseline (AY 2014/15)		Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	2	\$9,978	1	\$4,989	1	\$4,989	1	\$4,989
Faculty (Full-time, total for program)	2	\$162,480	1	\$82,420	1	\$82,420	1	\$82,420
Faculty (Part-time, total for program)	36 Credits	\$59,868	27 Credits	\$44,901	27 credits	\$44,901	30 Credits	\$49,890
Support Staff EA (part-time lab support)	1	\$13,100	1	\$13,100	1	\$13,100	1	\$13,100
Library Resources Program								
Equipment (List if needed)								
Other (e.g. student services)								
Estimated Indirect Cost (e.g. student services, operations, maintenance)								
Total Annual Expenditures		\$245,426		\$145,410		\$145,410		\$150,399
* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.								
Please provide any necessary annotations: 1. Data taken from 2014/15 EOY Report Supplements for architecture, civil, and construction management programs. 2. Taken from the Three Rivers web page showing current tuition rates <a href="http://www.threerivers.edu/Div_StudentServices/admissions/PDF/ALL%20THREE%20RATES%20F2015.pdf">http://www.threerivers.edu/Div_StudentServices/admissions/PDF/ALL%20THREE%20RATES%20F2015.pdf</a> 3. Specific lab fees taken from the Three Rivers web page showing tuition and fees (estimated at 6 Labs/AY at \$88 per Lab).								



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
*APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12*

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.** *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

**Learning Outcomes**

- 1. Analyze the history of the built environment and appraise geographic adaptation when considering modern solutions to: natural resource utilization; sustainable harvest, refinement and transport of construction materials; and performance of designs and systems, accounting for climate change.**
- 2. Translate, synthesize, and prepare graphical and written project documentation used to illustrate or describe essential industry information including construction drawings, specifications, contractual and municipal forms, field data, and technical inspection and testing reports.**
- 3. Utilize emerging theories, equipment and technologies (i.e. sustainability, a total-station, AutoCAD), in the design and evaluation of discipline-specific components, processes, and systems (e.g. materials and form, structures, surveying and layout, and scales ranging from site-specific to urban).**
- 4. Through simulations, evaluate potential project variables (arterial access, soils, hydrologic management, logistics), appraise their role in design development, and select strategies for project execution.**
- 5. Perform and communicate effectively as a contributing individual or team member.**
- 6. Demonstrate lifelong learning and continuous improvement of professional, ethical, and social responsibility.**

**Assessments**

- A. Student-led discussions, simulations and/or case studies, allowing students to investigate problems, analyze data, propose and debate solutions, and communicate recommendations.**
- B. Written assignments that document student ability to identify and synthesize factors affecting problems, and implement solutions, reports, and recommendations that illustrate integration of concepts covered in current and previously completed courses.**
- C. Work individually or in teams to prepare solutions and case studies that simulate industry projects by documenting research exploration, variable refinement and synthesis, and communication of results through written, oral, and graphic mediums.**

Assessments will continue to be linked to learning outcomes and with data collected from end of course reviews, faculty reviews, and project evaluations, report into a loop that continuously adjusts and improves program effectiveness. Among methods used, the Program will broadly model the existing architecture program's practice of staffing project review teams with community professionals who help assess student performance and reinforce learning and industry connections.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

**Program Administration** (Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)

**Program leadership and administration is increasingly critical, requiring investment, competence, industry-practice, outreach and professionalism. The person responsible for the day-to-day operations of the program is:**

**Professor Mark Comeau: Professor and Program Coordinator of the proposed Construction Technology curriculum. Professor Comeau has been the Program Coordinator of the Architectural Design and Construction Management Technology programs for almost two decades at Three Rivers; has chaired the Self-study committee for the College's 2002 NEASC Accreditation, has led the architecture program through an ABET accreditation, is a licensed professional practicing architect, holds several "green" industry certifications, and is a published author of an architectural history textbook.**

**Faculty** (Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)

How many new full-time faculty members, if any, will need to be hired for this program? (None)

What percentage of the credits in the program will they teach? n/a

What percent of credits in the program will be taught by adjunct faculty? Approx. 50%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program.

1. A Master's Degree in their discipline and/or a Professional License;
2. A minimum of six years industry experience;
3. A minimum of three years teaching experience;
4. Or demonstration of equivalent qualifications.

**Special Resources** (Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)

**No additional resources are anticipated as institutional resources currently in place effectively support course instruction, including: department resources, classroom & lab facilities, resource volumes, and design, testing and analysis equipment.**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - **01/20/12**

**Curriculum**

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk \*\* Please modify this format as needed)

Curriculum	L.O. # <sup>4</sup>	Pre-Requisite	Cr Hrs
<b>Program Major Courses</b>			
ARC 102 Architecture of the World	1, 6		3
ARC 135/L Construction Graphics	2, 5		3
CAD 106/7 Computer Aided Design & Lab	2, 3, 5		3
ARC 108 Constr. Materials & Methods	1, 2, 6		3
ARC 227 Building Codes & Ordinances	2, 5, 6	ARC 135/L	3
CAD 214/15 Construction CAD	2, 3, 5	ARC 135/L, CAD 106/7	3
ARC 214 Sustainable Construction	1, 3, 4, 6	ARC 108	3
ARC 221 Contracts & Specifications	2, 5, 6	ARC 135/L	3
<b>Program Core Courses (Architecture)</b>			
ARC 211/L Architectural Design I & Lab	1, 2, 5, 6	ARC 102, ARC 135/L	3
ARC 213/L Architectural Design II & Lab	1, 2, 5, 6	ARC 211	3
ARC 241/L Site Analysis & Lab	1, 2, 5, 6	ARC 102, ARC 135/L	3
ARC 282 Trends & Issues	2, 3, 5, 6	ARC 108, ARC 135/L	3
<b>Program Core Courses (Civil Technology)</b>			
CIV 150/51 Surveying I & Lab	2, 3, 5	MAT 172 (Co-Req)	3
CIV 200/L Soils & Lab	2, 4	MAT 186	3
CIV 203 Civil Hydraulics	2, 4, 6	MAT 186 (Co-Req)	3
CIV 236/L Water Resources & Lab	2, 4, 6		3
<b>Program Core Courses (Constr. Mgmt. Technology)</b>			
CIV 150/51 Surveying I & Lab	2, 3, 5	MAT 172 (Co-Req)	3
CTC 120 Fund. of Construction Management	2, 5	ARC 108	3
CTC 229 Construction Estimating	2, 3, 4, 5	ARC 135/L, MAT 172	3
ARC 241/L Site Analysis & Lab	1, 2, 5, 6	ARC 102, ARC 135/L	3
BGM 202 Principals of Management	3, 5	ENG 101	3
<b>General Education Courses</b>			
ENG 101 Composition	(TAP Competency)	ENG 096 or Placement	3
MAT 172 College Algebra	(TAP Competency)	MAT 137 or Placement	3
MAT 186 Pre-Calculus	(TAP Competency)	MAT 172 or Placement	3
MEC 114 Statics	(TAP Competency)	MAT 172, PHY 114	3
PHY 114 Mechanics & Lab	(TAP Competency)	MAT 137	3
ELEC (Social Science Elective-Architecture Only)	-	-	3
<b>Total Credits Required to Issue Credential (A.A.S. Construction Technology)</b>			<b>60</b>

<sup>4</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

**Program Outline** *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")*

The Construction Technology program is a 60 credit two-year Associate of Applied Science degree designed to meet the needs of students planning to transition as technicians directly into the workforce upon graduation, or as preparation for baccalaureate or professional degree programs in architecture, construction, or engineering.

Along with completing core and general education requirements, students will track through major courses and graduate with a degree concentration in architectural design, civil or construction management technology.

Emphasis is placed on courses providing students with theoretical and practical knowledge necessary for their chosen discipline. Students will attain competencies in the following areas:

- Appreciation of historic and cultural impacts on the built environment;
- Ability to translate and synthesize graphical and written project documents;
- Mastery of emerging theories, equipment and technologies used in their field;
- Preparation and execution of projects that evaluate and synthesize a myriad of variables and, communication of effective solutions using oral, written, digital and graphical techniques.

Students also have the opportunity to participate in discipline-specific internships at regional private and municipal companies for hands-on experience as available. Upon graduation, students can gain additional certifications through industry organizations including LEED, BPI, G|Pro, NICET, and others.

The program includes 15-18 credits of General Education coursework and 42-45 credits of core and major coursework (depending upon the chosen concentration).

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

## Common 3 Semesters (Architecture/Civil/Constr. Mgmt.)

### 1st Year

#### Semester I

ARC K102	Architecture of the World
ARC K135/L	Construction Graphics & Lab
CAD K106/7	CAD & Lab
ENG K101	College Composition
PHY K114	Mechanics
16.0	

#### Semester II

ARC K108	Building Materials
ARC K227	Buildings Codes & Ordinances
CAD K214/15	Constr. CAD (AutoCAD)
MAT K172	College Algebra
MEC K114	Statics
15.0	

### 2nd Year

#### Semester III

ARC K214	Sustainable Design & Constr.
ARC K221	Contracts & Specifications
CIV K150/51	Surveying I & Lab
ENG K202	Technical Writing
MAT K186	Pre-calculus
16.0	

## Architectural Design Technology

## (Common 3 semester Architectural Exceptions)

ARC K211/L	Architectural Design I
COM K173	Public Speaking

## AAS Architectural Design Technology

<u>Semester IV</u>	
ARC K213/L	Architectural Design II
ARC 241/L	Site Analysis & Lab
ARC K282	Trends & Issues
ELEC	Social Sciences
13.0	
Total: 60.0 Credits	

## AAS Construction MGMT Technology

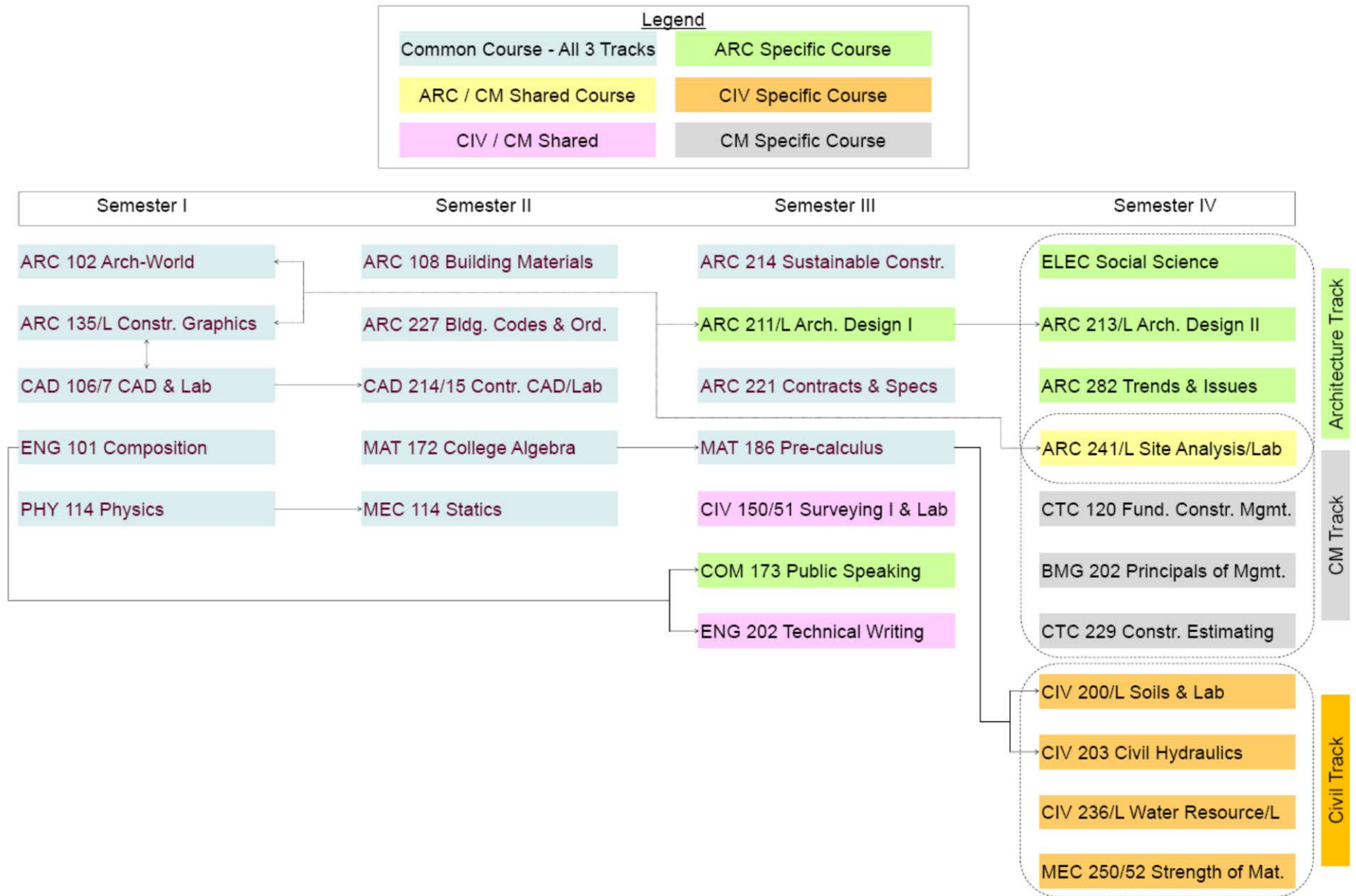
<u>Semester IV</u>	
CTC K120	Fund. Construction Mgmt
ARC K229	Construction Estimating
ARC K241/L	Site Analysis & Lab
BMG K202	Principles of Management
13.0	
Total: 60.0 Credits	

## AAS Civil Technology

<u>Semester IV</u>	
CIV K200/L	Soils & Lab
CIV K203	Civil Hydraulics
CIV K236/L	Water Resources & Lab
CIV K250/52	Strength of Materials
13.0	
Total: 60.0 Credits	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

**Full-Time Faculty Teaching in this Program** (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Mark Comeau, Professor (architect)	Rensselaer Polytechnic Institute	As a licensed architect, has professional experience in architecture, construction, design, engineering, master planning and project logistics; Professor and Program Coordinator for almost two decades; Co-curriculum designer of the existing ADT Assoc. Degree and curriculum designer of the existing CM Assoc. Degree; Chair of the Three River's Self-study Committee for the AY 2002 NEASC Accreditation; Program Coordinator/Self-study author for the ADT program AY 2011 ABET Accreditation.	Program Coordinator Full time Professor Various Departmental Duties Various Institutional Committees



# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL-BUDGET (Public Higher Education Institutions) - 01/20/12

## RESOURCE AND FINANCIAL CONSIDERATIONS

Institution	Three Rivers Community College				Date	11/1/2015		
Licensed Program	Construction Technology (ARC, CIV, CM)							
<b>ACTUAL Enrollment</b>	Baseline (AY 2014/15) <sup>1</sup>		First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	6	4	25	30	6	4	6	4
New Students	25	20	25	20	25	20	25	25
Returning Students	24	30			25	30	25	30
ACTUAL Headcount Enrollment	55	54	50	50	56	54	56	59
FTE	55	17.82	50	16.5	56	17.82	56	19.47
FTE Count	72.82		66.5		73.82		75.47	
	Size of First Credentialed Group		18		Date of Award of First Credential		May, 2017	
<b>Estimated Program Revenue</b>			Year 1		Year 2		Year 3	
			Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <sup>2</sup> (Do not include internal transfers)			\$203,600	\$17,061	\$228,032	\$18,426	\$228,032	\$20,132
Program Specific Fees <sup>3</sup>			\$26,400		\$29,568		\$29,568	
Other Rev. (Annotate in text box below)								
Total Annual Program Revenue			\$247,061		\$276,026		\$277,732	
PROJECTED Rev. (at Licensing)								
Dif. ACTUAL-PROJECTED								
<b>Estimated Expenditures*</b>	Baseline (AY 2014/15)		Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	2	\$9,978	1	\$4,989	1	\$4,989	1	\$4,989
Faculty (Full-time, total for program)	2	\$162,480	1	\$82,420	1	\$82,420	1	\$82,420
Faculty (Part-time, total for program)	36 Credits	\$59,868	27 Credits	\$44,901	27 credits	\$44,901	30 Credits	\$49,890
Support Staff EA (part-time lab support)	1	\$13,100	1	\$13,100	1	\$13,100	1	\$13,100
Library Resources Program								
Equipment (List if needed)								
Other (e.g. student services)								
Estimated Indirect Cost (e.g. student services, operations, maintenance)								
Total Annual Expenditures		\$245,426		\$145,410		\$145,410		\$150,399
<p>* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.</p>								
<p>Please provide any necessary annotations:</p> <p>1. Data taken from 2014/15 EOY Report Supplements for architecture, civil, and construction management programs.</p> <p>2. Taken from the Three Rivers web page showing current tuition rates  <a href="http://www.threerivers.edu/Div_StudentServices/admissions/PDF/ALL%20THREE%20RATES%20F2015.pdf">http://www.threerivers.edu/Div_StudentServices/admissions/PDF/ALL%20THREE%20RATES%20F2015.pdf</a></p> <p>3. Specific lab fees taken from the Three Rivers web page showing tuition and fees (estimated at 6 Labs/AY at \$88 per Lab).</p>								



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

A New Program

January 21, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Digital and Interactive Media Arts (DIMA) leading to a Bachelor of Arts degree at Western Connecticut State University for a period of three years until January 30, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

ITEM

New Program: BA in Digital and Interactive Media Arts

**BACKGROUND**Summary

Developed by three departments at WCSU (Communication and Media Arts, Computer Science, and Art) this program is responding to emerging workforce demands in the production of interactive web materials for websites, market research, education, healthcare, and entertainment industries. This program builds on the strength of WCSU as a STEAM campus, uniting arts and emerging technologies.

Over the past several years we have seen our students cobbling together the core ideas of this degree from existing courses and minors. This pointed our attention to the emerging demand from our students, but piecing the courses together misses two crucial things: a defined major pathway and the integration of the disciplines. DIMA addresses both problems. The degree requires our students to take four courses specifically focused on cross-disciplinary communication and integration of skills. Students will specialize in media production or computer science areas, but regularly work in teams, insuring that programmers and media producers have a strong understanding of the vocabulary, opportunities, and limitations of each digital format. Offering a specific degree allows our students to plan their curriculum from the start, and even create opportunities to enhance the degree with industry focused content knowledge (health care, education, or market research, for example).

Need for the Program

DIMA meets three important needs for our students and our region: 1) The DIMA degree will help develop a skilled labor pool for Connecticut industries in need of web developers, designers, and researchers. 2) The DIMA degree responds to student interest as the art, computer science, and media arts majors find themselves well-prepared in their original disciplines, but in need of some of the skills from the parallel majors. Art majors need some computer coding skills and an understanding of the moving image. Computer scientists need to understand the basics of layout and design. Media arts majors need to understand the limitations and opportunities associated with digital formats. 3) DIMA sets the stage for innovation in digital products in all forms, creating graduates comfortable in adapting to new digital platforms and high functioning teams.

Digital and Interactive Media Arts is easily seen as a need for any organization with a website. Every industry sector requires a public face in digital form, and every industry requires a mechanism to track the public's engagement with that website. Whether working for the entertainment industries (ESPN, NBC Sports, etc.), Health Care (hospitals and insurance industries), or Government (Education, Transportation, etc.), all require some level of staff able to develop and draw conclusions from web based information. Connecticut's Economic Development strategic plan (2014) for Connecticut specifically identifies Digital Media as one of six clusters to be grown ([http://www.ct.gov/ecd/lib/ecd/2014\\_strategic\\_plan\\_final.pdf](http://www.ct.gov/ecd/lib/ecd/2014_strategic_plan_final.pdf) )

For the last two years, the Fairfield County Business Council has been working with local business to develop strategies to grow digital talent in the region. They identify this as a real weakness in their human resource options (<http://www.businessfairfield.com/italent-in-fairfield-county>).

Curriculum

The DIMA curriculum is drawn from three existing majors with the addition of 4 DIMA courses designed to specifically integrate the disciplines.

All students take an interdisciplinary core drawn from art, computer science, and media arts: Design I, Drawing I, Sight, Sound and Motion, Basic Video Production, Intro to Programming, and either C++ or Java.

All students take four DIMA courses focused on integrating skill sets across disciplines.

Students then chose one of two options for specialization:

Option 1: Production (advanced production, basic marketing, and technical writing)

Option 2: Programming (advanced programming, web development, and animation)

For Production option the total major credits = 44, 120 total for the degree.

For the Programming option the total major credits = 52, 120 total for the degree.

Both options are designed for easy transfer from the community colleges, where students may complete several foundation courses prior to coming to WCSU.

#### Students

We estimate 20 internal and 20 external students will join this degree annually. The internal transfers are most likely to come from undeclared students. The new students will come from regular application pools and transfer students. We anticipate slightly larger cohorts in the production option than in the programming option, but plan for steady enrollments of approximately 80-100 majors after three-four years.

#### Faculty

The faculty in this program will be drawn from full- and part-time faculty in Art, Computer Science, and Media Arts. There will be one new faculty line in Media Arts to teach DIMA and media production courses and serve as the inaugural program director. He or she will develop the introductory and capstone courses in DIMA and oversee the implementation of the DIMA Design and DIMA Technologies courses. Our current level of staffing is sufficient for offering the Interdisciplinary Core, with a reasonable use of part-time faculty.

#### Learning Resources

The library materials and the computer software necessary for this degree are already maintained at WCSU for the three existing related degrees. We will need to update these as needed, but they are already part of WCSUs annual budget allocations.

#### Facilities

Like the learning resources listed above, we already maintain computer labs and software appropriate to this degree as part of our art, media arts, and computer science degrees. Adding this major will simply better use our resources, keeping rooms occupied throughout the daily schedule.

#### Fiscal Note

Projections for this degree are for a budget surplus of more than 250,000 based on minimal additional staffing needs, (due to seats available in existing courses), and the projected enrollments in this discipline. While the costs for upkeep of technology are not insignificant, they are not in addition to what we already offer and are not included here.

#### Review of Documents

- a) Campus Review: The DIMA proposal was reviewed by all levels of campus governance during the spring and fall 2015 semesters. Final approval at Senate was in October 2015.

- b) Campus Budget and Finance: Approved by University Planning and Budgeting Committee in May 2015
- c) Campus President
- d) Academic Council: December 2015
- e) System Office

Accreditation:

We are not seeking any specialized accreditation of this degree. It conforms to NEASC standards.

December 16, 2015 – Academic Council

January 8, 2016 – BOR-Academic and Student Affairs Committee

January 21, 2016 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - **01/20/12**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> WCSU	<b>Date of Submission to BOR Office:</b> 11/30/15
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> 2013	
<b>Program Characteristics</b> Name of Program: Digital and Interactive Media Arts (DIMA) Degree: Title of Award (e.g. Master of Arts) <b>BA</b> Certificate: (specify type and level) <b>n/a</b> Anticipated Program Initiation Date: <b>Fall 2016</b> Anticipated Date of First Graduation: <b>Spring 2020</b> Modality of Program: <b>X</b> On ground    Online    Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>120</b>	<b>Program Credit Distribution</b> # Cr in Program Core Courses: <b>32</b> # Cr of Electives in the Field: <b>12-20</b> # Cr of Free Electives: <b>28-37</b> # Cr Special Requirements (include internship, etc.): n/a <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>43-52</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>40</b>
<b>Type of Approval Action Being Sought:</b> Licensure OR    Licensure and Accreditation <b>Suggested CIP Code No. (optional)</b> Title of CIP Code	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A    CIP: N/A    DHE# (if available): N/A    Accreditation Date: N/A Phase Out Period N/A    Date of Program Termination N/A	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts & Sciences & the School of Visual and Performing Arts	
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A</li> <li>If program prepares graduates eligibility to state/professional license, please identify: N/A</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
<b>Institutional Contact for this Proposal:</b> Missy Alexander	Title: Dean, Macricostas School of Arts & Sciences  Tel.: 203-837-9400 e-mail: alexanderm@wcsu.edu

**BOR REVIEW STATUS** (For Office Use Only - please leave blank)

<b>BOR Sequence Number (to be assigned):</b>	
Approved 2010 CIP Code No. <sup>1</sup> ) <b>9.0702 Digital Communication &amp; Media/Multimedia for Media Production Option And 11.01 Computer &amp; Information Sciences for Programming Option</b> Title of CIP Code	
<b>Log of BOR Steps Towards Program Approval:</b>	
<b>Nature and Resolution number for BOR Approval:</b>	<b>Date of Approval:</b>
<b>Conditions for Approval (if any)</b>	

<sup>1</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
*APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12*

**SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)**

**Alignment of Program with Institutional Mission, Role and Scope**

*(Please provide objective and concise statements)*

Western's mission focuses on bringing outstanding educational opportunities to students from all backgrounds. Essential to this goal has been our longstanding commitment to bringing together liberal arts and professional educational experiences. This degree exemplifies this commitment. The degree itself provides an emerging set of career opportunities to our students. It is built on a solid liberal arts foundation, weaves together aesthetics, critical thinking, history and ethics, while providing numerous opportunities to apply essential skills to solve real problems. In addition, the emphasis on collaboration and cross disciplinary conversations between artists, producers, and programmers, gives students a real world experience in the classroom.

**Addressing Identified Needs**

**How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible)**

Digital and Interactive Media Arts is easily seen as a need for any organization with a website. Every industry sector requires a public face in digital form, and every industry requires a mechanism to track the public's engagement with that website. Whether working for the entertainment industries (ESPN, NBC Sports, etc.), Health Care (hospitals and insurance industries), or Government (Education, Transportation, etc.), all require some level of staff able to develop and draw conclusions from web based information. Connecticut's Economic Development strategic plan (2014) for Connecticut specifically identifies Digital Media as one of six clusters that should be grown in CT

([http://www.ct.gov/ecd/lib/ecd/2014\\_strategic\\_plan\\_final.pdf](http://www.ct.gov/ecd/lib/ecd/2014_strategic_plan_final.pdf)). For the last two years, the Fairfield County Business Council has been working with local business to develop strategies to grow digital talent in the region. They identify this as a real weakness in their human resource options (<http://www.businessfairfield.com/italent-in-fairfield-county/>).

One the critical skills specifically addressed by this program is cross disciplinary communication. By allow students to choose to focus on either Programming or Media Production, we allow for a degree of specialization that will suit the student's primary skills and interest. However, the DIMA courses require the students to work in teams, insuring that programmers and media producers have a strong understanding of the vocabulary, opportunities, and limitations of each digital format. In addition, all students will have a foundation in graphic design, supporting the ability to work with design teams in the workplace.

**How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?**

With a focus on both programming and media production and a foundation in art, WCSU is ideally suited for this degree. Our media arts program has won numerous awards for its productions, most recently from the National Broadcast Educators Association and our students are placed at ESPN, NBC Sports, WWE, to note a few. Our growing computer science program, with learning outcomes matched to national accreditation standards has a strong placement record (Nokia, IBM, Praxair) and has recently added faculty to continue to grow its offerings. One faculty member in that department has a long history of collaborating with the art department. WCSU is widely recognized for an outstanding school of Visual and Performing Arts, where our graphic design program is currently being updated to include cutting edge design skills. Our facility and technology is already outstanding. Our full-time faculty are highly qualified (MFA or PhD) and our part-time faculty are frequently drawn from New York's arts community as we are conveniently located for easy transportation to and from WCSU. This new, interdisciplinary degree helps us meet an emerging set of proficiencies that cross departments and

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

integrate talents for good working teams after graduation.

**Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate)**

Upon approval of this program we will work with each of the CCs to insure that students with an A.A or A.S. Liberal Arts majors may transfer in to one of the two concentrations and complete their degrees in two years. (See Appendices A&B for sample transfer pathways). While the programs vary somewhat each CC, most have some of the interdisciplinary core required here, and the foundational mathematics is easily completed. See the sample program transfer sheets attached to this document. For more specialized degrees (Art, Computer Science, Graphic Design, Digital Art Technologies, Media Arts), we will develop specific program transfer pathways upon approval of this degree.

**Please indicate what similar programs exist in other institutions within your constituent unit <sup>2</sup>, and how unnecessary duplication is being avoided**

There are three programs that are similar to this one. The first is an AS degree at NVCC in Digital Arts and Technology. This is currently being revised, but we hope to develop a clean articulation plan with them when the updates are complete.

ECSU has a BA in New Media Studies which includes many of the same components as ours. There are two reasons that this one should go forward: first WCSU's degree includes crucial courses that integrate the curriculum across the three disciplines. People who work in this capacity, regularly find themselves on interdisciplinary teams where no one knows the appropriate vocabulary from other disciplines. Tying the disciplines together is essential to creating effective and efficient workflows. The second reason is our location. WCSU has access to Stamford and New York for both internships and faculty. Our region has many local internship opportunities as well. Finally, we serve a large commuter population who would not be well-served by a program across the state.

CCSU has just applied for a Media Studies Degree, but the content of that curriculum more closely matches our BA in Media Arts and does not duplicate the DIMA curriculum.

The third program is offered by UCONN. While an excellent program, it lacks the computer programming component and is largely an arts degree. In addition, WCSU serves a very different student population than UCONN and given the growth in job opportunities in this field, it would not be appropriate to deny this opportunity for our students.

**Please provide a description/analysis of employment prospects for graduates of this proposed program**

In addition to the Connecticut's Economic Strategic Plan, and the Fairfield County Business Council's active engagement in developing talent in this area in CT, the US News and World Report lists web developer as one of the top 5 technology jobs with predictions of 20% employment growth through 2022. <http://money.usnews.com/careers/best-jobs/web-developer>. Other career titles include Digital Media Developers/Specialists/Managers/Producers. A sample of jobs recently advertised in the region is included in Appendix C.

**Cost Effectiveness and Availability of Adequate Resources**

(Please provide a one-paragraph narrative on the attached MSEXcel Pro-Forma Budget)

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<sup>2</sup> Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

The launch of the Digital and Interactive Media Arts requires one new faculty member who will teach existing media arts courses and two of four dedicated DIMA courses. Additional courses are part of existing curricula. We may need to add sections if demand is high enough. Otherwise students will be placed in existing sections of required courses.

WCSU has the technology necessary for this degree. Improvements in the media production facilities are already underway for the existing BA in Media Arts. Regular upgrades in software and computers will have to take place, but all equipment is already on site and is supporting existing programs. This degree will make better use of the investments we've already made in the technological infrastructure at WCSU.

### SECTION 3: PROGRAM QUALITY ASSESSMENT

**Learning Outcomes - L.O.** (Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)

1. Discuss and apply the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work
2. Discuss and apply narrative and other information/language structures for organizing content in time-based or interactive media
3. Organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
4. Discuss the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems, and their influences on individuals and society
5. Discuss and apply processes for the development and coordination of digitally-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas).
6. Analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.
7. Develop knowledge of legal and ethical issues across disciplines.
8. Discuss and apply history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.
9. Engage in teams-based work and to organize collaborations among people from different disciplines.
10. Use the above competencies in the creation and development of professional quality interactive digital media productions.
11. Present work in a portfolio in a professional way.

The portfolio developed for each student will include evidence of their ability to develop digital and interactive media products that reflect knowledge and a level of mastery of each of the learning outcomes listed.

**Program Administration** (Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)

The new faculty member in Media Arts will serve as the Director of the Digital and Interactive Media



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Program. She or he will be granted 3 credits of reassigned time per year to provide support for scheduling, assessment, and advising of students in the major. The director will convene a committee meeting at least twice a year, including members of from Computer Science and Art to make sure that the curriculum continues to be vibrant and meet the needs of students.

**Faculty** (Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)

How many new full-time faculty members, if any, will need to be hired for this program? **One**

What percentage of the credits in the program will they teach?

The new faculty member will teach 50-75% of the new courses. The other courses in this degree are already distributed across three departments and are taught by both full-time and adjunct faculty.

**What percent of credits in the program will be taught by adjunct faculty?**

30-35% Upper levels and the DIMA Core will be FT faculty. The Interdisciplinary Core (introductory art, media production and CS courses), may be taught by adjuncts.

**Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:**

Graduate degree (MA/MS/MFA or higher in a related discipline (Art, Computer Science, Media Arts)  
OR a BA/BS/BFA and relevant industry experience.

**Special Resources** (Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)

WCSU already supports Media Production, Graphic Design, and Computer Science. The technology, software subscriptions, and production facilities necessary to support this degree are already part of our campus. While there will be upgrades in technology over time (especially in the media production facilities), the needs do not change with this degree.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - **01/20/12**

**Curriculum**

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk \*\* Please modify this format as needed)

Course Number and Name	L.O. # <sup>3</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
DIMA1XX Intro to DIMA	1,4	None	3			
DIMA2XX Design for DIMA	1,3,4,5	DIMA1	3			
DIMA3XX DIMA Technologies	1,2,3,4	CS140	3			
DIMA4XX Senior Project & Presentation	All	DIMA1, 2, 3, good academic standing	3			
<b>Interdisciplinary CORE</b>						
ART108 Design I	1,3,5, 8	none	3			
ART111 Drawing I	1,5,8	none	3			
COM110 Sight, Sound & Motion	1,2,3,4,5,8	none	3			
COM146 Basic Video Production	1,2,3,4,9,11	MAT100 or higher	3			
CS140 Intro to Programming	1,2,3,4,5	MAT100 higher	4			
CS170 Language C++ OR CS1XX Java	2,3,4,6,10	MAT100 or higher, CS140	4			
<b>Media Production Option</b>						
COM336 Postproduction	1,2,3,4,9,11	COM146	3			
WRT245 Technical Writing	Supports 3,12	WRT101	3			
MKT301 Principles of Marketing	Supports 6,12	Sophomore standing	3			
MKT411 E-Commerce & Internet Marketing	Supports 6,12	MKT301 & DIMA1XX	3			
<b>Programming Option</b>						
CS220 Object Oriented Programming OR CS250 Advanced Topics in Programming Using Java	1,2,3,4,5,6, 9,10		4			
CS/MAT165 Introduction to Discrete Mathematics	3	(MAT133 or equivalent)	3			
CS245 Web Application Development	1,2,3,4,5,6, ,10	(CS140 and CS170)	4			

<sup>3</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12*

CS205 Data Modeling & Database Design OR MIS301 Database Applications in Business	1,2,3,4,5,6,7,10	CS 140 & 170 OR MIS260	4			
CS340 Computer Animation		CS250 OR CS171	4	1,2,3,4,5,6,10		
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
MAT100 Intermediate Mathematics for all students (or a higher placement) (This is required for all students who do not meet the general education math placement requirements)					DIMA297 DIMA Internship	
MAT133 Pre-calculus or higher for students in the Computer Programming Option						
MIS260 for students who select MIS Database Applications, but this course is an option, not a requirement and is likely to be waived for students in this program, given their more advanced programming skills.						
WRT101 Composition I for WRT245 Technical Writing, but this is a gen-ed requirement for all.						
All other pre-requisites are part of the sequence in the degree.						
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p><b>Program Outline</b> <i>(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")</i></p> <p><b>The BA in Digital and Interactive Media consists of 18 credits in an Interdisciplinary Core (Art, Computer Science, and Media Arts), 12 credits synthesis (Digital and Interactive Media), and two options (Production and Programming). For the Production Option: 12 credits in media production, writing, and marketing. The Programming option includes 19-20 credits in advanced programming courses. The minimum GPA is 2.0</b></p>						

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12*

**Full-Time Faculty Teaching in this Program** (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
To be hired, Program Director		DIMA	Program oversight as director & teaching
J.C. Barone, Associate Professor	PhD, SUNY Albany	Media Arts: Media Production	Teaching
Karen Saunders, Associate Professor	MFA, Bard College	Media Arts: Media Production	Teaching
William Petkanas, Professor	PhD, New York University	Media Arts: History ad Aesthetics	Teaching
Jack Tom, Assistant Professor	MFA, Hartford Art School	Art: Drawing	Teaching
Terry Wells, Professor	MFA, Yale University	Art: Design	Teaching
Gancho Ganchev, Professor	PhD, Czech Technical Institute	Computer Science	Teaching
Todor Ivanov, Professor	PhD, U of Chemical Technology & Metallurgy	Computer Science	Teaching
Bill Joel, Professor	PhD, Syracuse University	Computer Science	Teaching
Rona Gurkewitz, Associate Professor	MPhil, New York University	Computer Science	Teaching

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

## Appendix A

<b>AS Liberal Arts to DIMA: Programming Option</b>			
<b>Semester 1 (CC)</b>	<b>16</b>	<b>Semester 2 (CC)</b>	<b>15</b>
WRT101 Composition I/ENG101 Composition	3	Writing Intensive/ENG102 Lit. & Composition	3
MAT100(MAT137) OR Quantitative Reasoning	3	Quantitative Reasoning OR Free Elective	3
Oral Communication	3	Creative Process (Aesthetic Inquiry)	3
Scientific Inquiry/Scientific Knowledge (Lab Science)	4	Repeat Competency I /Scientific Reasoning	3
Drawing I or Graphic Design (Major)/General Electives	3	Drawing I or Graphic Design (Major)/ General Electives	3
<b>Semester 3 (CC)</b>	<b>15</b>	<b>Semester 4 (CC)</b>	<b>15</b>
Information Literacy/Continuing Learning & Info Lit	3	Critical Thinking/Critical Analysis and Logical Thinking	3
Intercultural Competency: Foreign Lang Part I	3	Intercultural: Foreign Lan. Part II (Rpt. Gen Ed 2)	3
Gen Ed Elective/Historical Knowledge	3	Intro to Programming (Major)	3
Pre-Calculus (Rpt comp 3 QR/General Electives)	3	Gen Ed Elective: Literature	3
Gen Ed Elective/Philosophy	3	Gen Ed Elective: Social Phenomena	3
<b>Semester 4 (WCSU)</b>	<b>15</b>	<b>Semester 5 (WCSU)</b>	<b>15</b>
DIMA1XX Intro to Digital & Interactive Media	3	DIMA2XX Design for DIMA	3
COM110 Sight, Sound & Motion	3	CS170 Language C++	4
COM146 Basic Video Production	3	CS205 Data Modeling & Database Design Or MIS301 Database	4
TY FY for Transfers	1	CS/MAT165 Discrete Mathematics	4
Health & Wellness	2		
Free Elective	3		
<b>Semester 7</b>	<b>14</b>	<b>Semester 8</b>	<b>14</b>
DIMA3XX Digital and Interactive Technologies	3	DIMA4XX Senior Project & Presentation (Culm. Gen Ed)	3
CS220 Obj. Oriented Prg. OR CS250 Advanced Topics in Java	4	CS340 Computer Animation	4
CS245 Web Application Development	4	Writing 3	3
Free Elective	3	Free Electives (Internship Recommended)	4
<b>Total credits required = 120</b>			
More specific pathways are likely for Art, Graphic Design, Media Arts, Computer Science, and Digital Arts degrees. Course to course articulations will be reviewed with the relevant department heads.			

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12*

## Appendix B

<b>AS Liberal Arts to DIMA: Production Option</b>			
<b>Semester 1 (CC)</b>	<b>16</b>	<b>Semester 2 (CC)</b>	<b>15</b>
WRT101 Composition I/ENG101 Composition	3	Writing Intensive/ENG102 Lit. & Composition	3
MAT100(MAT137) OR Quantitative Reasoning (Statistics)	3	Quantitative Reasoning (Statistics) OR Free Elective	3
Oral Communication	3	Creative Process (Aesthetic Inquiry)	3
Scientific Inquiry/Scientific Knowledge (Lab Science)	4	Repeat Competency /Scientific Reasoning	3
Drawing I or Graphic Design (Major)/General Electives	3	Drawing I or Graphic Design (Major)/ General Electives	3
<b>Semester 3 (CC)</b>	<b>15</b>	<b>Semester 4 (CC)</b>	<b>15</b>
Information Literacy/Continuing Learning & Info Lit	3	Critical Thinking/Critical Analysis and Logical Thinking	3
Intercultural Competency: Foreign Lang I	3	Intercultural: Foreign Lan. Part II (Rpt. Gen Ed 2)	3
Gen Ed Elective/Historical Knowledge	3	Intro to Programming (Major)	3
Free Elective	3	Gen Ed Elective: Literature	3
Gen Ed Elective/Philosophy	3	Gen Ed Elective: Social Phenomena	3
<b>Semester 4 (WCSU)</b>	<b>15</b>	<b>Semester 5 (WCSU)</b>	<b>16</b>
DIMA1XX Intro to Digital & Interactive Media	3	DIMA2XX Design for DIMA	3
COM110 Sight, Sound & Motion	3	CS170 Language C++ OR CS1XX Java	4
COM146 Basic Video Production	3	WRT245 Technical Writing	3
TY FY for Transfers	1	COM336 Postproduction	3
Health & Wellness	2	Free elective	3
Free Elective	3		
<b>Semester 7 (WCSU)</b>	<b>13</b>	<b>Semester 8 (WCSU)</b>	<b>15</b>
DIMA3XX Digital and Interactive Technologies	3	DIMA4XX Senior Project & Presentation (Culm. Gen Ed)	3
MCT301 Principles of Marketing	4	Writing 3	3
Free Electives	6	Free Electives (Internship Recommended)	9
<b>Total credits required = 120</b>			

More specific pathways are likely for Art, Graphic Design, Media Arts, Computer Science, and Digital Arts degrees. Course to course articulations will be reviewed with the relevant department heads.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12*

### Appendix C

Sample of recent employment opportunities requiring DIMA skills. Each of these had job descriptions that were compatible with the learning outcomes of the DIMA degree. Then links are to the organization websites. These are entry level positions. With a few years of experience, the opportunities continue to grow.

Digital Production Associate, [Global Health Strategies](#)

Specialist, Digital Products, [National Basketball Association](#)

Digital Media Specialist, [WunderLand Group, CT](#)

Digital Media Specialist, [The Creative Group](#)

Digital Media Specialist, [CHADD: Children and Adults with ADD National Organization](#)

Community Manager – [Complex Video](#) (Men's Lifestyle)

Digital Content Administrative Assistant, [Kelly Services](#), Internal Communication

Education and Communications Manager, [New York State Trial Lawyers Association](#)

Web Developer, [Oak Hill](#), Non-Profit

Digital Delivery & Quality Control, [A&E Television Networks](#)

Project Multimedia Editor, [ESPN](#)

Digital/Social Media Manager, [Community Health Center, Inc.](#)

Social Media Specialist with Graphic Design Capabilities, [NCCJ](#), National Conference for Community and Justice of CT

Social Media Producer, [WWE](#)

Web and Digital Media Designer, [Ethan Allen](#)

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Amendment of the CSCU Satisfactory Academic Policy (SAP)**

**January 21, 2016**

- WHEREAS, The Board of Regents for Higher Education on March 2005 adopted the Satisfactory Academic Progress (SAP) Policy for Student Financial Aid Policy and amended this policy prior to the Fall of 2011; and
- WHEREAS, The current SAP policy is not consistent with the CSCU Community College Academic Progress policy, thus impacting eligibility for financial aid for academically eligible students
- WHEREAS, The CSCU Community Colleges are committed to the development of practices, policies, and systems that maximize access, retention, and completion of degrees
- WHEREAS, The CSCU Community Colleges will adopt a progressive SAP policy for financial aid recipients as of the Fall 2016 semester that is aligned as closely as possible with the current CSCU Community College Academic Progress policy and designed to allow students to maintain financial aid eligibility for longer periods
- RESOLVED, That the Board of Regents adopt the revised progressive SAP policy for financial aid recipients effective Fall semester 2016

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



# CSCU COMMUNITY COLLEGES

## ALIGNED SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY PROPOSAL FOR FINANCIAL AID RECIPIENTS

November 10, 2015

### BACKGROUND

- **Satisfactory Academic Progress (SAP) policies for financial aid recipients are required by the Federal Department of Education. They must include both:**
  - Grade Point Average (GPA) standards: The overall GPA the student has maintained
  - Completion Pace standards: The % of attempted courses the student has successfully completed
- **SAP policy standards for financial aid recipients can be fixed or progressive**
  - GPA and Completion Pace standards can be **fixed** throughout a student's career.
    - When an institution's policy has a **fixed** standard, the GPA threshold and/or Completion Pace threshold does not change during a student's career.
  - GPA and Completion Pace standards can be **progressive** during a student's career.
    - When an institution's policy has a **progressive** standard, the GPA threshold and/or Completion Pace threshold increases from a lower standard to a higher standard during a student's career.

### CURRENT SAP POLICIES

- **The CSCU Community Colleges have a uniform SAP policy for financial aid recipients**
  - The GPA minimum is progressive only during the student's first 15.99 earned credits (1.50 GPA required) and is then fixed from 16 credits onward (2.0 GPA required)
  - The completion rate minimum is fixed (66.66% passing always required)
- **Some area community colleges have progressive SAP policies, for example:**
  - SUNY Schenectady (NY)
    - Progressive GPA that starts at 0.0 and gradually increases to 2.0
    - Progressive completion rate that starts at 0% and gradually increases to 67%
  - Bergen Community College (NJ)
    - Progressive GPA that starts at 0.0 and gradually increases to 2.0
    - Progressive completion rate that starts at 0% and gradually increases to 67%

# CSCU COMMUNITY COLLEGES

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    - Progressive completion rate that starts at 0% and gradually increases to 67%

## PROPOSED CSCU COMMUNITY COLLEGE SAP POLICY FOR FINANCIAL AID RECIPIENTS

- **Proposal: The CSCU Community Colleges adopt a progressive SAP policy for financial aid recipients as of the Fall 2016 semester that is aligned as closely as possible with the CSCU Community College Academic Standing rules**

Per the Federal Department of Education, an institution's SAP policy for financial aid recipients must be either the same or stricter than the institution's Academic Standing policy.

This chart delineates the proposed progressive SAP policy for CSCU Community College financial aid recipients, which is aligned as closely as possible with the CSCU Community College Academic Standing rules:

### Satisfactory Academic Progress Thresholds for CSCU Community College Students

Credits Attempted	Minimum Cumulative Grade Point Average (GPA)	Minimum Completion Pace (Total Completed Credits/ Total Attempted Credits)
0-11.99	0.0	00.00%
12-30.99	1.7	50.00%
31-49.99	2.0	50.00%
50-59.99	2.0	60.00%
60+	2.0	66.66%

Updates have also been made to the related draft document "CSCU Community Colleges Satisfactory Academic Progress (SAP) Policy for Student Financial Aid Recipients – DRAFT 11/10/15"

- **Benefits of an aligned and progressive SAP policy for financial aid recipients**
  - Many students will meet the minimum SAP thresholds for longer periods of time. This allows those students to maintain financial aid eligibility for longer periods, which is likely to yield greater rates of retention.
  - Greater opportunity for students to acclimate to the rigors of college learning, and more chances for educators to guide students toward their goals
  - The administrative burden of written appeals will likely decrease as fewer students in each Credits Attempted level fail to meet the SAP threshold

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12-30.99	1.7	50.00%
31-49.99	2.0	50.00%
50-59.99	2.0	60.00%
60+	2.0	66.66%

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# STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

## SCHOOL OF NURSING PROGRAM REVIEW

**NURSING EDUCATION PROGRAM:** **Connecticut Community Colleges Nursing Program**  
**D/B/A:** Capital Community College, Gateway Community College,  
Naugatuck Valley Community College, Norwalk Community  
College, Northwestern Community College, & Three Rivers  
Community College

**TYPE OF PROGRAM:** Associate Degree Nursing Program

**PROGRAM ADMINISTRATORS:** CCC- Cynthia Adams, RN MSN, Ed.D, GWCC- Sheila  
Solernou, RN MSN, NVCC – Eileen George, RN DNP,  
NCC- Kathleen Fries, RN PhD, NWCC – Connie Hotchkiss,  
RN MSN, TRCC – Edith Ouellet, RN MSN

**REVIEWED BY BOARD OF EXAMINERS FOR NURSING ON:** November 18, 2015

**SUBJECT:** 5 year school evaluation

### **FINDINGS:**

- The Connecticut Community College Nursing Program has met all regulatory requirements outlined in Criteria 1 through 17 of the Nursing Education Program Review for Registered Nurses Preparatory Programs.

**APPROVAL STATUS:** Full Approval

**NEXT REVIEW:** November 2020

**REVIEWED BY:**

  
Pamela Pelletier-Stevens, RN, MSN, Nurse Consultant

**DATE:** 11/20/15



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**INFORMATIONAL ITEM****Preliminary Review of Credit Hour Requirements for Graduation in Undergraduate Degree Programs at CSCU Institutions**

In preparation for their December 2016 institutional reports to the Board of Regents on compliance with the Board's *Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs*, the chief academic officers have submitted preliminary reviews of institutional requirements to the System's Office of the Provost. This Policy requires the institutions to "develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 hours respectively without compromising accreditation and certification requirements." Their preliminary reviews are consolidated in the attached summary table and summarized below:

Of the System's 698 undergraduate degree programs:

- 347 or 49.7% are currently in compliance with the Board's Policy
  - At Connecticut Community Colleges – 128 of 437 or 29.3%
  - At Charter Oak State College – 7 of 8 or 87.5%
  - At Connecticut State Universities – 212 of 253 or 83.8%

Of the System's 698 undergraduate degree programs:

- 59 or 8.5% currently exceed the normalization credit levels due to their accreditation and/or certification requirements
  - At Connecticut Community Colleges – 52 of 437 or 11.9%
  - At Charter Oak State College – 0 of 8 or 0.0%
  - At Connecticut State Universities – 7 of 253 or 2.8%

**NOTE:** In addition to accreditation and/or certification requirements, some of these programs have credit hour requirements due to institutional or departmental policies or procedures

Of the System's 698 undergraduate degree programs:

- 63 or 9.0% currently exceed the normalization credit levels and are exempt from further institutional action due to the Board's policy regarding the College of Technology Transfer Pathways' requirements
  - At Connecticut Community Colleges – 56 of 437 or 12.8%
  - At Central Connecticut State University – 7 of 76 or 9.2%

Of the System's 698 undergraduate degree programs:

- The institutions anticipate that they will change the current credit requirements for 79 or 11.3% of the programs that currently exceed the normalization levels prior to December 2016; thus, becoming compliant with the Board's Policy
  - At Connecticut Community Colleges – 52 of 437 or 11.9%
  - At Charter Oak State College – 0 of 8 or 0.0%
  - At Connecticut State Universities – 27 of 253 or 10.7%

Of the System's 698 undergraduate degree programs:

The institutions have yet to decide what course of action to undertake for 150 or 21.5% of their undergraduate degree programs that currently exceed the normalization levels

At Connecticut Community Colleges – 149 of 437 or 34.1%

At Charter Oak State College – 1 of 8 or 12.5%

At Connecticut State Universities – 0 of 253 or 0.0149%

Of these 150 undergraduate degree programs:

59 or 39.3% exceed the normalized credit level by 1

19 or 12.7% exceed the normalized credit level by 2

13 or 8.7% exceed the normalized credit level by 3

59 or 39.3% exceed the normalized credit level by 4 or more

The institutions have the option of changing the credit hour requirement for a specific degree program to become compliant with the Board's Policy prior to their December 2016 report or therein to recommend to the Board that the program be granted an exemption from the Policy, with its existing overage in the credit hour requirement for graduation.

### **Need for Policy Clarification**

The Board's Policy is definitive in declaring the normalization levels for associate and baccalaureate degrees to be 60 and 120, respectively. However, in acknowledging exceptions and establishing an appeal process, the Policy is not unyielding. In addition to accreditation and/or certification requirements, the Policy recognizes that "extenuating circumstances might include industry requests, labs and first year experience programs."

The preliminary reviews indicate that the institutions might mount more 150 appeals. A majority of these scenarios involve 1, 2 or 3 excess credit hours. Many of these overages are brought about from the inclusion of a lab, portfolio or some other learning experience attached to normalized programs of study consisting of 20 or 40 courses. It is also instructive to note that during Academic Council discussions regarding the establishment of the Policy, the normalization levels were considered to be 60/61 or 120/121.

In the absence of greater clarity, the Policy is subject to misinterpretations and might potentially lead to wasteful time and effort in preparation for and during implementation of the appeal process. Accordingly, the System Office of the Provost and Senior Vice-President for Academic and Student Affairs recommends a policy clarification from the Board that allows for exceptions to the minimum definitions of associate and baccalaureate degrees of up to 3 additional credits.

# Connecticut State Colleges & Universities

## Summary: Institutional Preliminary Review of Credit Hour Requirements for Graduation in Undergraduate Degree Programs

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)					
Institution	Total Number of Degree Programs	Degree Programs in Compliance with Policy		Exceptions to Normalized Levels:																
				Accreditation / Certification Requirements	Allowance by BOR Policy				Due to Institutional/Departmental Policies or Procedures											
					COT Transfer Pathways		TAP Pathways		To Be Changed		Overage: 1 Credit		Overage: 2 Credits		Overage: 3 Credits		Overage: Other			
		#	%		#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Community Colleges																				
Asnuntuck	19	2	10.5%	1	5.3%	7	36.8%	0	0.0%	2	10.5%	4	21.1%	0	0.0%	1	5.3%	2	10.5%	
Capital	41	12	29.3%	9	22.0%	2	4.9%	0	0.0%	18	43.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Gateway	52	18	34.6%	1	1.9%	2	3.8%	0	0.0%	0	0.0%	7	13.5%	2	3.8%	2	3.8%	20	38.5%	
Housatonic	44	23	52.3%	3	6.8%	6	13.6%	0	0.0%	0	0.0%	7	15.9%	1	2.3%	1	2.3%	3	6.8%	
Manchester	53	24	45.3%	5	9.4%	7	13.2%	0	0.0%	15	28.3%	2	3.8%	0	0.0%	0	0.0%	0	0.0%	
Middlesex	26	17	65.4%	4	15.4%	4	15.4%	0	0.0%	0	0.0%	0	0.0%	1	3.8%	0	0.0%	0	0.0%	
Naugatuck Valley	51	6	11.8%	11	21.6%	4	7.8%	0	0.0%	2	3.9%	24	47.1%	1	2.0%	0	0.0%	3	5.9%	
Northwestern CT	27	11	40.7%	5	18.5%	3	11.1%	0	0.0%	0	0.0%	1	3.7%	4	14.8%	2	7.4%	1	3.7%	
Norwalk	36	4	11.1%	8	22.2%	2	5.6%	0	0.0%	11	30.6%	7	19.4%	4	11.1%	0	0.0%	0	0.0%	
Quinebaug Valley	23	10	43.5%	0	0.0%	8	34.8%	0	0.0%	3	13.0%	2	8.7%	0	0.0%	0	0.0%	0	0.0%	
Three Rivers*	46	1	2.2%	1	2.2%	7	15.2%	0	0.0%	0	0.0%	4	8.7%	1	2.2%	6	13.0%	26	56.5%	
Tunxis	19	0	0.0%	4	21.1%	4	21.1%	0	0.0%	1	5.3%	0	0.0%	5	26.3%	1	5.3%	4	21.1%	
sub-total	437	128	29.3%	52	11.9%	56	12.8%	0	0.0%	52	11.9%	58	13.3%	19	4.3%	13	3.0%	59	13.5%	
Charter Oak State College	8	7	87.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	
Connecticut State Universities																				
Central	76	48	63.2%	0	0.0%	7	9.2%	0	0.0%	21	27.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Eastern	36	36	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Southern	106	93	87.7%	7	6.6%	0	0.0%	0	0.0%	6	5.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Western	35	35	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
sub-total	253	212	83.8%	7	2.8%	7	2.8%	0	0.0%	27	10.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
TOTAL	698	347	49.7%	59	8.5%	63	9.0%	0	0.0%	79	11.3%	59	8.5%	19	2.7%	13	1.9%	59	8.5%	

\*institution did not include pre-requisite courses in its tabulations



**INFORMATIONAL ITEM****Enrollments in Newly Established Academic Programs CSCU Institutions**

Attached are two tables depicting enrollment data for new academic programs and accreditation renewals approved by the Board of Regents during its first two years – October 2011 to June 2012 and October 2012 to June 2013.

In most instances, proposals to establish new academic programs and requests for accreditation renewal projected enrollments for the fall semester of three consecutive academic years; allowing for comparative analysis. However, there were instances in the first year when this provision was not operative – it appears the community colleges were not previously required to forecast future enrollments.

There are a number of reasons why enrollment projections were not met in some instances including the inexperience of academic departments in making such forecasts. Other reason include:

- Students often change their plans or fail to meet a program's admission criteria.
- New programs are sometimes established at the request of an industry or business, and their members or employees do not follow through with enrollments as previously indicated.
- Engaging an appropriate administrator and/or faculty members for new program is sometimes delayed.
- Delays in the external accreditation process might delay the start of a new program.

# Connecticut State Colleges & Universities

## Academic Program Review

### Enrollments in Newly Established Academic Programs: Year 1

Institution	Academic Program	BOR Approval	Program Initiated	Fall Enrollment					
				1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year	
				2012-13		2013-14		2014-15	
				Planned	Actual	Planned	Actual	Planned	Actual
Three Rivers CC	Accounting - Certificate	Oct. 4, 2011	Fall 2011	ns	0	ns	0	ns	0
Three Rivers CC	Business Information Systems - Certificate	Oct. 4, 2011	Fall 2011	ns	0	ns	0	ns	0
Three Rivers CC	Business Management - Certificate	Oct. 4, 2011	Fall 2011	ns	0	ns	1	ns	0
Three Rivers CC	Marketing - Certificate	Oct. 4, 2011	Fall 2011	ns	0	ns	0	ns	0
Three Rivers CC	Women's Studies - Certificate	Oct. 4, 2011	Fall 2012	ns	0	ns	0	ns	0
SCSU & WCSU	Nursing Education - Ed.D. Degree	Nov. 2, 2011	Fall 2012	25	17	25	14	50	32
Charter Oak	Leadership in Health Care - Certificate	Nov. 2, 2011	Fall 2012	25 p/t	8 p/t	30 p/t	3 p/t	35 p/t	3 p/t
Housatonic CC	Property Management in Supportive & Affordable Health - Certificate	Nov. 2, 2011	Spring 2012	25 p/t	0 p/t	25 p/t	0 p/t	ns	0
Manchester CC	Dental Assisting - Certificate	Nov. 2, 2011	Spring 2012	20 f/t 30 p/t	4 f/t 0 p/t	20 f/t 35 p/t	1 f/t 0 p/t	20 f/t 35 p/t	4 f/t 5 p/t
Manchester CC	Polysomnography - Certificate	Nov. 2, 2011	Spring 2012	20 f/t 30 p/t	0 f/t 0 p/t	20 f/t 30 p/t	0 f/t 0 p/t	20 f/t 30 p/t	0 f/t 0 p/t
Three Rivers CC	Exercise Science - AS Degree (accreditation renewal)	Nov. 2, 2011	Fall 2010	30 f/t 30 p/t	59	ns	61	ns	70
Southern CSU	Applied Physics - MS Degree	Dec. 20, 2011	Fall 2012	5 f/t 1 p/t	0 f/t 5 p/t	10 f/t 2 p/t	3 f/t 8 8/t	12 f/t 4 p/t	6 f/t 7 p/t

## Enrollments in Newly Established Academic Programs

Institution	Academic Program	BOR Approval	Program Initiated	Fall Enrollment					
				1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year	
				2012-13		2013-14		2014-15	
				Planned	Actual	Planned	Actual	Planned	Actual
Charter Oak	Land Surveying - Certificate	Dec. 20, 2011	Fall 2012	5 p/t	3 p/t	8 p/t	0 p/t	10 p/t	0 p/t
Central CSU	Civil Engineering - BS Degree (accreditation renewal)	Mar. 15, 2012	Fall 2009	11	72 f/t 14 p/t	25	73 f/t 19 p/t	44	72 f/t 23 p/t
Central CSU	Robotics and Mechatronic Engineering - BS Degree	Mar. 15, 2012	Fall 2012	9 f/t 2 p/t	4 f/t	20 f/t 5 p/t	13 f/t 2 p/t	34 f/t 10 p/t	28 f/t 1 p/t
Eastern CSU	Women's and Gender Studies - BA Degree	Mar. 15, 2012	Fall 2012	12 f/t	1 f/t	26 f/t	2 f/t	36 f/t	10 f/t 2 p/t
Southern CSU	Applied Behavior Analysis - Graduate Certificate	Mar. 15, 2012	Fall 2012	22 p/t	1 p/t	22 p/t	3 p/t	22 p/t	3 p/t
Manchester CC	Computer Game Design - AS Degree	Mar. 15, 2012	Fall 2012	15 f/t 35 p/t	1 f/t 4 p/t	25 f/t 35 p/t	17 f/t 17 p/t	30 f/t 40 p/t	21 f/t 20 p/t
Western CSU	Applied Behavior Analysis - Graduate Certificate (Online)	May 17, 2012	Spring 2013	22	13	22	16	22	17
Charter Oak	Health Information Management - BS Degree (Online)	May 17, 2012	Fall 2012	30 p/t	1 p/t	60 p/t	30 p/t	90 p/t	53 p/t
Charter Oak	Speech Language Pathology Studies - Certificate	May 17, 2012	Fall 2012	10 p/t	0 p/t	20 p/t	0 p/t	30 p/t	1 p/t
Gateway CC	General Automotive Technology - AAS Degree	May 17, 2012	Spring 2013	35 f/t 33 p/t	6 f/t 3 p/t	25 f/t 20 p/t	16 f/t 13 p/t	25 f/t 20 p/t	20 f/t 12 p/t
Housatonic CC	Machine I - Certificate	May 17, 2012	Fall 2012	50	34	50	23	50	13
Housatonic CC	Machine II - Certificate	May 17, 2012	Fall 2012	ns	2	ns	2	ns	1

## Enrollments in Newly Established Academic Programs

Institution	Academic Program	BOR Approval	Program Initiated	Fall Enrollment					
				1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year	
				2012-13		2013-14		2014-15	
				Planned	Actual	Planned	Actual	Planned	Actual
Housatonic CC	Advance Manufacturing Machine Technology – Certificate (replacing Machine I & Machine II changed in 2014)		Fall 2014					ns	5
Naugatuck Valley CC	Machine I - Certificate	May 17, 2012	Fall 2012	50	57	75	64	75	65
Naugatuck Valley CC	Machine II - Certificate	May 17, 2012	Spring 2013	50	45	50	56	50	49
Quinebaug Valley CC	Machine I - Certificate	May 17, 2012	Fall 2012	ns	34	ns	44		
Quinebaug Valley CC	Machine II - Certificate	May 17, 2012	Fall 2012	ns	33	ns	44		
Quinebaug Valley CC	Advance Manufacturing Machine Technology – Certificate (Machine I & Machine II changed in 2014)	May 13, 2014	Fall 2014					ns	20
Three Rivers CC	E-Commerce - Certificate	May 17, 2012	Fall 2012	ns	0	ns	0	ns	1
Three Rivers CC	E-Commerce - AS Degree	May 17, 2012	Fall 2012	ns	0	ns	1	ns	3
Three Rivers CC	Sport and Leisure Management - AS Degree	May 17, 2012	Fall 2012	ns	4	ns	16	ns	19
Middlesex CC	Veterinary Technology - AS Degree	June 21, 2012	Fall 2012	22 f/t 2 p/t	n/a	40 f/t 5 p/t	9 f/t 7 p/t	42 f/t 10 p/t	4 f/t 12 p/t
Norwalk CC	Digital Journalism - Certificate	June 21, 2012	Fall 2012	3 f/t 3 p/t	0 f/t 0 p/t	6 f/t 4 p/t	0 f/t 0 p/t	6 f/t 4 p/t	0 f/t 1 p/t

## Enrollments in Newly Established Academic Programs

Institution	Academic Program	BOR Approval	Program Initiated	Fall Enrollment					
				1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year	
				2012-13		2013-14		2014-15	
				Planned	Actual	Planned	Actual	Planned	Actual
Norwalk CC	Film and Television Production - Certificate	June 21, 2012	Fall 2012	10 f/t 2 p/t	0 f/t 0 p/t	11 f/t 4 p/t	0 f/t 1 p/t	12 f/t 6 f/t	2 f/t 0 p/t
Norwalk CC	Smartphone App Development - Certificate	June 21, 2012	Fall 2012	5 p/t	0 p/t	10 p/t	6 p/t	10 p/t	10 p/t

ns – not specified

na – not available

# Connecticut State Colleges & Universities

## Academic Program Review

### Enrollments in Newly Established Academic Programs: Year 2

Institution	Academic Program	BOR Approval	Program Initiated	Fall Enrollment					
				1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year	
				2013-14		2014-15		2015-16	
				Planned	Actual	Planned	Actual	Planned	Actual
Capital CC	Construction Management - AS Degree	Oct. 18, 2012	Fall 2013						
Capital CC	Construction Management - AAS Degree	Oct. 18, 2012		9 f/t 12 p/t	2 f/t 6 p/t	14 f/t 15 p/t	4 f/t 10 p/t	17 f/t 15 p/t	1 f/t 12 p/t
Housatonic CC	Pathways to Teaching Careers - AA Degree (accreditation renewal)	Oct. 18, 2012	Fall 2013	ns	30	ns	38	ns	37
Quinebaug Valley CC	Health Care Management Option in Business Management - AS Degree	Oct. 18, 2012	Fall 2012	4 f/t 10 p/t	10 f/t 9 p/t	11 f/t 28 p/t	9 f/t 16 p/t	22 f/t 53 p/t	7 f/t 18 p/t
Quinebaug Valley CC	Web Development Option in Computer Science - AS Degree	Oct. 18, 2012	Fall 2012	10 f/t 20 p/t	3 f/t 3 p/t	28 f/t 35 p/t	1 f/t 6 p/t	35 f/t 34 p/t	2 f/t 4 p/t
Quinebaug Valley CC	Web Development - Certificate	Oct. 18, 2012	Fall 2012		0 f/t 0 p/t		0 f/t 1 p/t		0 f/t 0 p/t
Tunxis CC	New Media Communication - AS Degree (accreditation renewal)	Oct. 18, 2012		Program was suspended September 2014					
Western CSU	Musical Theater – BA Degree (accreditation renewal)	Nov. 15, 2012	Fall 2010	30	34	35	36	35	37
Gateway CC	Signaling and Communications Option in Railroad Engineering Technology – AS Degree (accreditation renewal)	Nov. 15, 2012	Fall 2013	ns	5 f/t 15 p/t	ns	14 f/t 11 p/t	ns	14 f/t 14 p/t

## Enrollments in Newly Established Academic Programs

Institution	Academic Program	BOR Approval	Program Initiated	Fall Enrollment					
				1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year	
				2013-14		2014-15		2015-16	
				Planned	Actual	Planned	Actual	Planned	Actual
Middlesex CC	Computer Engineering Technology Option in Technology Studies - AS Degree	May 16, 2013	Fall 2014	15 f/t 20 p/t	2 f/t 2 p/t	32 f/t 41 p/t	9 f/t 3 p/t	40 f/t 65 p/t	18 f/t 6 p/t
Charter Oak State College	Health Care Administration - BS Degree (online)	June 20, 2013	Fall 2013	20 f/t 66 p/t	14 f/t 40 p/t	30 f/t 76 p/t	37 f/t 98 p/t	30 f/t 80 p/t	26 f/t 104 p/t
Norwalk CC	Veterinary Technology - AS Degree	June 20, 2013	Fall 2014	22 f/t 2 p/t	na na	40 f/t 5 p/t	9 f/t 2 p/t	42 f/t 10 p/t	6 f/t 13 p/t

ns – not specified

na – not available

## CRITERIA for ACADEMIC QUALITY

BOR's Goals: *Goal 2 - Student Success*

*Graduate more students with the knowledge and skills to achieve their life and career goal.*

Program quality is intrinsically connected to ensuring rigorous programs and meeting the BOR strategic goal of graduating more students with the knowledge and skills to achieve their life and career goals.

### **Suggested List for Identifying Academic Quality:**

- **Program Review**  
All academic programs undergo a comprehensive review on a periodic basis.
- **Program Accreditation**
- **Evidence of Student Learning Outcomes**  
Assess student learning in a manner consistent with NEASC standards, standards of program-specific accreditors and groups, and disciplinary expectations. The institution integrates the findings of its assessment process and measures of student success into its program evaluation activities
- **Student Engagement** – CCSSE, NSSE benchmarks
- **Pass Rates Licensing/Certification Exams**
- **Average Number of Credits Completed to Award**
- **Transfers Rates from Community College to Baccalaureate**
- **Number of graduates pursuing a graduate or professional education**



Item

That the Board of Regents adopt the revised progressive Satisfactory Academic Policy (SAP) for financial aid recipients effective Fall semester 2016

Rationale for the Change

The progressive approach being proposed allows students who don't do well initially to receive appropriate interventions so they can meet the higher GPA and completion pace thresholds as they complete more credits.

We all know that student retention is more challenging during the first and second semester of enrolling in college. The progressive approach will permit students to continue without losing their financial aid. Continuous enrollment has been demonstrated to be a key practice to ensure student persistence. As stated by Cliff Adelman:

*"Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a third!"<sup>i</sup>*

Gateway did a preliminary analysis that shows that over the last five year period, about 2,000 student who were not eligible for aid under the current policy, would be able to receive it under the proposed policy. It is important to note that 35.7% of these students fell between 0-11.99 attempted credits.

A student that fails to meet the current policy has two choices: leave because financial aid will no longer be available, or appeal, a process that may drag on and many not result in a satisfactory resolution.

Alignment with Academic Progress Policy

The SAP proposed policy does not change or impact the current Academic Progress Policy. The colleges also have the UF notation that applies to those students who do not show up for classes, thus ensuring no one is benefitting from financial aid and not attending the college. Therefore, this policy only impacts the ability for a student to receive student aid. They are still required to meet the academic progress standards as outlined in the Academic Policy.

Research on Other Institutions

In doing research we found a number of associate degree granting colleges throughout the nation that have some form of progressive SAP policies. The colleges listed below are an example of some whose policy most closely resemble ours:

SUNY Orange; SUNY Schenectady; Bergen Community College; Brookdale Community College; Vincennes University; Kellogg Community College

### Financial Aid Eligibility

If the student is asked to leave because they do not meet the current SAP policy and register in another college they will be using financial aid and will risk losing financial aid if they are unable to complete in a timely fashion. The most effective retention interventions are those that support student improvement while the student is still enrolled in the college. Continuous enrollment is one of the strategies that has proven to ensure retention and completion.

### Impact to Transfer Students and Alignment with CSUs

GPA does not transfer to a four year institution. Only credits are transferred. Additionally, since the transfer institution only will accept completed credits (often with a certain GPA), satisfactory academic progress is reset at the new college or university. Our 12 community colleges are open admission institutions, unlike the CSUs that have admissions requirements. Therefore policies should be congruent with and supportive of the different missions of these two types of institutions.

### Intervention Strategies to Impact Retention and Completion

While it is true that student's may not automatically receive warning letters from financial aid in the same way that they have previously, the college still has opportunities to intervene. There is no reason that Financial Aid Offices could not as a matter of course issue letters to students who fall below a certain GPA or completion percentage. Additionally, nothing in this policy precludes academic affairs, advising, or any other office from reaching out to students and discussing their progress. In fact, it is our hope that this intervention will happen more systematically and consistently to help improve student retention and completion.

### Policy Sharing and Implementation

We have shared this proposed policy with Academic Deans, Student Affairs Deans, Financial Aid Council, and the Council of Presidents. Much discussion has resulted from this sharing, and we have adjusted the policy to ensure broad support of the change. The change will be effective prior to the Fall 2016 semester, and along with the development of additional targeted intervention strategies, this policy change allows us to work with a larger number of students to achieve enhanced retention and completion rates.

December 16, 2015 – Academic Council  
January 8, 2016 – BOR-Academic and Student Affairs Committee  
January 21, 2016 – Board of Regents

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<sup>i</sup> Clifford Adelman, "Tool Box Revisited." U.S. Department of Education, 2006.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Amendment of the CSCU Satisfactory Academic Policy (SAP)**

**January 21, 2016**

- WHEREAS, The Board of Regents for Higher Education on March 2005 adopted the Satisfactory Academic Progress (SAP) Policy for Student Financial Aid Policy and amended this policy prior to the Fall of 2011; and
- WHEREAS, The current SAP policy is not consistent with the CSCU Community College Academic Progress policy, thus impacting eligibility for financial aid for academically eligible students
- WHEREAS, The CSCU Community Colleges are committed to the development of practices, policies, and systems that maximize access, retention, and completion of degrees
- WHEREAS, The CSCU Community Colleges will adopt a progressive SAP policy for financial aid recipients as of the Fall 2016 semester that is aligned as closely as possible with the current CSCU Community College Academic Progress policy and designed to allow students to maintain financial aid eligibility for longer periods
- RESOLVED, That the Board of Regents adopt the revised progressive SAP policy for financial aid recipients effective Fall semester 2016

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**CSCU Community Colleges Satisfactory Academic Progress (SAP) Policy  
for Student Financial Aid Recipients – DRAFT 11/10/15**

**PREFACE**

This updated standard is reflected in the policy statement below and is effective with the Fall 2016 semester. Questions concerning this revised policy should be addressed to the Director of Financial Aid Services at the attending college.

**POLICY**

Students receiving Federal Title IV financial aid or other financial aid directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program of study. Satisfactory academic progress for both full-time and part-time financial aid recipients is measured by using a quantitative and qualitative standard and is an assessment of a student's cumulative academic record at the college.

Students must maintain a Minimum Completion Pace in accordance with the quantitative standards in the following chart, "Satisfactory Academic Progress Thresholds for CSCU Community College Students." A student's completion pace is calculated by dividing the total completed (earned) credits at the institution by the total attempted credits at the institution. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses will also be included in this assessment. Transfer credits will be counted as both attempted and completed credits in the calculation for determining satisfactory academic progress.

Students must also maintain a Minimum Cumulative Grade Point Average (GPA) in accordance with the qualitative standards in the following chart, "Satisfactory Academic Progress Thresholds for CSCU Community College Students."

**Satisfactory Academic Progress Thresholds for CSCU Community College Students**

<b>Credits Attempted</b>	<b>Minimum Cumulative Grade Point Average (GPA)</b>	<b>Minimum Completion Pace (Total Completed Credits/ Total Attempted Credits)</b>
0-11.99	0.0	00.00%
12-30.99	1.7	50.00%
31-49.99	2.0	50.00%
50-59.99	2.0	60.00%
60+	2.0	66.66%

A student's cumulative academic history will be evaluated at the end of each enrollment period and prior to the subsequent term's financial aid disbursement. At the CSCU Community Colleges, the period of enrollment is considered to be one semester; therefore, this evaluation will occur at the end of each semester. This policy will be used to evaluate all students regardless of their enrollment level.

**CSCU Community Colleges Satisfactory Academic Progress (SAP) Policy  
for Student Financial Aid Recipients – DRAFT 11/10/15**

**Repeated/Audit Coursework**

Financial aid recipients are limited to one repetition of a previously passed course in their program of study. A second repetition of a previously passed course will not be eligible for financial aid payment. Audit courses are not financial aid eligible.

**Maximum Credit Hours**

A student may receive financial aid for any attempted credits in his/her program of study that do not exceed 150% of the published length of the student's educational program at the college. For example, a student enrolled in a 60-credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, a student enrolled in a 30-credit certificate program may receive financial aid for a maximum of 45 attempted credit hours. Any attempted credits at the college must be included in the calculation. The 150% maximum credit hours rule is applicable to students who change majors or who pursue a double major.

**Communication**

A student will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress standing may also be available to students through the use of myCommNet (<http://my.commmnet.edu>).

**Financial Aid Warning**

Any student who fails to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning. Any student placed on Warning may continue to receive financial aid for one payment period despite a determination that the student is not maintaining satisfactory academic progress. The Warning period will be the student's next semester or period of enrollment at the college. The college will communicate the Warning status to the student and inform the student that s/he must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid programs at the college.

**Termination**

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible for the financial aid programs at the college. The college will communicate the Termination status to the student and inform the student of the available Reinstatement and Appeal Process.

**Reinstatement Policy**

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress standard. Reinstatement to the financial aid programs may also occur upon a successful appeal by the student (see Appeal Process below).

**Financial Aid Probation**

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. Ineligible students have the opportunity to file an appeal regarding their termination from the financial aid programs.

**CSCU Community Colleges Satisfactory Academic Progress (SAP) Policy  
for Student Financial Aid Recipients – DRAFT 11/10/15**

Students that have failed the academic progress standard and have been approved with a successful appeal will be considered on Financial Aid Probation.

**Appeal Process**

A student may request consideration for reinstatement to the financial aid programs through the following Appeal Process:

If the student feels his/her failure to meet the minimum satisfactory academic progress standard was the result of an unusual or extraordinary situation that affected successful progression, the student may appeal to the Financial Aid Office. Some personal mitigating circumstances could include illness or injury of the student or dependent of the student; a death in the family; or other undue hardship as the result of special circumstances. A student may also appeal if in his or her most recent semester he or she passed 100% of the attempted courses with a semester GPA of at least 2.0. An appeal form is available in the Financial Aid Office.

To provide consistency in decision-making, a Financial Aid Administrator will make all appeal decisions in a timely manner after the receipt of the appeal form. In the case of appeals regarding unusual or extraordinary situations, the student must: 1) explain the extenuating circumstances causing the non-compliance; 2) substantiate it with third party documentation, (i.e. letter from the doctor who treated the student); and 3) give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation. In the case of appeals regarding progress in the most recent semester, namely the passing of 100% of attempted courses that semester with a semester GPA of at least 2.0, the student may: 1) explain the circumstances causing the non-compliance; 2) give a detailed explanation of specifically what has changed that will allow satisfactory progress to continue to be demonstrated at the next evaluation.

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of subsequent enrollment period, a Financial Aid Administrator will require that an appropriate academic plan for the upcoming semester be developed in conjunction with the student's advisor and the student. For example, the terms of an academic plan may be as follows:

1. Register and successfully complete a minimum of six (6) credits; and
2. Successfully complete these courses with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will become ineligible to participate in the financial aid programs until the student is able to once again meet the minimum requirements for academic progress. The student's progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with Connecticut Community Colleges' satisfactory academic progress policy.

If the student's appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes with a GPA of 2.0 or better, the student may appeal again after that semester.

# CSCU COMMUNITY COLLEGES

## ALIGNED SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY PROPOSAL FOR FINANCIAL AID RECIPIENTS

November 10, 2015

### BACKGROUND

- **Satisfactory Academic Progress (SAP) policies for financial aid recipients are required by the Federal Department of Education. They must include both:**
  - Grade Point Average (GPA) standards: The overall GPA the student has maintained
  - Completion Pace standards: The % of attempted courses the student has successfully completed
- **SAP policy standards for financial aid recipients can be fixed or progressive**
  - GPA and Completion Pace standards can be **fixed** throughout a student's career.
    - When an institution's policy has a **fixed** standard, the GPA threshold and/or Completion Pace threshold does not change during a student's career.
  - GPA and Completion Pace standards can be **progressive** during a student's career.
    - When an institution's policy has a **progressive** standard, the GPA threshold and/or Completion Pace threshold increases from a lower standard to a higher standard during a student's career.

### CURRENT SAP POLICIES

- **The CSCU Community Colleges have a uniform SAP policy for financial aid recipients**
  - The GPA minimum is progressive only during the student's first 15.99 earned credits (1.50 GPA required) and is then fixed from 16 credits onward (2.0 GPA required)
  - The completion rate minimum is fixed (66.66% passing always required)
- **Some area community colleges have progressive SAP policies, for example:**
  - SUNY Schenectady (NY)
    - Progressive GPA that starts at 0.0 and gradually increases to 2.0
    - Progressive completion rate that starts at 0% and gradually increases to 67%
  - Bergen Community College (NJ)
    - Progressive GPA that starts at 0.0 and gradually increases to 2.0
    - Progressive completion rate that starts at 0% and gradually increases to 67%

## PROPOSED CSCU COMMUNITY COLLEGE SAP POLICY FOR FINANCIAL AID RECIPIENTS

- **Proposal: The CSCU Community Colleges adopt a progressive SAP policy for financial aid recipients as of the Fall 2016 semester that is aligned as closely as possible with the CSCU Community College Academic Standing rules**

Per the Federal Department of Education, an institution's SAP policy for financial aid recipients must be either the same or stricter than the institution's Academic Standing policy.

This chart delineates the proposed progressive SAP policy for CSCU Community College financial aid recipients, which is aligned as closely as possible with the CSCU Community College Academic Standing rules:

### Satisfactory Academic Progress Thresholds for CSCU Community College Students

Credits Attempted	Minimum Cumulative Grade Point Average (GPA)	Minimum Completion Pace (Total Completed Credits/ Total Attempted Credits)
0-11.99	0.0	00.00%
12-30.99	1.7	50.00%
31-49.99	2.0	50.00%
50-59.99	2.0	60.00%
60+	2.0	66.66%

Updates have also been made to the related draft document "CSCU Community Colleges Satisfactory Academic Progress (SAP) Policy for Student Financial Aid Recipients – DRAFT 11/10/15"

- **Benefits of an aligned and progressive SAP policy for financial aid recipients**
  - Many students will meet the minimum SAP thresholds for longer periods of time. This allows those students to maintain financial aid eligibility for longer periods, which is likely to yield greater rates of retention.
  - Greater opportunity for students to acclimate to the rigors of college learning, and more chances for educators to guide students toward their goals
  - The administrative burden of written appeals will likely decrease as fewer students in each Credits Attempted level fail to meet the SAP threshold