



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**AGENDA - Revised**

**Friday, March 17, 2017 at 9:30 a.m.**

**61 Woodland Street, Htfd., CT – Board Room (ground floor)**

1. Approval of Minutes
  - a. January 12, 2017

Consent Items

2. Discontinuations
  - a. Pathways to Teaching Careers – AA – Manchester CC
  - b. Adventure Education – Cert – Northwestern CT CC
  - c. Insurance & Financial Service - AS - Norwalk CC
  - d. Management: Marketing - AS - Norwalk CC
  - e. Management: Career - AS - Norwalk CC
  - f. Information Processing Technician – Certificate - Gateway CC
  - g. Hotel and Lodging Management - AS - Norwalk CC
3. Modification
  - a. Health Information Management – Post Bac Cert – Charter Oak SC [course modifications]
  - b. Technology Studies: Manufacturing Machine Option A – AS - Middlesex CC [course mods]
  - c. Manufacturing Machine Technology – Certificate (C2) – Middlesex CC [course mods]
  - d. Restaurant/Foodservice Management - AS - Norwalk CC - [Mods/degree/name change]
  - e. Food Service Management – AS – Gateway CC [name change]
  - f. Hotel/Motel Management – AS – Gateway CC [name change]

Action Items

4. New Program
  - a. TAP Programs
    - i. CSCU Pathway Transfer Degree: Art Studies
    - ii. CSCU Pathway Transfer Degree: Exercise Science Studies
    - iii. CSCU Pathway Transfer Degree: Theater Studies
    - iv. CSCU Pathway Transfer Degree: Early Childhood Teaching Credential
  - b. Technology Studies: Manufacturing Engineering Technology Pathway – AS – Middlesex CC
  - c. Integrative Biodiversity – MS– Western CSU
  - d. Photography - Certificate - Manchester CC
  - e. Transition Specialist OCP – Post Bac Cert. – Central CSU
  - f. Software Engineering – MS – Central CSU
5. Modification
  - a. Health Information Management – BS – Charter Oak SC [course modifications]
  - b. Health Information Management – AS – Middlesex CC – [curriculum change]

6. Accreditation of a Licensed Program
  - a. Organizational Effectiveness and Leadership – MS – Charter Oak SC
  - b. Health Information Management – AS – NWCC
7. College of Technology (COT) Pathway for Technological Studies
8. Institutional Accreditations
  - a. State renewal accreditation – Eastern CSU
  - b. NEASC and State accreditation – Gateway CC
9. Revision to Financial Aid Policy
10. Faculty Awards
11. CSU-AAUP Research Grants
12. Honorary Degrees
13. Preferred Name or Change of Legal Name Policy

Information Items

14. Below Threshold
  - a. Business Admin. – Program - Norwalk CC
  - b. Business Admin. - Options in Finance, Management and Marketing - Program - Norwalk CC



CSCU

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – January 12, 2017  
9:30 a.m. – 61 Woodland Street, Hartford

#### MINUTES

Regents Present: Merle Harris, Naomi Cohen (by conf.), Larry DeNardis

Regents Absent: Stephen Adair, Catherine Smith, Joe Young

Staff Present: Jane Gates, Candace Barrington, Ken Klucznik, Maureen McClay, Elsa Nunez, Ernestine Weaver

Other Attendees: Missy Alexander (WCSU), Sandra Barnes (HCC), Joe Bertolino (SCSU), Paul Broadie (HCC), Michael Brown (HCC), Wm. Terry Brown (HCC), Sandra Bulmer (SCSU), Dorothy Connolly, BHSN/HCC), Ellen Durnin (SCSU), Patricia Ivry (WCSH), Steve Karp (SCSU), Liz Keenan (SCSU), MaryEllen Kosturko (HCC), Scott Newgass (SCSU), Dimitrios Pachis (ECSU), Linda Podolak (BHSN/HCC), Todd Rofuth (SCSU), Bill Rowe (SCSU), Gail Tucci-Lampron (BHSN/HCC), Shirley Zajdel (HCC)

The meeting was called to order by Chair Merle Harris at 9:38 a.m.

1. Approval of Minutes – November 18, 2016. **On a motion by L. DeNardis, seconded by N. Cohen, the minutes were unanimously approved.**
2. Consent Items. **A motion to approve was made by L. DeNardis, seconded by N. Cohen and unanimously approved.** Consent items approved were:
  - a. Discontinuations
    - i. Fire Technology & Administration – AS – Three Rivers CC
    - ii. Communication – AA – Middlesex CC
3. Action Items.
  - a. New Programs. Chair Harris noted there was a change of order in the agenda and Southern's DSW would be considered first.
    - iv. Doctorate of Social Work – Southern CSU. Chair Harris commented that the universities are now venturing into doctoral degrees with last year's program at CSCU and now this one. These are important initiatives building on institutional strengths and statewide needs. She called for a motion and **L. DeNardis moved approval with N. Cohen seconding.** Provost Gates introduced the program noting the approval process and introduced the president, provost and the team from Southern. President Bertolino presented the proposal mentioning the strength of the program, the timeliness and need for

it. Provost Durnin provided a history of the development and introduced the rest of the team from Southern and from their Advisory Board. Each spoke providing details, future potential, the strong support, and attractiveness to potential students and faculty. More details were offered on evaluation of the program and its offerings. Colleagues from the Advisory Board spoke about their full support noting the need for these skills, particularly in schools around Connecticut. Other comments noted potential enrollment increases, as well as the expected increase of positions, including management, senior clinicians, and positions in schools. Questions followed with more comments on types of careers. Additional questions on budget and costs were also addressed. **The vote was taken and unanimously approved.**

- i. TESOL – Teaching English to Speakers of Other Languages – 6<sup>th</sup> yr. – Western CSU. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Dr. Gates presented the program and introduced Provost Missy Alexander and Dean Patricia Ivry from Western. They noted this curriculum was the same as the other TESOL programs approved in October but separated as a 6<sup>th</sup> year program. There were no questions. **The vote was taken and unanimously approved.**
- ii. TAP Programs
  1. CSCU Pathway Transfer Degree: Business Studies
  2. CSCU Pathway Transfer Degree: Computer Science Studies
  3. CSCU Pathway Transfer Degree: Physics Studies
  4. CSCU Pathway Transfer Degree: French Studies
  5. CSCU Pathway Transfer Degree: German Studies
  6. CSCU Pathway Transfer Degree: Italian Studies
  7. CSCU Pathway Transfer Degree: Spanish Studies**A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Dr. Gates presented the seven new TAP programs now ready and introduced the TAP Co-Managers. Drs. Klucznik and Barrington provided an outline of the programs and details on the process. There was some discussion including the difference between transfer and career degrees. **The vote was taken and unanimously approved.**
- iii. Surgical Technology – AS – Housatonic CC. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Gates introduced the program noting the collaboration between the College and Bridgeport Hospital. She then introduced President Broadie who introduced his team. A letter from Bridgeport Hospital's CEO was read and they spoke about the closing of the program at the hospital and the partnership with Housatonic. President Broadie offered additional key points. Others addressed program outcomes, career opportunities, timelines, need for the program, enrollment and budget. There were further comments from those at the hospital and the hospital's school of nursing on the availability of clinical sites, the excellent fit and high regard for Housatonic and the strong collaboration. Regent DeNardis offered appreciative comments. Regent Harris commented on the relationship with other institutions. **The vote was taken and unanimously approved.**

- b. Amendment to FERPA policy. Ernestine Weaver provided comments on the need for the revision. **A motion to approve was made by M. Harris, seconded by L. DeNardis and unanimously approved.**

The agenda order was revised to have the EPAC presentation given.

- 4. Presentation – Sarah Barzee – EPAC (Educator Preparation Advisory Council. President Nunez gave some preliminary remarks and introduced Sarah Barzee. Ms. Barzee spoke about the program approval process for Educator Preparation based on CAEP (The Council for the Accreditation of Educator Preparation), including a pre-service performance assessment. There were comments from Chair Harris and Dr. Gates.

3.c. Appointment of CSU Professor – Terrence P. Dwyer, Western CSU. **A motion to approve was made by M. Harris, seconded by L. DeNardis.** Dr. Gates introduced the resolution. Provost Alexander provided comments and details. Chair Harris asked about obligations of CSU Professors. Dr. Gates noted she is presently working on bringing all the CSU Professors together to develop a project. **The vote was taken and unanimously approved.**

- 3.d. Spring 2017 Tenure Recommendations.
  - i. CCSU – Gladys Moreno-Fuentes
  - ii. WCSU – Dr. Chin-Wen Huang

Dr. Gates presented the information. **A motion to approve was made by M. Harris, seconded by L. DeNardis and unanimously approved.**

5. Information Items

- a. 2017-18 State Universities' Sabbaticals. The sabbaticals were noted. No vote was necessary.
- b. Academic Program Review policy update. Dr. Gates provided information on the APR process noting the need to revise the policy. A committee has been appointed to review the policy and make sure it provides meaningful analysis. A moratorium on program review will be in place while the policy is strengthened.

There was no other business. **A motion to adjourn was made by L. DeNardis, seconded by M. Harris and unanimously approved.** The meeting adjourned at 11:57 a.m.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Pathways to Teaching leading to an Associate of Arts degree at Manchester Community College with a phase-out period until May 30, 2019.

A True Copy:

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

ITEM

Termination of Pathways to Teaching, A.A. degree with a phase out period ending May 2019.

**BACKGROUND**Summary

The Pathway to Teaching Careers, A.A. was an agreement between the chancellors of the CSUs and CCs aligning three community colleges with one state university to provide a community college pathway to education programs at the state university. Manchester Community College students were limited to enrollment at Eastern Connecticut State University. This program is no longer necessary with the advent of Transfer Articulation Pathways (TAP), specifically in Education.

Rationale

This program is no longer necessary with the advent of Transfer Articulation Pathways (TAP), specifically in Education (CSCU Pathway Transfer: Education, A.A.)

Phase Out/Teach Out Strategy

Thirteen students are in the program, but program specific courses such as EDU\* 104 and EDU\* 110 have not been able to run at MCC due to low enrollments. Students in the program have been encouraged to enroll in these courses at other community colleges or offered a variance when necessary. Alternatively, the students are encouraged to change majors to a TAP program.

Resources

Learning resources for this degree were not exclusive to Pathway to Teaching Careers, A.A. but were shared among multiple departments. No resources are needed to terminate the program.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) – 11/04/16

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Manchester Community College	<b>Date of Submission to BOR Office:</b>	
Discontinued Program: Pathway to Teaching Careers CIP: 130101 DHE#: 14868 Accreditation Date: 5/18/2011 Phase Out /Teach Out Period Spring 2017 Expected Date of Program Termination Fall 2017		
<b>Program Characteristics</b> Name of Program: <b>Pathway to Teaching Careers</b> Degree: Title of Award (e.g. Master of Arts) A.A. Certificate: (specify type and level) Modality of Program: On ground      Online    X Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Social Science, Business & Professional Careers Division, Manchester Community College		
<b>Institutional Contact for this Proposal:</b> Marcia Jehnings	<b>Title:</b> Interim Academic Dean	<b>Tel.:</b> 860.512.2752 <b>e-mail:</b> mjehnings@manchestercc.edu

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

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The Pathway to Teaching Careers, A.A. was an agreement between the chancellors of the CSUs and CCs aligning three community colleges with one state university to provide a community college pathway to education programs at the state university. Manchester Community College students were limited to enrollment at Eastern Connecticut State University. This program is no longer necessary with the advent of Transfer Articulation Pathways (TAP), specifically in Education.

### Phase Out/Teach Out Strategy

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

Thirteen students are in the program, but program specific courses such as EDU\* 104 and EDU\* 110 have not been able to run at MCC due to low enrollments. Students in the program have been encouraged to enroll in these courses at other community colleges or offered a variance when necessary. Alternatively, the students are encouraged to change majors to a TAP program.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Adventure Education leading to a Certificate at Northwestern Connecticut Community College with a phase-out period until April 30, 2017.

A True Copy:

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

**ITEM**

Termination of the Adventure Education Certificate (C2) formerly a part of the Recreation Leadership program at Northwestern Connecticut Community College, effective immediately.

**BACKGROUND**

Summary: The Recreation Leadership program was revised and re-named Therapeutic Recreation and approved by the BOT on June 15, 2009. The Adventure Education Certificate was offered in the catalog, but there have been no declared majors since Spring, 2010 and no certificates granted since that date.

Rationale: There has been no enrollment in that program since spring, 2010 and no certificates granted since that date.

Phase Out/Teach Out Strategy: No Teach Out is necessary, since there has been no enrollment since 2010.

Resources: None Necessary.

03/17/2017 – Academic & Student Affairs Committee  
04/06/2017 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 1: GENERAL INFORMATION

**Institution:** Northwestern Connecticut Community College

**Date of Submission to BOR Office:** January 10, 2017

**Discontinued Program:** Adventure Education certificate **CIP:**                      **DHE# (if available):**                      **Accreditation Date:**

**Phase Out /Teach Out Period** N/A    **Expected Date of Program Termination** Immediate

### Program Characteristics

**Name of Program:** Adventure Education certificate

**Degree:** Certificate

**Certificate:** (specify type and level)

**Modality of Program:** On ground

**Institution's Unit** (e.g. School of Business) and **Location** (e.g. main campus) **Offering the Program:** Social & Behavioral Sciences and main campus

**Institutional Contact for this Proposal:** Dr. Kelly

**Title:** Chair, Social & Behavioral Sciences

**Tel.:**(860)738-6353 **e-mail:** ckelly@nwcc.edu

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

**BOR Sequence Number (to be assigned):**

**Log of BOR Steps Towards Discontinuation Approval:**

**Resolution number for BOR Approval:**                      **Date of Approval:**

**Conditions for Discontinuation Approval (if any)**

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

### Phase Out/Teach Out Strategy

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

#### 1. Reason(s) for recommendation to discontinue program:

The Social & Behavioral Science faculty recommended the college discontinue the Adventure Education Certificate due to a five-year trend of no student enrollment in the program.

#### 2. Current enrollment:

<u>First Year</u>	<u>Second Year</u>	<u>Total</u>
Full Time: 0	Full Time: 0	0
Part time: 0	Part time: 0	0

#### 3. Degrees granted in this program:

Spring 2016: 0  
Spring 2015: 0  
Spring 2014: 0  
Spring 2013: 0  
Spring 2012: 0

#### 4. Proposed duration of phase-out period:

Termination would be effective immediately.

#### 5. Specific provisions to enable currently enrolled students to complete the program:

There are no students currently enrolled in the program.

## **CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

*APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12*

- 6. What similar degree/certificate programs are offered by other community colleges and by other institutions in the region?**

No other community college offers a certificate in Adventure Education.

- 7. Feasibility of transferring this program to another Community College or consolidating this program with a similar program at this or at another system institution.**

The Adventure Education Certificate program is not available at any other community college in the system.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Insurance and Financial Service leading to an Associate of Science Degree at Norwalk Community College with a phase-out period until June 30, 2019.

A True Copy:

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

**ITEM**

Termination of a program in Insurance and Financial Services leading to an Associate of Science (A.S.) degree at Norwalk Community College, effective June 30, 2019.

**BACKGROUND**Summary

This program is being replaced with a Finance option in NCC's Business Administration degree

Rationale

Replacing the Insurance and Finance degree with an option in the Business Administration degree will encourage students to complete their general education requirements and business core requirements before deciding on an area of specialization. Following the sequence for the Business Administration degree will also promote transfer within the system by extending a student's opportunity to switch to the CSU Business Pathway Degree without loss of credit.

Phase Out/Teach Out Strategy

There will be a two-year teach out period. However, even after two years, we expect that the courses needed to complete the Insurance and Financial Service Degree will continue to be taught at the college.

Resources

No additional resources are associated with this termination. Faculty teaching the courses in this degree will continue to teach these courses for students who select the Finance Option in the Business Administration Degree.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - **01/20/12**

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Norwalk Community College		Date of Submission to BOR Office: Jan. 30, 2017
Discontinued Program: Insurance & Financial Service CIP: DA08 DHE# (if available):		Accreditation Date: Su 2008
Phase Out /Teach Out Period Two Years Expected Date of Program Termination June 2019		
<b>Program Characteristics</b>		
Name of Program: Insurance and Financial Service		
Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b>		
Certificate: (specify type and level)		
Modality of Program: X On ground      Online      Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Department		
<b>Institutional Contact for this Proposal:</b> Thomas Jackson		Title: Business Department Chair Tel.: 203-857-7152 e-mail: TJackson@norwalk.edu

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

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	



# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The Insurance and Financial Service program is one of three business programs being discontinued because they have become options in our Business Administration degree. Rather than offer the three different programs Insurance and Financial Service, Management: Marketing and Management: Career, these programs have become options in the Business Administration degree. Consolidating these programs under one umbrella degree creates a guided pathway for business in which all courses taken during the first semesters apply to all of the options as well as toward transfer to a four-year university. The Business Administration degree with options focuses students' early coursework on completing general education and business core courses and allows them more time to decide which option best meets their transfer needs to avoid losing credits.

### Phase Out/Teach Out Strategy

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

#### Phase Out /Teach Out Strategy

Beginning in the Fall 2017 semester, students will not be allowed to enroll in the Insurance and Financial Service program. Instead, new students interested in this area will be enrolled in the Business Administration degree and informed of the Finance option associated with that program. For students who are currently enrolled in the Insurance and Financial Service Program, all courses required to complete the degree will continue to be offered at the college for at least a two full academic years. Most, if not all, of the required courses for this program will continue be available for the foreseeable future as part of the Finance Option of the Business Administration degree.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Management: Marketing leading to an Associate of Science Degree at Norwalk Community College with a phase-out period until June 30, 2019.

A True Copy:

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

**ITEM**

Termination of a program in Management: Marketing leading to an Associate of Science (A.S.) degree at Norwalk Community College, effective June 30, 2019.

**BACKGROUND**Summary

This program is being replaced with a Marketing option within NCC's Business Administration degree.

Rationale

Replacing the Management: Marketing Degree with a Marketing option in the Business Administration degree will encourage students to complete their general education requirements and business core requirements before deciding on an area of specialization. Following the sequence for the Business Administration degree will also extend a student's opportunity to switch to the CSU Business Pathway Degree without loss of credit and promote transfer within the system.

Phase Out/Teach Out Strategy

There will be a two-year teach out period. However, even after two years, we expect that the courses needed to complete the Management: Marketing Degree will continue to be taught at the college.

Resources

No additional resources are associated with this termination. Faculty teaching the courses in this degree will continue to teach these courses for students who select the Marketing Option in the Business Administration Degree.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - **01/20/12**

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Norwalk Community College	<b>Date of Submission to BOR Office:</b> Jan. 30, 2017	
Discontinued Program: Management: Marketing CIP: DB62 DHE# (if available): Accreditation Date: Fall 1997 Phase Out /Teach Out Period Two Years Expected Date of Program Termination June 2019		
<b>Program Characteristics</b> Name of Program: Management: Marketing Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b> Certificate: (specify type and level) Modality of Program: X On ground Online Combined Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Department		
<b>Institutional Contact for this Proposal:</b> Thomas Jackson	Title: Business Department Chair	Tel.: 203-857-7152 e-mail: TJackson@norwalk.edu

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

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The Management: Marketing program is one of three business programs being discontinued because they have become options in our Business Administration degree. Rather than offer the three different programs Insurance and Financial Service, Management: Marketing and Management: Career, these programs have become options in the Business Administration degree. Consolidating these programs under one umbrella degree creates a guided pathway for business in which all courses taken during the first semesters apply to all of the options as well as toward transfer to a four-year university. The Business Administration degree with options focuses students' early coursework on completing general education and business core courses and allows them more time to decide which option best meets their transfer needs to avoid losing credits.

### Phase Out/Teach Out Strategy

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

#### Phase Out /Teach Out Strategy

Beginning in the Fall 2017 semester, students will not be allowed to enroll in the Management: Marketing program. Instead, new students interested in this area will be enrolled in the Business Administration degree and informed of the Marketing option associated with that program. For students who are currently enrolled in Management: Marketing program, all courses required to complete the degree will continue to be offered at the college for at least a two full academic years. Most, if not all, of the required courses for this program will continue be available for the foreseeable future as part of the Marketing Option of the Business Administration degree.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Management: Career leading to an Associate of Science Degree at Norwalk Community College with a phase-out period until June 30, 2019.

A True Copy:

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

**ITEM**

Termination of a program in Management leading to an Associate of Science (A.S.) degree at Norwalk Community College, effective June 30, 2019.

**BACKGROUND**Summary

This program is being replaced with a Management option within NCC's Business Administration degree.

Rationale

Replacing the Management Degree with a Management option in the Business Administration Degree will encourage students to complete their general education requirements and business core requirements before deciding on an area of specialization. Following the sequence for the Business Administration degree will also extend a student's opportunity to switch to the CSU Business Pathway Degree without loss of credit and promote transfer within the system.

Phase Out/Teach Out Strategy

There will be a two-year teach out period. However, even after two years, we expect that the courses needed to complete the Management Degree will continue to be taught at the college.

Resources

No additional resources are associated with this termination. Faculty teaching the courses in this degree will continue to teach these courses for students who select the Management Option in the Business Administration Degree.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Norwalk Community College		Date of Submission to BOR Office: Jan. 30, 2017
Discontinued Program: Management: Career CIP: 52.0201 DHE# (if available): 010266 Accreditation Date: Fall 1997 Phase Out /Teach Out Period Two Years Expected Date of Program Termination June 2019		
<b>Program Characteristics</b> Name of Program: Management: Career Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b> Certificate: (specify type and level) Modality of Program: X On ground Online Combined Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Department		
<b>Institutional Contact for this Proposal:</b> Thomas Jackson	Title: Business Department Chair	Tel.: 203-857-7152 e-mail: TJackson@norwalk.edu

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

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	



# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The Management: Career program is one of three business programs being discontinued because they have become options in our Business Administration degree. Rather than offer the three different programs Insurance and Financial Service, Management: Marketing and Management: Career, these programs have become options in the Business Administration degree. Consolidating these programs under one umbrella degree creates a guided pathway for business in which all courses taken during the first semesters apply to all of the options as well as toward transfer to a four-year university. The Business Administration degree with options focuses students' early coursework on completing general education and business core courses and allows them more time to decide which option best meets their transfer needs to avoid losing credits.

### Phase Out/Teach Out Strategy

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

#### Phase Out /Teach Out Strategy

Beginning in the Fall 2017 semester, students will not be allowed to enroll in the Management: Career program. Instead, new students interested in this area will be enrolled in the Business Administration degree and informed of the Management option associated with that program. For students who are currently enrolled in Management: Career Program, all courses required to complete the degree will continue to be offered at the college for at least a two full academic years. Most, if not all, of the required courses for this program will continue be available for the foreseeable future as part of the Management Option of the Business Administration degree.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in BOT: Information Processing Technician leading to a Certificate at Gateway Community College with a phase-out period until May 31, 2017.

A True Copy:

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

**ITEM**

Termination of the BOT: Information Processing Technician Certificate at Gateway Community College.

**BACKGROUND**Summary

The BOT: Information Processing Technician Certificate has not had enrollment since 2011 and has become obsolete.

Rationale

The program has not had enrollment since 2011.

The program has become obsolete. Instead, students can earn a certificate in Office Skills Applications Update or Administrative Assistant and gain the skills necessary for the 21st century.

Phase Out/Teach Out Strategy

No phase out strategy is necessary as there are no students enrolled in the program.

Resources

Not applicable

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - **01/20/12**

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Gateway Community College		Date of Submission to BOR Office:
Discontinued Program: CIP: 520401 DHE# (if available):		Accreditation Date:
Phase Out /Teach Out Period None Expected Date of Program Termination Spring 2017		
<b>Program Characteristics</b> Name of Program: <b>BOT: Information Processing Technician</b> Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) Certificate – I1 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business (Business Office Technology), Downtown Campus		
<b>Institutional Contact for this Proposal:</b> Mark Kosinski	Title: Academic Dean	Tel.: 203-285-2077 MKosinski@gatewayct.edu

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

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The BOT: Information Processing Technician Certificate has not had enrollment since 2011. The program has become obsolete. Instead, students can earn a certificate in Office Skills Applications Update or Administrative Assistant and gain the skills necessary for the 21<sup>st</sup> century.

### Phase Out/Teach Out Strategy

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

No phase out strategy is necessary as there are no students enrolled in the program.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Hotel and Lodging Management leading to an Associate of Science Degree at Norwalk Community College with a phase-out period until June 30, 2019.

A True Copy:

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

**ITEM**

Termination of a program in Hotel/Motel Management leading to an Associate of Science (A.S.) degree at Norwalk Community College, effective June 30, 2019.

**BACKGROUND**Summary

This program is being replaced with an option within NCC's Hospitality Management (with Options in Hotel, Restaurant/Foodservice, and Culinary Arts) Degree (A.A.S.)

Rationale

Replacing the Hotel/Motel Management Degree with an option in the Hospitality Management Degree (A.A.S.) enables the college to reduce the number of credits to complete a degree in this area from 68-69 credits to 60 credits, while maintaining a focus on teaching the skills and providing certifications that are highly valued in the hotel industry.

Phase Out/Teach Out Strategy

There will be a two-year teach out period. However, even after two years, we expect that most of the courses needed to complete the Hotel/Motel Management Degree will continue to be taught at the college.

Resources

No additional resources are associated with this termination. Faculty teaching the courses in this degree will continue to teach these courses for students who select the Hotel Option in the Hospitality Management Degree (A.A.S.).

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Norwalk Community College	<b>Date of Submission to BOR Office:</b> Jan. 30, 2017	
Discontinued Program: Hotel and Lodging Management CIP: DB34 DHE# (if available): Accreditation Date: Fall 1997		
Phase Out /Teach Out Period Two Years Expected Date of Program Termination June 2019		
<b>Program Characteristics</b> Name of Program: <b>Hotel and Lodging Management</b> Degree: Title of Award (e.g. Master of Arts) <b>Associate Science</b> Certificate: (specify type and level) NA Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Department		
<b>Institutional Contact for this Proposal:</b> Tom Failla	<b>Title:</b> Director	<b>Tel.:</b> 203-857-7303 <b>e-mail:</b> tfailla@ncc.commnet.edu

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

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



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR *DISCONTINUATION OF EXISTING PROGRAM* (Public Higher Education Institutions) - 01/20/12

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

**Narrative:** The degree is being discontinued to make way for a new combined Associate Applied Science degree in Hospitality Management with options in Hotel, Restaurant and Culinary Arts. This change meets the Board of Regents mandate to reduce program requirements to 60 credits. It also results in a number of course offerings that meet current industry requirements and improve student preparation for jobs in the hospitality industry

#### Phase Out/Teach Out Strategy

With the exception of HSP100 Introduction to the Hospitality industry all courses required for the A.S. degree will continue to be offered. Hotel and Lodging Management majors will be given an opportunity to substitute BBG101 Introduction to Business for the HSP100 requirement. In Fall 2016 there were 22 active full-time and part-time majors listed in the degree. Depending on their progress at the time the new A.A.S degree is approved, some of these students and returning students from prior years may wish to switch into the new Hospitality Management A.A.S. degree under the hotel option because the total credit requirements are reduced. They will also benefit from new course offerings reflecting current workplace requirements and opportunities. In fall 2016, there were 40 full- and part-time majors listed as actively pursuing the Restaurant/Food service A.S. degree. Some of these students may also wish to switch to the new A.A.S. degree. Additionally, another 35 students were listed as actively pursuing in the Culinary Arts Certificate in Fall 2016. These students are actively recruited to pursue an associate's degree and often do so. By offering the Culinary option under the new A.A.S. degree we expect to increase the number of students who continue beyond the certificate.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Health Information Management leading to a Certificate at Charter Oak State College including modification of courses to align with new national standards.

A True Copy:

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

**ITEM**

Modification of the Certificate in in Health Information Management at Charter Oak State College

**BACKGROUND**Summary

The Certificate in Health Information Management is approved by the national accrediting association, Commission on Health Informatics and Health Information Management (CAHIIM). The change being proposed brings the certificate in line with the new CAHIIM requirements.

Need for the ProgramCurriculum

The only change to the curriculum is to remove HIM 410 Healthcare Database Management and add HIM 4XX Healthcare Data Analysis and Information Governance. It is a new course that is also used in the HIM major, so there will be the cost of the course development.

Students

It is a new certificate. To date there are 5 students enrolled in the certificate program.

Faculty

Since the same course is required in the HIM major, it will not require an additional faculty.

Learning Resources

No new resources needed.

Facilities

NA

Cost:

To develop course: Shared with major \$2300

Review of Documents:

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

Accreditation:

It is approved by CAHIIM and the original certificate went through the BOR approval process.

1-11-2017 – Academic Council

3-17-2017 – BOR Academic & Student Affairs Committee

4-6-2017 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) –  
**12/16/2016**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Charter Oak State College	<b>Date of Submission to BOR Office:</b>
Most Recent NEASC Institutional Accreditation Action and Date: November 2016	
<b>Original Program Characteristics</b> CIP Code No. <b>51.0713</b> Title of CIP Code Medical Insurance Coding Specialist/Coder. CIP Year: 2016 Name of Program: <b>Certificate in Health Information Management</b> Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) <b>Post-Baccalaureate Certificate</b> Date Program was Initiated: August 2016 Modality of Program:    On ground <input checked="" type="checkbox"/> Online    Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 54	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>54</b> # Cr of Electives in the Field: NA # Cr of Free Electives: NA # Cr Special Requirements (include internship, etc.): <b>3(HIM Practicum)</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>54</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>54</b>
Type of Program Modification Approval Being Sought (mark all that apply): <input checked="" type="checkbox"/> Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <b>Change in curriculum due to CAHIM accreditation requirements. This is a minor change with the removal of one course, being replaced by a new course.</b>  Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
<b>Modified Program Courses</b> Name of Program: <b>Post-Baccalaureate Certificate in Health Information Management</b> Degree: Title of Award <b>Certificate</b> Certificate <sup>1</sup> : (specify type and level) <b>Post-Baccalaureate</b> Program Initiation Date: <b>August 2016</b> Modality of Program:    On ground <input checked="" type="checkbox"/> 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>54</b> Other:	<b>Modified NA</b> # Cr in Program Core Courses: 54 (includes practicum) # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc <b>3(HIM Practicum)</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>54</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>54</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: <b>NA</b> CIP:                    DHE# (if available):                    Accreditation Date: Phase Out Period                    Date of Program Termination <b>NA</b>	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Academic Affairs	

<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.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) –  
**12/16/2016**

Other Program Accreditation: **CAHIIM**

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional license, please identify: **Prepares graduates to sit for the Registered Health Information Administrator (RHIA) exam through AHIMA**

*(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)*

**Institutional Contact for this Proposal:** Shirley M. Adams

Title: Provost

Tel.: 860-515-3836

e-mail: sadams@charteroak.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

**SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION**

*(Please Complete Sections as Applicable)*

**Background and Rationale** *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)*

Charter Oak State College has the Bachelor of Science program in Health Information Management (HIM) along with the Certificate in Health Information Management. These programs are programmatically accredited by the Commission on Health Informatics and Health Information Management Programs (CAHIIM). In 2014, CAHIIM introduced new curriculum standards and all accredited programs must comply with the new standards by Fall 2017.

The CAHIIM curriculum requirements are based on Competencies. New competencies have been added, some have been removed, and others have been revised. In order to effectively teach the students the new competencies, some Charter Oak HIM program curriculum changes must be made. While the program already included many of the new or revised competencies, there is currently a large gap in the area of Data Analytics and Information Governance. At the same time, the competencies for Database Management were mostly eliminated.

The HIM Advisory Committee discussed the new curriculum standards in January 2016. HIM Program Director, Cindy Edgerton, took their input and researched the new standards, attended the AHIMA Assembly on Education conference that addressed the new standards, and reviewed the textbook updates that were made based on the new standards. With a year of research and preparation completed, the conclusion for the HIM Major is to remove HIM410 Healthcare Database Management and add a new course titled Health Care Data Analytics and Information Governance. These changes in the major require the same changes in the Certificate.

In conclusion, the change being sought for HIM Certificate is the removal of one course and the addition

<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative 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 MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) –  
**12/16/2016**

of one course.

**Description of Modification** (Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.

In conclusion, the change being sought for HIM Certificate is the removal of one course and the addition of one course.

Remove: HIM410 Healthcare Database Management

Add: HIM4XX Healthcare Data Analytics and Information Governance

**Description of Resources Needed** (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

No additional faculty, administrative resources, library holdings, specialized equipment, etc. will be required. The Subject Matter Expert and Instructional Design team will be needed for the creation of the new course, but this will be happening in the modification of the HIM Major, and the same course will then be used for the HIM Certificate.

Other Considerations

**Curriculum Details for a Program Modification** (to be use as appropriate for specific modification request)<sup>3</sup>

Remove: HIM410 Healthcare Database Management

Add: HIM4XX Healthcare Data Analytics and Information Governance

**Course Description:**

This course introduces students to health data analytics.. Students will study data analytical processes that enable decision making. Topics will include: Database management and querying, data visualization, data capture tools, data mining, data warehouses, and decision support. Students will analyze clinical information and data to identify trends of quality, safety, and effectiveness of healthcare.

Students will also focus on information governance strategies in the health care field and health information planning throughout a healthcare organization. This will include the following topics: Data formatting, data dictionary management, health information as an asset, and the value of information to drive organizational performance.

**Prerequisite(s):**

HIM 115, HIM 315

**SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS**

**Two-Year Cost Effectiveness and Availability of Adequate Resources**

<sup>3</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM** (*Public Higher Education Institutions*) –  
*12/16/2016*

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

The modification will not result in any change to cost or revenue of the program.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Technology Studies: Manufacturing Machine Option-A leading to an Associate of Science degree at Middlesex Community College including modification of courses to align with the Advanced Manufacturing Technology Centers (AMCs) at sister institutions; and be it further

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Manufacturing Machine Technology leading to a Certificate (C2) at Middlesex Community College including modification of courses to align with the Advanced Manufacturing Technology Centers (AMCs) at sister institutions.

A True Copy:

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



**ITEM**

Approval of curriculum modifications to a program option in Manufacturing Machine Technology, leading to an Associate of Science degree in Technology Studies at Middlesex Community College.

**BACKGROUND****Summary**

Since its inception in 2009, the Manufacturing degree program at MxCC has successfully placed numerous students into productive employment possessing the technological skills required to succeed in the industry.

Those technological skills have changed radically over the past decade. For instance, bench work, measurement, blueprint, layout, setup, and manual machining skills were sufficient for employment in the early part of the decade, while CNC, CAD, CAM, Lean Manufacturing, Cell Manufacturing, and Quality Control are currently some of the technological advancements in manufacturing required of our students in order to meet current high-tech skills required by manufactures of today.

The technological changes in production have required a much higher skilled employee who possesses the technical skills such as, CNC, CAD, CAM, Metrology, Geometric Dimensioning & Tolerancing (GD&T), higher levels of math, and Quality Control. Our programs must reflect the current skill level requirements of our business community. The proposed changes reflect an emphasis upon the required current-technical skills and bring the program at Middlesex Community College into closer alignment with the AMCs (Advanced Manufacturing Technology Centers) located at our sister institutions.

The technical portion of this proposed modification was reviewed and given full support by the Statewide Advanced Manufacturing Advisory Committee (SAMAC) and the college's Manufacturing Program Advisory Board.

**Need for Program Modifications**

At the present time, the United States is competing in the areas of manufacturing that require an emphasis on technology as opposed to manufacturing that emphasizes unskilled or semiskilled labor. A paradox exists in manufacturing today: A continuous decline in manufacturing jobs over several decades due to the automating of the production process while the newly created high-tech jobs go begging for qualified employees. The graying of the manufacturing labor force adds another dimension to this paradox. A substantial portion of our current manufacturing labor force, with estimates as high as 40 to 50 %, will be retiring within the next decade. Yet, there are insufficient Manufacturing Technology educational programs available to meet the ever increasing need for highly qualified employees.

The National Association of Manufactures (NAM) describes the problem in their statement regarding education and the workforce "...American manufactures are facing a serious shortage of qualified employees... the result of several factors... the retirement of baby boomers; the need for greater skill created by advancing technology; competition in the global market place..." (NAM web site category: Education & Workforce).

The Advanced Manufacturing Machine Technology program delivered by the several Community Colleges is specifically targeted to address the skills gaps that the automation process creates.

### **Curriculum**

The following modifications will eliminate out-of-date standards and improve alignment between MxCC's program and those at the Advanced Manufacturing Centers in the other community colleges. General Education requirements will not change. Program-specific requirements will change as follows:

<b>CURRENT PROGRAM</b>		<b>PROPOSED PROGRAM</b>	
<u>Program Courses:</u>	Credits	<u>Program Courses:</u>	Credits
MFG 102 Manufacturing Processes	3	MFG 150 Introduction to Machine Technology	4
MFG 103 Manufacturing Processes Lab	1	EGR 112 Engineering Drawing Specifications	3
MFG 156 CNC I	2	MFG 156 CNC I	3
MFG 171 Intro to Lean	3		
CAD 110 Intro to CAD	3	CAD 110 Intro to CAD, 150, or CAD 220 SolidWorks	3
MFG 105 Manufacturing Math II	3	MFG 105 Manufacturing Math II or	3
		MAT 186 Pre-Calculus	4
QUA 114 Principles of Quality Control	3	QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3	MFG 239 Geometric Dimensioning & Tolerancing	3
MFG 202 Precision Machining	3	MFG 202 Precision Machining	3
MFG 203 Precision Machining Lab	1	MFG 203 Precision Machining Lab	1
MFG 258 CNC Operations	3	MFG 256 CNC II	3
Total	28	Total	29 or 30

Courses eliminated:

- MFG\*102, Manufacturing Processes
- MFG\*103, Manufacturing Processes Lab
- MFG\*171, Introduction to Lean (some course topics added to QUA\*114)
- MFG\*125, Blueprint Reading II
- MFG\*258, CNC Operations

New courses:

- EGR\*112, Engineering Drawing Specifications
- MFG\*150, Introduction to Machine Technology (includes elements of MFG\*102 & 103)
- MFG\*153, Benchwork
- MFG\*239, Geometric Dimensioning and Tolerancing
- MFG\*256, CNC II

Course options for students who transfer to MxCC from other CSU Community Colleges:

- MFG\*124, Blueprint Reading, may be substituted in place of EGR\*112
- MFG\*165, Intermediate Machine Technology, may be substituted in place of MFG\*202, Precision Machining, and MFG\*203, Precision Machining Lab.
- MFG\*160, GD&T, may be substituted in place of MFG\*239, Geometric Dimensioning and Tolerancing.

The outcomes of the degree proposal match those of the degree programs offered at the AMCs. There are minor differences in course selection because they are more transfer friendly to 4 year institutions. This is important to Middlesex Community College due to its relatively close proximity to Central Connecticut State University, a key partner in the College of Technology statewide initiative.

**Students**

Program enrollment has averaged about 20 students over the past three academic years, with many students co-enrolled in the Manufacturing Machine Technology Certificate. The program is currently located at Wilcox Technical High School in Meriden; as such, it is offered only in the late afternoons and evenings. This imposes a limit on the program's ability to grow with potential demand. In addition, the practical limit in each class is 18 students, which is the size of the Manufacturing Lab at Wilcox. Plans are underway to construct a new Manufacturing lab facility at the college's Middletown Campus, which will allow for significant growth when paired with an evening program at Wilcox Tech.

ACTUAL Enrollment	First Term, Year 2015		First Term, Year 2014		First Term, Year 2013	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers*	0	0	0	1	0	0
New Students	4	3	5	3	5	11
Returning Students	3	12	3	8	1	1
ACTUAL Headcount Enrollment	7	15	8	12	6	12
ACTUAL FTE per Year	12		12		10	
Size of Credentialed Group for Given Year	1		0		2	

**Full-Time Faculty**

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Hubert M Godin	CCSU, Master of Science	Industrial Technical Management	None

**Learning Resources**

Current learning resources meet the needs of this program as modified.

**Facilities**

Current learning resources meet the needs of this program as modified; however, as noted above, program expansion is difficult due to its location at a technical high school which limits course and program offerings to the late afternoon and evenings.

**Fiscal Note**

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. New anticipated costs will be to sustain a full-time laboratory tutor, who is currently funded by the Connecticut Advancement Manufacturing Initiative grant, which ends September 30,

2017; possible new part-time faculty salaries should enrollment grow; and, a proposed new Manufacturing lab facility for the college's Middletown Campus.

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - **01/20/12**

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to BOR Office:</b>
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> Reaccredited March 2014; Next Evaluation Fall 2022	
<b>Original Program Characteristics</b> CIP Code No. 150000 Title of CIP Code CIP Year: 2009 or 2010 Name of Program: <b>Technology Studies: Manufacturing Machine Option-A</b> Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b> Certificate: (specify type and level) Date Program was Initiated: <b>4/2/2009</b> Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? 46% (based on general education courses that are available as online option) Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>67</b> credits	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>28</b> # Cr of Electives in the Field: <b>15</b> # Cr of Free Electives: <b>0</b> Open Electives # Cr Special Requirements (include internship, etc.): <b>24</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>67</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>67</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Technology Studies: Manufacturing Machine Technology Option</b> Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: <b>09/2017</b> Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? approximately 50% (based on estimated number of general education courses with online option) Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>65 or 66</b> credits Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: <b>29 or 30</b> # Cr of Electives in the Field: <b>15</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>21</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>65 or 66</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>55 or 56</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
<b>Institution's Unit DEPARTMENT and Location (e.g. main campus) Offering the Program:</b> <b>School of Allied Health, Business, and STEM</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:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul>	

<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.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

Students will be eligible for Connecticut state licensure as a licensed Radiographer.

*(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)*

Institutional Contact for this Proposal: Dr. Steven Minkler

Title: Dean of Academic Affairs

Tel.: 860.343.5706

e-mail: [sminkler@mxcc.edu](mailto:sminkler@mxcc.edu)

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative 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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

### SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

**Background and Rationale** *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)*

Since its inception in 2009, the Manufacturing program at MxCC has successfully placed numerous students into productive employment possessing the technological skills required to succeed in the industry. Indeed, those technological skills changed radically over the past decade. For instance, bench work, measurement, blueprint, layout, setup, and manual machining skills were sufficient for employment in the early part of the decade, while CNC, CAD, CAM, Lean Manufacturing, Cell Manufacturing, and Quality Control are currently some of the technological advancements in manufacturing required of our students in order to meet current high-tech skills required by manufactures of today.

The technological changes in production have required a much higher skilled employee who possesses the technical skills such as, CNC, CAD, CAM, Metrology, Geometric Dimensioning & Tolerancing (GD&T), higher levels of math, and Quality Control. Our programs must reflect the current skill level requirements of our business community. The proposed changes reflect an emphasis upon the required current-technical skills and bring the program at Middlesex Community College into closer alignment with the AMCs (Advanced Manufacturing Technology Centers) located at our sister institutions.

The AMCs provide education and training in high need occupations, (e.g., CNC manufacturing, programming and inspection) based on current and projected labor demands within the State of Connecticut. Industry representatives currently serve as representatives on the local advisory committees & Statewide Advanced Manufacturing Advisory Committee (SAMAC). The technical portion of the proposed modification was reviewed and given full support by SAMAC. The proposal was also reviewed and given full support by the Middlesex Community College manufacturing advisory committee.

As applicable, please describe:

- **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)*

At the present time, the United States is competing in the areas of manufacturing that requires an emphasis on technology as opposed to manufacturing that emphasizes unskilled or semiskilled labor. A paradox exists in manufacturing today: A continuous decline in manufacturing jobs over several decades due to the automating of the production process while the newly created high-tech jobs go begging for qualified employees. The *graying* of the manufacturing labor force adds another dimension to this paradox. A substantial portion of our current manufacturing labor force [estimates as high as 40 to 50 %] will be retiring within the next decade. Yet, there are insufficient Manufacturing Technology educational programs available to meet the ever increasing need for highly qualified employees.

The National Association of Manufactures (NAM) describes the problem in their statement regarding education and the workforce "...American manufactures are facing a serious shortage of qualified employees....the result of several factors... the retirement of baby boomers; the need for greater skill created by advancing technology; competition in the global market place..." [NAM web site category: Education & Workforce].

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

The Advanced Manufacturing Machine Technology program delivered by the several Community Colleges is specifically targeted to address the skills gaps that the automation process creates.

- 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?

The program currently addresses a need expressed by manufacturers in the service area. This program has been in existence for the past 7 years. The instructors have a strong background in both teaching and field experience. The institution is centrally located and provides access to skilled labor for most employers in the state. The college has access to a modern well supplied and equipped lab.

- 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)

All current transfer agreements with the College of Technology will continue.

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

Additional centers were developed to meet industry needs. Even with the development of these Advanced Manufacturing Centers, the demand for skilled labor will far exceed the demand for workers within the manufacturing sector.

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

### Employment Prospects

#### Occupation Profile

The primary purpose of the manufacturing programs in the community colleges is to focus on the training and job placement for employment in a manufacturing environment. Below is a data for a basic machinist, including the job description, knowledge, training, wage opportunities, and occupational outlook extrapolated from State & Federal employment data.

#### MACHINISTS

##### Occupation Description:

Set up and operate a variety of machine tools to produce precision parts and instruments. Include precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, shop mathematics, metal properties, layout, and machining procedures.

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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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

### Wage Information:

Region	Mean Wage Annualized	Mean Wage Hourly	Entry Level Wage (hourly)	50 <sup>th</sup> Percentile Wage (hourly)
Statewide Units	\$47,320	\$22.75	\$14.78	\$22.42
Bridgeport/Stamford	\$51,792	\$24.90	\$17.08	\$25.74
Danbury	\$41,246	\$19.83	\$11.38	\$19.34
Hartford	\$48,568	\$23.35	\$15.37	\$22.86
New Haven	\$39,915	\$19.19	\$13.51	\$17.80
New London/Norwich	\$53,581	\$25.76	\$19.69	\$25.68
Waterbury	\$45,718	\$21.98	\$14.26	\$22.04
Torrington	\$43,306	\$20.82	\$15.30	\$21.39

### Occupation Outlook:

Region	Employment		Average Annual Growth Rate	Average Annual Job Openings
	2014	2024		
State of Connecticut	7,530	8,644	14.8%	111

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

**Description of Modification** (Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.

Technical Course Changes

## CURRENT PROGRAM

Program Courses:	Credits
MFG 102 Manufacturing Processes	3
MFG 103 Manufacturing Processes Lab /	1
MFG 156 CNC I	2
MFG 171 Intro to Lean	3
CAD 110 Intro to CAD	3
MFG 105 Manufacturing Math II	3
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
MFG 202 Precision Machining	3
MFG 203 Precision Machining Lab	1
MFG 258 CNC Operations	3
Total	28

## PROPOSED PROGRAM

Program Courses:	Credits
MFG 150 Introduction to Machine Technology	4
EGR 112 Engineering Drawing Specifications	3
MFG 156 CNC I	3
CAD 110 Intro to CAD, 150, or CAD 220 SolidWorks	3
MFG 105 Manufacturing Math II or	3
MAT 186 Pre-Calculus	4
QUA 114 Principles of Quality Control	3
MFG 239 Geometric Dimensioning & Tolerancing	3
MFG 202 Precision Machining	3
MFG 203 Precision Machining Lab	1
MFG 256 CNC II	3
Total	29 or 30

**MFG\*102 Manufacturing Processes, MFG\*103 Manufacturing Processes Lab, MFG\*125 Blueprint Reading II, and MFG\*171 Introduction to Lean** will be eliminated from degree requirements. Key elements of MFG\*102 Manufacturing Processes and MFG\*103 Manufacturing Processes Lab have been included in **MFG\*150 Introduction to Machine Technology**. The addition of **MFG\*239 Geometric Dimensioning and Tolerancing** provides a more comprehensive course explaining key topics than **MFG\*125 Blueprint Reading II**. Adding **EGR\*112 Engineering Drawing Specifications** as a requirement will eliminate **MFG\*124 Blueprint Reading I** as a “hidden” course. Although **MFG\*124** is currently not a degree requirement, it is a prerequisite to enrolling in **MFG\*125 Blueprint Reading II**. For all practical purposes, students are currently required to enroll in Blueprint Reading I prior to enrolling in Blueprint Reading II. The outcomes of the degree proposal match those of the degree programs offered at the AMCs. There are minor differences in course selection because they are more transfer friendly to 4 year institutions. This is important to Middlesex Community College due to its relatively close proximity to CCSU. **MFG258 CNC Operations** will be eliminated from the manufacturing program and replaced by **MFG 256 CNC II**. The latter provides students with more instructional time and will align the MxCC manufacturing program closer to the other AMCs. Effectively, with minor program modification, the higher technological skills of Metrology and GD&T have been added to the machine technology program.

**Description of Resources Needed** (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

No additional resources are required.

Faculty Resources:

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Hubert M Godin	CCSU, Master of Science	Industrial Technical Management	None

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

Other Considerations

## Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2015		First Term, Year 2014		First Term, Year 2013	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers*	0	0	0	1	0	0
New Students	4	3	5	3	5	11
Returning Students	3	12	3	8	1	1
ACTUAL Headcount Enrollment	7	15	8	12	6	12
ACTUAL FTE per Year	12		12		10	
Size of Credentialed Group for Given Year	1		0		2	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

## Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*<sup>4</sup>

### 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>5</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CAD110 Intro to CAD or CAD220 Computer Aided Drafting	1,2, and 6	None	3	CHE111 Concepts of Chemistry or CHE121 General Chemistry I	1,3,4, and 7	4
ENG112 Engineering Drawing Specifications*	1 and 2	None	3	PHY111 Elementary Physics or PHY121 General Physics I	1,3,4, and 7	4
MFG105 Manufacturing Math II or MAT186 Precalculus or higher level math course <sup>o</sup>	1 and 3	See below	3 or 4	COM173 Public Speaking	1 and 5	3
MFG150 Introduction to Machine Technology*	1, 2, and 7	None**	4	ENG101 Composition	1 and 5	3
MFG202 Precision Machining	1,2,3, and 7	MFG*150	3	ENG202 Technical Writing	5	3
MFG203 Precision Machining Lab	1,2,3	MFG*150	1	MAT168 Statistics	1,3 and 4	4
MFG156 CNC I	1,2,3,4,6, and 7	None	3			
MFG256 CNC II	1,2,3,4, 6, and 7	MFG*156	3			
MFG239 Geometric Dimensioning & Tolerancing*	1,2 and 4	EGR*112	3			
<sup>o</sup> Placement in MAT186 or completion of MAT173 College Algebra with Technology with a grade of C or better for Precalculus. Placement in MAT137 or completion of MFG051 Manufacturing Math I for MFG105 Manufacturing Math II.						
Core Course Prerequisites				Elective Courses in the Field		
				Fine Arts Elective	1	3
				ECN* elective	1 and 7	3
				PSY* or SOC* elective	1 and 7	3
				HIS* or ECN* elective	1 and 7	3
				GEO*, HIS*, or POL elective	1 and 7	3
Total Other Credits Required to Issue Credential <i>(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)</i>						15

<sup>4</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>5</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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

**Learning Outcomes - L.O.** (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

1. Be prepared to transfer into a Bachelor of Science degree program as a continuing student in the Manufacturing Engineering Technology Program. Providing the transferring schools' credit requirements are met, Middlesex Community College students will transfer as juniors.
2. Demonstrate a good understanding of manufacturing methods and practices. Students completing the program will earn 30 credits in manufacturing and technical courses.
3. Demonstrate a good understanding of mathematical and scientific concepts. Students will need to enroll in higher level mathematics and science courses to complete degree requirements and apply them to related problems.
4. Demonstrate the ability to think through a problem in a logical manner. Students will work on assignments that require problem solving skills.
5. Demonstrate good communication skills. Students will develop these skills by meeting the requirements of technical writing and public speaking courses.
6. Demonstrate a good working knowledge of state of the art hardware and software in the manufacturing discipline. Students will work on problems utilizing modern machinery and software used in the manufacturing sector.
7. Develop an understanding of human behavior and apply this knowledge to the workplace.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Two-Year Cost Effectiveness and Availability of Adequate Resources

Please see attached Pro-Forma Budget.

**This modification requires no new or additional resources other than making a grant funded Educational Assistant permanent.**

12 month ACL Group 14 Educational Assistant

Cost – \$45,787 salary + 33% fringe = \$60,897

**ITEM**

Approval of curriculum modifications to a program in Manufacturing Machine Technology, leading to a Certificate at Middlesex Community College.

**BACKGROUND****Summary**

Since its inception in 2009, the Manufacturing degree program at MxCC has successfully placed numerous students into productive employment possessing the technological skills required to succeed in the industry.

Those technological skills have changed radically over the past decade. For instance, bench work, measurement, blueprint, layout, setup, and manual machining skills were sufficient for employment in the early part of the decade, while CNC, CAD, CAM, Lean Manufacturing, Cell Manufacturing, and Quality Control are currently some of the technological advancements in manufacturing required of our students in order to meet current high-tech skills required by manufactures of today.

The technological changes in production have required a much higher skilled employee who possesses the technical skills such as, CNC, CAD, CAM, Metrology, Geometric Dimensioning & Tolerancing (GD&T), higher levels of math, and Quality Control. Our programs must reflect the current skill level requirements of our business community. The proposed changes reflect an emphasis upon the required current-technical skills and bring the program at Middlesex Community College into closer alignment with the AMCs (Advanced Manufacturing Technology Centers) located at our sister institutions.

The technical portion of this proposed modification was reviewed and given full support by the Statewide Advanced Manufacturing Advisory Committee (SAMAC) and the college's Manufacturing Program Advisory Board.

**Need for Program Modifications**

At the present time, the United States is competing in the areas of manufacturing that require an emphasis on technology as opposed to manufacturing that emphasizes unskilled or semiskilled labor. A paradox exists in manufacturing today: A continuous decline in manufacturing jobs over several decades due to the automating of the production process while the newly created high-tech jobs go begging for qualified employees. The graying of the manufacturing labor force adds another dimension to this paradox. A substantial portion of our current manufacturing labor force, with estimates as high as 40 to 50 %, will be retiring within the next decade. Yet, there are insufficient Manufacturing Technology educational programs available to meet the ever increasing need for highly qualified employees.

The National Association of Manufactures (NAM) describes the problem in their statement regarding education and the workforce "...American manufactures are facing a serious shortage of qualified employees....the result of several factors... the retirement of baby boomers; the need for greater skill created by advancing technology; competition in the global market place..." (NAM web site category: Education & Workforce).

The Advanced Manufacturing Machine Technology program delivered by the several Community Colleges is specifically targeted to address the skills gaps that the automation process creates.

### **Curriculum**

The following modifications will eliminate out-of-date standards and improve alignment between MxCC's program and that at the Advanced Manufacturing Centers in the other community colleges.

#### **CURRENT PROGRAM**

##### **Semester 1**

<u>Program Courses:</u>	<u>Credits</u>
MFG 102 Manufacturing Processes	3
MFG 103 Manufacturing Processes Lab	1
MFG 124 Blueprint Reading	2
MFG 156 CNC I	2
MFG 171 Intro to Lean	3
CAD 110	3
Total:	14

##### **Semester 2**

<u>Program Courses:</u>	<u>Credits</u>
MFG 105 Manufacturing Math II	3
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
MFG 202 Precision Machining	3
MFG 203 Precision Machining Lab	1
MFG 258 <u>CNC Operations</u>	3
Total	16

#### ***PROPOSED PROGRAM***

##### **Semester 1**

<u>Program Courses:</u>	<u>Credits</u>
MFG 120 Metrology	3
MFG 124 Blueprint Reading I	2
(if taken elsewhere) or	
EGR 112 Engineering Drawings Specifications	3
MFG 150 Introduction to Machine Technology	4
MFG 156 CNC I	3
MFG 153 Bench work	1
CAD 110 Intro to CAD or <u>220 SolidWorks</u>	3
Total:	16 or 17

##### **Semester 2**

<u>Program Courses:</u>	<u>Credits</u>
MFG 105 Manufacturing Math II	3
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
<i>MFG 165 Intermediate Machine Technology</i>	3
<i>(if taken elsewhere) or</i>	
MFG 202 Precision Machining	3
MFG 203 Precision Machining Lab	1
MFG 160 GD&T (if taken elsewhere) or	
MFG 239 Geometric Dimensioning & Tolerancing	3
MFG 256 CNC II	3
Total	18 or 19

#### **Courses eliminated:**

- MFG\*102, Manufacturing Processes
- MFG\*103, Manufacturing Processes Lab
- MFG\*171, Introduction to Lean (some topics added to QUA\*114 in Semester 2)
- MFG\*258, CNC Operations

#### **New courses:**

- EGR\*112, Engineering Drawing Specifications
- MFG\*120, Metrology
- MFG\*150, Introduction to Machine Technology (includes elements of MFG\*102 & 103)
- MFG\*153, Benchwork
- MFG\*239, Geometric Dimensioning and Tolerancing
- MFG\*256, CNC II

#### **Course options for students who transfer to MxCC from other CSU Community Colleges:**

- MFG\*124, Blueprint Reading, may be substituted in place of EGR\*112

- MFG\*165, Intermediate Machine Technology, may be substituted in place of MFG\*202, Precision Machining, and MFG\*203, Precision Machining Lab.
- MFG\*160, GD&T, may be substituted in place of MFG\*239, Geometric Dimensioning and Tolerancing.

**Students**

Program enrollment has averaged about 20 students over the past five academic years, with many students co-enrolled in the associate degree program of the same name. A total of 41 students have earned certificates during that time. The program is currently located at Wilcox Technical High School in Meriden; as such, it is offered only in the late afternoons and evenings. This imposes a limit on the program's ability to grow with potential demand. In addition, the practical limit in each class is 18 students, which is the size of the Manufacturing Lab at Wilcox. Plans are underway to construct a new Manufacturing lab facility at the college's Middletown Campus, which will allow for significant growth when paired with an evening program at Wilcox Tech.

ACTUAL Enrollment	First Term, Year <u>2015</u>		First Term, Year <u>2014</u>		First Term, Year <u>2013</u>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	2	0	3	0	1
New Students	1	2	2	6	3	9
Returning Students	2	12	3	11	4	8
ACTUAL Headcount Enrollment	3	16	5	20	7	18
ACTUAL FTE per Year	8.3		11.7		13	
Size of Credentialed Group for Given Year	8		15		4	

**Full-Time Faculty**

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Hubert M Godin	CCSU, Master of Science	Industrial Technical Management	None

**Learning Resources**

Current learning resources meet the needs of this program as modified.

**Facilities**

Current learning resources meet the needs of this program as modified; however, as noted above, program expansion is difficult due to its location at a technical high school which limits course and program offerings to the late afternoon and evenings.

**Fiscal Note**

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. New anticipated costs will be to sustain a full-time laboratory tutor, who is currently funded by the Connecticut Advancement Manufacturing Initiative grant, which ends September 30, 2017; possible new part-time faculty salaries should enrollment grow; and, a proposed new Manufacturing lab facility for the college's Middletown Campus.



03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12*

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to BOR Office:</b> xx/xx/xx
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> Reaccredited March 2014; Next Evaluation Fall 2022	
<b>Original Program Characteristics</b> CIP Code No. 15111 Title of CIP Code CIP Year: 2009 or 2010 Name of Program <b>Manufacturing Machine Technology</b> Degree: Title of Award (e.g. Master of Arts) <b>C2</b> Certificate: (specify type and level) <b>30 credits</b> Date Program was Initiated: <b>08/2009</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>30 credits</b>	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>30</b> # Cr of Electives in the Field: <b>0</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>0</b> <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30</b>
<b>Type of Program Modification Approval Being Sought (mark all that apply):</b> Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <b>X</b> Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Manufacturing Machine Technology</b> Degree: Title of Award (e.g. Master of Arts) <b>C2</b> Certificate <sup>1</sup> : (specify type and level) <b>34-36 credits</b> Program Initiation Date: <b>Fall 2017</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>34-36</b> Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: <b>34-36</b> # Cr of Electives in the Field: <b>0</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>0</b> <u>Total # Cr in the Program (sum of all #Cr above): 34-36</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>19</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued:                      CIP:                      DHE# (if available):                      Accreditation Date: <b>10/XX/XX</b> Phase Out Period:                      Through                      Date of Program Termination: <b>PLEASE NOTE: Middlesex Community College is aligning their manufacturing program with the Advanced Manufacturing Centers. Proposals attached.</b>	
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Allied Health, Business, and STEM</b>	
<b>Other Program Accreditation: )</b> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: <i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i>	

<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.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12

Institutional Contact for this Proposal: Dr. Steven Minkler	Title: Dean (Chief Academic Officer)	Tel.: 860-343-5706 e-mail: SMinkler@mxcc.commnet.edu
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### BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative 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 MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12

### SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

**Background and Rationale** *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program).*

Since its inception in 2009, the Manufacturing program at MxCC has successfully placed numerous students into productive employment possessing the technological skills required to succeed in the industry. Indeed, those technological skills changed radically over the past decade. For instance, bench work, measurement, blueprint, layout, setup, and manual machining skills were sufficient for employment in the early part of the decade, while CNC, CAD, CAM, Lean Manufacturing, Cell Manufacturing, and Quality Control are currently some of the technological advancements in manufacturing required of our students in order to meet current high-tech skills required by manufactures of today.

The technological changes in production have required a much higher skilled employee who possesses the technical skills such as, CNC, CAD, CAM, Metrology, Geometric Dimensioning & Tolerancing (GD&T), higher levels of math, and Quality Control. Our programs must reflect the current skill level requirements of our business community. The proposed changes reflect an emphasis upon the required current-technical skills and bring the program at Middlesex Community College into closer alignment with the AMCs (Advanced Manufacturing Technology Centers) located at our sister institutions.

The AMCs provide education and training in high need occupations, (e.g., CNC manufacturing, programming and inspection) based on current and projected labor demands within the State of Connecticut. Industry representatives currently serve as representatives on the local advisory committees & Statewide Advanced Manufacturing Advisory Committee (SAMAC). The technical portion of the proposed modification was reviewed and given full support by SAMAC. The proposal was also reviewed and given full support by the Middlesex Community College manufacturing advisory committee.

As applicable, please describe:

- 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)*

At the present time, the United States is competing in the areas of manufacturing that requires an emphasis on technology as opposed to manufacturing that emphasizes unskilled or semiskilled labor. A paradox exists in manufacturing today: A continuous decline in manufacturing jobs over several decades due to the automating of the production process while the newly created high-tech jobs go begging for qualified employees. The *graying* of the manufacturing labor force adds another dimension to this paradox. A substantial portion of our current manufacturing labor force [estimates as high as 40 to 50 %] will be retiring within the next decade. Yet, there are insufficient Manufacturing Technology educational programs available to meet the ever increasing need for highly qualified employees.

The National Association of Manufactures (NAM) describes the problem in their statement regarding education and the workforce "...American manufactures are facing a serious shortage of qualified employees....the result of several factors... the retirement of baby boomers; the need for greater skill created by advancing technology; competition in the global market place..." [NAM web site category: Education & Workforce].

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12

The Advanced Manufacturing Machine Technology program delivered by the several Community Colleges is specifically targeted to address the skills gaps that the automation process creates.

- 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?

The program currently addresses a need expressed by manufacturers in the service area. This program has been in existence for the past 7 years. The instructors have a strong background in both teaching and field experience. The institution is centrally located and provides access to skilled labor for most employers in the state. The college has access to a modern well supplied and equipped lab.

- 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)

All current transfer agreements with the College of Technology will continue.

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

Additional centers were developed to meet industry needs. Even with the development of these Advanced Manufacturing Centers, the demand for skilled labor will far exceed the demand for workers within the manufacturing sector.

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

### Employment Prospects

#### Occupation Profile

The primary purpose of the manufacturing programs in the community colleges is to focus on the training and job placement for employment in a manufacturing environment. Below is a data for a basic machinist, including the job description, knowledge, training, wage opportunities, and occupational outlook extrapolated from State & Federal employment data.

#### MACHINISTS

##### Occupation Description:

Set up and operate a variety of machine tools to produce precision parts and instruments. Include precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying

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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 MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12*

knowledge of mechanics, shop mathematics, metal properties, layout, and machining procedures.

### Wage Information:

Region	Mean Wage Annualized	Mean Wage Hourly	Entry Level Wage (hourly)	50 <sup>th</sup> Percentile Wage (hourly)
Statewide Units	\$47,320	\$22.75	\$14.78	\$22.42
Bridgeport/Stamford	\$51,792	\$24.90	\$17.08	\$25.74
Danbury	\$41,246	\$19.83	\$11.38	\$19.34
Hartford	\$48,568	\$23.35	\$15.37	\$22.86
New Haven	\$39,915	\$19.19	\$13.51	\$17.80
New London/Norwich	\$53,581	\$25.76	\$19.69	\$25.68
Waterbury	\$45,718	\$21.98	\$14.26	\$22.04
Torrington	\$43,306	\$20.82	\$15.30	\$21.39

### Occupation Outlook:

Region	Employment		Average Annual Growth Rate	Average Annual Job Openings
	2014	2024		
State of Connecticut	7,530	8,644	14.8%	111

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12

**Description of Modification** (Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.

## CURRENT PROGRAM

### Semester 1

<u>Program Courses:</u>	Credits
MFG 102 Manufacturing Processes	3
MFG 103 Manufacturing Processes Lab	1
MFG 124 Blueprint Reading	2
MFG 156 CNC I	2
MFG 171 Intro to Lean	3
CAD 110	3
Total:	14

## PROPOSED PROGRAM

### Semester 1

<u>Program Courses:</u>	Credits
MFG 120 Metrology	3
MFG 124 Blueprint Reading I	2
(if taken elsewhere) or	
EGR 112 Engineering Drawings Specifications	3
MFG 150 Introduction to Machine Technology	4
MFG 156 CNC I	3
MFG 153 Bench work	1
CAD 110 Intro to CAD or 220 SolidWorks	3
Total:	16 or 17

**First Semester Changes:** *MFG 102 Manufacturing Processes, MFG 103 Manufacturing Processes Lab, and MFG 171 Introduction to Lean* will be eliminated. Key elements of MFG\*102 Manufacturing Processes and MFG\*103 Manufacturing Processes Lab have been included in *MFG 150 Introduction to Machine Technology*. *MFG 120 Metrology* and *MFG 153 Benchwork* have been added to semester one. Students will be required to enroll in *ENG 112 Engineering Drawing Specifications* to meet the blueprint reading requirement of the **Manufacturing Machine Technology Certificate** because the course is more transfer friendly to 4 year institutions. Students that transfer to Middlesex Community College from other colleges within the system will be allowed to use MFG124 to meet certificate requirements. Key elements of Lean will be incorporated in the second semester course *QUA 114 Principles of Quality Assurance*. **Total Semester Hours of 16 or 17 will add 2 or 3 credits to the first semester.**

## CURRENT PROGRAM

### Semester 2

<u>Program Courses:</u>	Credits
MFG 105 Manufacturing Math II	3
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
MFG 202 Precision Machining	3
MFG 203 Precision Machining Lab	1
MFG 258 CNC Operations	3
Total	16

## PROPOSED PROGRAM

### Semester 2

<u>Program Courses:</u>	Credits
MFG 105 Manufacturing Math II	3
QUA 114 Principles of Quality Control	3
MFG 125 Blueprint Reading II	3
<i>MFG 165 Intermediate Machine Technology</i>	3
(if taken elsewhere) or	
MFG 202 Precision Machining	3
MFG 203 Precision Machining Lab	1
MFG 160 GD&T (if taken elsewhere) or	
MFG 239 Geometric Dimensioning & Tolerancing	3
MFG 256 CNC II	3
Total	18 or 19

**Second Semester Changes:** Students will enroll in *MFG 202 Precision Machining and MFG 203 Precision Machining Lab* instead of *MFG 165 Intermediate Machine Technology* they will enroll in *MFG 239 Geometric Dimensioning and Tolerancing* instead of *MFG 160 GD&T*. The higher level courses are more transfer friendly for students that want to transfer to 4 year institutions. MFG165 and MFG160 can be used to meet certificate requirements for students that transfer from other community colleges. **Total Semester hours 18 or 19 is an increase of 2 or 3 semester hours.** *MFG258 CNC Operations* will be eliminated from the manufacturing program and replaced by *MFG 256 CNC II*. The latter provides students with more instructional time and will align the MxCC manufacturing program closer with the Advanced Manufacturing Centers. Effectively, with minor program modification, the higher technological skills of Metrology and GD&T have been added to the machine technology program without the elimination of technical skills in other subject areas.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12

**Description of Resources Needed** (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

No additional resources are needed

**Other Considerations**

None

### Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year <u>2015</u>		First Term, Year <u>2014</u>		First Term, Year <u>2013</u>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	2	0	3	0	1
New Students	1	2	2	6	3	9
Returning Students	2	12	3	11	4	8
ACTUAL Headcount Enrollment	3	16	5	20	7	18
ACTUAL FTE per Year	8.3		11.7		13	
Size of Credentialed Group for Given Year	8		15		4	

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# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12*

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i> <sup>4</sup>						
Course Number and Name <sup>5</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Courses</b>				<b>Other Related/Special Requirements</b>		
MFG 124 Blueprint Reading I or EGR 112 Engineering Drawings Interpretations	2	None	2 or 3	None		
MFG 120 Metrology	7 and 8	None	3			
MFG 150 Introduction to Machine Technology	1, and 4	None	4			
MFG 153 Benchwork	1,3, and 4	None	1			
MFG 156 CNC I	1,4, and 5	See Below	3			
CAD 110 Introduction to CAD or 220 Solidworks	2	None	3			
MFG 105 Manufacturing Math II	6	See Below	3			
QUA 114 Principles of Quality Control	7	None	3			
MFG 125 Blueprint Reading II	2	MFG124 or EGR 112	3			
MFG 165 Intermediate Machine Technology or MFG 202 Precision Machining with MFG 203 Precision Machining Lab	1 and 4	MFG150	3 or 4			
MFG 160 GD&T or MFG 239 Geometric Dimensioning and Tolerancing	2 and 8	MFG 124 or EGR 112	3			
MFG 256 CNC II	1,4, and 5	MFG 156	3			
				<b>Elective Courses in the Field</b>		
				None		
<b>Total Credit Hours Semester</b>			<b>34-36</b>			
<b>Total Other Credits Required to Issue Modified Credential</b>						<b>0</b>
<b>Prerequisites</b> MFG156 – Placement in EN063/101E or higher or concurrent enrollment in ENG096 MFG105 – Completion of MFG051 Manufacturing Math I or placement in MAT137 or higher						

<sup>4</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>5</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF AN APPROVED PROGRAM(Public Higher Education Institutions) - 01/20/12

**Learning Outcomes - L.O.** (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

1. Demonstrate an understanding and correct application of industry-standard safety techniques in the manufacturing workplace.
2. Demonstrate an understanding of Blueprint Reading and its application in Machine Technology.
3. Demonstrate an understanding of Precision Layout Procedures.
4. Demonstrate an understanding of tool geometry, use, and selection of cutting tools.
5. Demonstrate an understanding of CNC Programming.
6. Solve oblique triangle problems using the Law of Sines.
7. Demonstrate an understanding of Quality Control Tools & Systems and their applications.
8. Demonstrate an ability to determine the acceptability of manufactured parts based on GDT requirements.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

**This modification requires no new or additional resources other than making a grant funded Educational Assistant permanent.**

12 month ACL Group 14 Educational Assistant

Cost – \$45,787 salary + 33% fringe = \$60,897

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Restaurant/Foodservice Management leading to an Associate of Science degree at Norwalk Community College including significant modification of courses, changing the title to **Hospitality Management** and the degree to an **Associate of Applied Science**.

A True Copy:

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

**ITEM**

Modification of a program in Restaurant/Foodservice Management leading to an Associate of Science Degree at Norwalk Community College.

**BACKGROUND**Summary

Change #1: Name Change – from Restaurant/Foodservice Management to Hospitality Management with Options in Hotel Management, Restaurant/Foodservice Management and Culinary Arts.

Change #2: Title of Degree will change from A.S to A.A.S.

Change #3: Reduction of required number of credits to complete degree to conform with the BOR's 60-credit normalization requirement.

The Hospitality Management A.A.S reduces credits to graduation and streamlines offerings under a single degree program with three options to allow students to select specializations within hotel, restaurant/foodservice or culinary/kitchen operations. Changing from an A.S. to A.A.S. degree allows the program to comply with the BOR 60-credit normalization directive while continuing to provide students with the certifications they need for employment in the hospitality industry.

Need for the Program

In this area of the state, demand for employees in the Hospitality Industry continues to exceed the supply. Program changes were made after consulting with area hospitality industry employers and researching programs nationally. New courses related to event planning, cost control, revenue management, restaurant management and café dining have been added while the total credits to complete the degree have been reduced from 68-69 credits to 60 credits.

Curriculum

The program's curriculum is divided into three parts: (1) College Core requirements, (2) Business/Hospitality Core requirements and (3) the course requirements for each option.

Students

In Fall 2016, ninety-seven (97) students were pursuing degrees and/or certificates in the hospitality area.

Faculty

No additional full-time hospitality faculty are needed. All of the other non-hospitality courses are regularly taught as either part of the business administration program or other disciplines.

Learning Resources

No new resources are need for this modification.

Facilities

No new facilities are needed for this program modification.

Fiscal Note

No additional costs are associated with this program modification.

Review of Documents:

- a) Campus Review (Curriculum Committee) (3/7/2016)
- b) Campus Budget and Finance (Senate) (3/30/2016)
- c) Campus President (5/3/2016)
- d) Academic Council (2/8/2017)
- e) System Office (3/15/2017)

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - **01/20/12**

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Norwalk Community College		<b>Date of Submission to BOR Office:</b> January 30, 2017	
Most Recent NEASC Institutional Accreditation Action and Date:			
<b>Original Program Characteristics</b> CIP Code No.                      Title of CIP Code                      CIP Year: <b>2000</b> Name of Program: <b>Restaurant/Foodservice Management</b> Degree: Title of Award (e.g. Master of Arts) <b>A.S.</b> Certificate: (specify type and level) Date Program was Initiated: <b>Fall 1997</b> 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): <b>68-69</b> credits		<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>31</b> # Cr of Electives in the Field: <b>37</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>68-69</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>68-69</b>	
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <b>X</b> Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) <b>X</b> Change of Degree Title or Program Title			
<b>Modified Program Characteristics</b> Name of Program: <b>Hospitality Management with Options in Hotel, Restaurant/Foodservice, Culinary Arts</b> Degree: Title of Award (e.g. Master of Arts) <b>A.A.S.</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: <b>Fall 2018</b> 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): <b>60</b> credits Other:		<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: <b>25</b> # Cr of Electives in the Field: <b>35</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements: <b>Internship Option - 3</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60</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>53</b>	
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: <b>Hotel/Motel Management A.S.</b> CIP:                      DHE# (if available):                      Accreditation Date: <b>1988</b> Phase Out Period: <b>Fall 2017- Aug 2019</b> Date of Program Termination: <b>Aug 2019</b>			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:			
Other Program Accreditation: <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> (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> Dr. Tom Failla		Title: <b>Director</b> Tel.: <b>203-857-7303</b> e-mail: <b>tfailla@ncc.commnet.edu</b>	

<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.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative 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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

**Background and Rationale** (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? **The program changes were done in consultation with hospitality industry employers and researching programs nationally. A number of new courses related to event planning, cost control, revenue management, restaurant management and café dining in which students will run an ala carte restaurant have been added**
- 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? **Program director holds a doctorate in management and marketing with more than 30 years practical managerial experience in corporate affairs running events and more than 15 years instructional experience; full-time and part-time faculty have more than 20 years of restaurant, hotel and/or club experience as chefs and/or managers and more than more than 10 years instructional experience. We also have an active group of employers who generously offer their time to mentor students and confer with us on request.**
- 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) **We have cultivated strong relations with four-year hospitality and travel and tourism programs at Pace University, University of New Haven and Central Connecticut State University.**
- Please indicate what similar programs exist in other institutions within your constituent unit <sup>3</sup>, and how unnecessary duplication is being avoided **No Hospitality Management/Culinary Arts degree programs within Fairfield County**
- Please provide a description/analysis of employment prospects for graduates of this proposed program **Very good; more than 42,000 hospitality/foodservice industry positions listed in 2016 (up from 26,000 in 2009) and more than 20,000 additional grocery and food processing position in the Bridgeport-Stamford labor market.**

**Description of Modification** (Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.

**The Hospitality Management A.A.S reduces credits to graduation and streamlines offerings under a single degree program with three options to allow students to select specializations within hotel, restaurant/foodservice or culinary/kitchen operations. Changing from an A.S. to A.A.S. degree allows the program to comply with the BOR 60-credit normalization directive while continuing to provide students with the certifications they need for employment in the hospitality industry.**

**Description of Resources Needed** (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate) **No new resources required**

**Other Considerations** **None**

**Previous Three Years Enrollment and Completion for the Program being Modified (Note: request made IE for data)**  
**Restaurant /Food Service Management DB16**

ACTUAL Enrollment	First Term, Year 2014		First Term, Year 2015		First Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	3	0	0	1	0
New Students	11	3	4	8	4	7
Returning Students	21	28	32	31	19	31
ACTUAL Headcount Enrollment	32	34	36	43	24	38
ACTUAL FTE per Year	76.6*		61.6*		13**	
Credentialed Group Size by Year	15		7		5	

Based on Summer, Fall, Spring; \*\*Based on Summer, Fall

<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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i> <sup>4</sup>						
Course Number and Name <sup>5</sup>	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
(See attached Appendix A)						
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

1. Implement methods, processes and techniques involved in hospitality operations. Tests, Papers, Case Studies, Practical Exercises, Field Trips. Hotel or Restaurant Management.
2. Identify and interpret financial and economic trends and how they impact hospitality establishments and opportunities for innovation. Tests, Papers, Case Studies, Practical Exercises, Field Trips. Financial Accounting, Food and Beverage Cost Control, Revenue Management, Hotel and Restaurant Management.
3. Plan, organize, coordinate, lead and control activities, projects, budgets and staff in hospitality operations. Tests, Papers, Case Studies, Practical Exercises, Field Trips. Food Production and Purchasing, Hotel and Restaurant Management.
4. Communicate accurately and effectively with subordinates, peers, supervisors, suppliers, customers and industry professionals. Tests, Papers, Presentations, Practical Exercises, Field Trips. Composition, Public Speaking, Service Management.
5. Build skills in taking initiative, problem solving, teamwork, motivation of self and others and handling job stress. Test Papers, Case Studies Papers Practical Exercises and Simulations. Social and Humanities Electives.
6. Master skills in customer service and the practices required for customer relationship management. Tests and practical exercises and simulations. Cooking and Baking Classes, Service Management, Hospitality Marketing, Hotel or Restaurant Management.
7. Identify efficient/ effective layouts and workflows and specify purchasing requirements for professional kitchens, dining rooms and other hospitality operations. Tests, Case Studies, Papers. Equipment Design and Layout, Sanitation.
8. Comply with laws and regulations governing human resources, health, safety and environment and industry practices. Tests, Case Studies, Field Trips. Sanitation, Hospitality Law, Hotel or Restaurant Management.
9. Develop skills in food preparation, inventory control, kitchen organization, taking initiative, problem solving, teamwork, motivation of self and others, and handling job stress; Tests and Practical Exercises. Cooking and Baking Courses.
10. Practice the technical and creative skills used in food preparation and service. Practical Exercises and Simulations. Cooking and Baking Courses

<sup>4</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>5</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

### Two-Year Cost Effectiveness and Availability of Adequate Resources

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

At current enrollment levels of 90-120 students, program modifications will be made within existing resources of full and part-time staffing and budget for food and supplies. A point of purchase system may be needed to support, HSP226 Café Dining, a new course within the Culinary A.A.S. in fiscal year 2018-19. Donations and other options are under review for this anticipated need.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

Appendix A - Hospitality Management and Culinary Arts Program - Hospitality Management, Associate in Applied Science (A.A.S.)									
Options in Hotel, Restaurant/Foodservice, Culinary Arts									
COLLEGE CORE									Credits
Composition			ENG101						3
Literature and Composition			ENG102						3
Public Speaking			COM173						3
Applications for Business and Other Careers			MAT121 <sup>1</sup>						3
Business Applications Software			BBG114						4
Science (Applied Nutrition)			BIO112						3
Social Science <sup>2</sup>			Elective <sup>2</sup>						3
Humanities <sup>2</sup>			Elective <sup>2</sup>						3
<sup>1</sup> MAT100 or higher; <sup>2</sup> One must be an IDS course								Total Core Credits	25
BUSINESS/HOSPITALITY CORE									
Financial Accounting			ACC113						3
Principles of Food Preparation			HSP101						3
Food Production & Purchasing <sup>3</sup>			HSP102 <sup>3</sup>						4
<i>Sanitation Food Safety Certification</i>			<i>HSP109</i>						1
<i>Food &amp; Beverage Cost Control</i>			<i>HSP211</i>						3
Service Management <sup>5</sup>			HSP135						3
								Total Business/Hospitality Core	17
MAJOR COURSES									
HOTEL			RESTAURANT/FOODSERVICE			CULINARY			
<i>Hotel Revenue Management</i>	<i>HSP214</i>	3	Introduction to Club Management	HSP130	3	Principles of Baking and Pastry	HSP103	3	
Hospitality Law	HSP231	3	Catering and Event Management <sup>4</sup>	HSP202 <sup>4</sup>	3	World Cuisines	HSP205	3	
Travel & Tourism	HSP241	3	Equipment Design & Layout	HSP212	3	Catering and Event Management	HSP202	3	
Hospitality Marketing	HSP237	3	Hospitality Law	HSP231	3	Equipment Design & Layout	HSP212	3	
Hotel Management	HSP242	3	Hospitality Marketing	HSP237	3	<i>Café Dining</i>	<i>HSP226</i>	3	
Meetings Conventions & Special Events	HSP244	3	<i>Restaurant Management</i>	<i>HSP232</i>	3	Coop Ed Workforce Exp <sup>5</sup>	HSP296 <sup>5</sup>	3	
Total Major Credits		18	Total Major Credits		18	Total Major Credits		18	
Total Credits		60			60			60	
<sup>3</sup> Or the alternative HSP296 Coop Workforce Ed for the Hotel option only; <sup>4</sup> Or the alternative HSP205 World Cuisines or HSP296 Coop Workforce Ed for the Restaurant option only; <sup>5</sup> Or the alternative HSP203 Advanced Baking for the Culinary option only; <i>italic new courses</i>									
rev. 10-28-16									

rev. 10-28-16

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Food Service Management leading to an Associate of Science degree at Gateway Community College including changing the title to **Restaurant and Food Service Management.**

A True Copy:

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

**ITEM**

Application for the modification of a program in Food Service Management. This modification is a name change of the Food Service Management program to Restaurant & Food Service Management program. This program leads to an Associates of Science degree at Gateway Community College.

**BACKGROUND**

Summary: This proposal is for a name change from the current name Food Service Management to Restaurant & Food Service Management. The name change broadens the recognition of the training provided in the program and appeal of the program to those who aspire to work as managers in restaurants as well as institutional food service operations. Most of our students and graduates work in restaurants and “restaurant” is a more relatable word to prospective students as well.

The name change is supported by the members of the Business advisory board.

Need for the Program: According to the U.S. Department of Labor Bureau of Labor Statistics, employment in this area is expected to grow 5 percent per year from 2014 to 2024. This rate is equal to all occupations. Population and income growth are expected to result in greater demand for food at a variety of dining establishments and groceries. People continue to dine out, purchase takeout meals, or have food delivered to their homes and workplaces. In response to increased consumer demand, restaurants, cafeterias, and catering services are expected to open and serve more customers. These establishments will require restaurant and food service workers to oversee food orders and stock, preparation, and service.

**Curriculum**

ACC* 113 Principles of Accounting I			3
HSP* 100 Introduction to the Hospitality Industry			3
HSP* 101 Principles of Food Preparation			3
HSP* 109 Food Safety Certification			1
HSP* 110 Quantity Food Production			4
HSP* 117 Beverage Management			3
HSP* 134 Hospitality Customer Relations			3
HSP* 211 Food & Beverage Cost Control			3
HSP* 231 Hospitality Law			3
HSP* 232 Restaurant Management			3
HSP* 237 Hospitality Marketing			3
HSP* 249 Food Writing			3
<b>Total Program Core Credits</b>			<b>35</b>
<b>Related/Special Requirements</b>			
HSP* 295 Hospitality Mgmt. Internship/Work Experience			
HSP* 298 Hospitality Mgmt. Internship/Work Experience			3
<b>Total Related Credits</b>			<b>1</b>
			<b>4</b>
<b>General Ed Courses</b>			
ENG* 101 Composition			3
ENG* 102 or 200 Literature & Composition or Advanced Composition			3
MAT* 109 Quantitative Literacy (or higher)			3

**STAFF REPORT****ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

BES* 218 Entrepreneurship			3
BBG* 210 Business Communication			3
PSY* 111 General Psychology I			3
Elective – Scientific Knowledge			3
<b>Total General Ed Courses</b>			<b>21</b>
<b>Total Credits</b>			
			<b>60</b>

**Students**

<b>ACTUAL Enrollment</b>	First Term, Year 2014		First Term, Year 2015		First Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	2	1	3	2		6
New Students	6	7	2	3	5	7
Returning Students	8	21	15	21	13	22
External Transfer	2	3	1	1	2	6
Readmit		2	0	1	1	2
ACTUAL Headcount Enrollment	18	34	21	28	21	43
<b>ACTUAL FTE per Year</b>	31.9		33.9		36.9	
<b>Size of Credentialed Group for Given Year</b>					TO BE DETERMINED	

Employment positions for students graduating from this program this program are: cashier, customer service, entry level management, assistant of dining services, food production, general food service for public schools, deli worker, territory manager in training, sales representative, food and beverage worker, and assistant in dining services.

**Faculty**

Faculty requirements remain the same. There is no change.

**Learning Resources**

The learning resources will remain the same with updates each year to textbooks and library resources as there are modification to the industry.

**Facilities**

No new facilities are required.

**Fiscal Note**

There is no change in the fiscal requirements.

**Review of Documents:**

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

Accreditation:

This program does not prepare students for a state or professional license. There is no specialized or professional accreditation of this program.

The most recent NEASC Institutional Accreditation action and Date is 2016.

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Gateway Community College	<b>Date of Submission to BOR Office:</b>
Most Recent NEASC Institutional Accreditation Action and Date: 2016	
<b>Original Program Characteristics</b> CIP Code No. OHE#: 120504 Title of CIP Code Food & Beverage/Restaurant Op. Mgmt. CIP Year: or Name of Program: Food Service Management Degree: Title of Award (e.g. Master of Arts) <b>A.S.</b> Certificate: (specify type and level) Date Program was Initiated: 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): 60-61	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: 39 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 4 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60</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</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) x Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Restaurant &amp; Food Service Management</b> Degree: Title of Award (e.g. Master of Arts) <b>A.S.</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: 2017 Modality of Program: x On ground x Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60 Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: 39 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 4 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60</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</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Department, Main Campus, 20 Church Street New Haven CT	
<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:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</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> Mark Kosinski	Title: Academic Dean Tel.: 203-285-2077 e-mail: mkosinski@gatewayct.edu

<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.



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative 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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

**Background and Rationale** (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

Name Change:

From: Food Service Management

To: Restaurant & Food Service Management

The name change broadens the appeal of the program to those who aspire to work as managers in restaurants as well as institutional food service operations. Most of our students work in restaurants and "restaurant" is a more relatable word to prospective students as well. It was also suggested by my members of our advisory board.

As applicable, please describe:

- 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)

New Haven is known as the 'dining capital' of Connecticut and area restaurant owners are always in need of qualified workers. Calls are received on a regular basis from restaurateurs and chefs looking for staff. Many students who are placed as interns are hired by the internship site once their internship has been completed.

- 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 state of the art kitchens, bakery, a dining room open to the public, and faculty with a wealth of industry experience, our students experience a quality education at an affordable price. Our students get the chance to work with well-known chefs who present at the college Foundation's C.O.O.K (Chefs of our Kitchen) series. The Foundation's annual Iron Chef Elm City Competition, now in its 10<sup>th</sup> year, allows students to work with CT chefs during the competition. The college is surrounded by dozens of restaurants, making it convenient for students to walk to their internship sites. The Omni New Haven Hotel at Yale, the city's major hotel, located around the corner has partnered with the program in providing internships, the venue for the Iron Chef Elm City Competition and has tours for our students each semester.

- 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)

For most of our students, this is a terminal degree.

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

The University of New Haven, with their 4-year program is the only college offering a similar program in our service area. Naugatuck Valley Community College, Norwalk Community College and Manchester Community offer similar programs; outside of our service area.

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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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

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

According to the U.S. Department of Labor Bureau of Labor Statistics, employment in this area is expected to grow 5 percent from 2014 to 2024, as fast as the average for all occupations. Population and income growth are expected to result in greater demand for food at a variety of dining establishments. People will continue to dine out, purchase takeout meals, or have food delivered to their homes or workplaces. In response to increased consumer demand, more restaurants, cafeterias, and catering services are expected to open and serve more meals. These establishments will require restaurant and food service managers to oversee food prep and service.

**Description of Modification** *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.*

The name change broadens the appeal of the program to those who aspire to work as managers in restaurants as well as institutional food service operations. Most of our students and graduates work in restaurants and "restaurant" is a more relatable word to prospective students as well. In searching for programs, adding "restaurant" will enable prospective students to find this program efficiently. The name change was also suggested by members of our advisory board.

**Description of Resources Needed** *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

None

**Other Considerations**

### Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2014		First Term, Year 2015		First Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	2	1	3	2		6
New Students	6	7	2	3	5	7
Returning Students	8	21	15	21	13	22
External Transfer	2	3	1	1	2	6
Readmit		2	0	1	1	2
ACTUAL Headcount Enrollment	18	34	21	28	21	43
ACTUAL FTE per Year	31.9		33.9		36.9	
Size of Credentialed Group for Given Year					TO BE DETERMINED	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

Course Number and Name	L.O. # <sup>4</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* 113 Principles of Accounting I			3			
HSP* 100 Introduction to the Hospitality Industry			3			
HSP* 101 Principles of Food Preparation			3			
HSP* 109 Food Safety Certification			1			
HSP* 110 Quantity Food Production			4			
HSP* 117 Beverage Management			3			
HSP* 134 Hospitality Customer Relations			3			
HSP* 211 Food & Beverage Cost Control			3			
HSP* 231 Hospitality Law			3			
HSP* 232 Restaurant Management			3			
HSP* 237 Hospitality Marketing			3			
HSP* 249 Food Writing			3			
				HSP* 295 Hospitality Mgmt. Internship/Work Experience		3
				HSP* 298 Hospitality Mgmt. Internship/Work Experience		1
<b>Total Program Core Credits</b>			<b>35</b>			
<b>General Ed Courses</b>						
ENG* 101 Composition			3			
ENG* 102 or 200 Literature & Composition or Advanced Composition			3			
MAT* 109 Quantitative Literacy (or higher)			3			
BES* 218 Entrepreneurship			3			
BBG* 210 Business Communication			3			
PSY* 111 General Psychology I			3			
Elective – Scientific Knowledge			3			
<b>Total General Ed Courses</b>			<b>21</b>	<b>Total Related Credits</b>		<b>4</b>
				<b>Total Credits</b>		<b>60</b>
<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)						
<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>						

<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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

### Two-Year Cost Effectiveness and Availability of Adequate Resources

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Hotel/Motel Management leading to an Associate of Science degree at Gateway Community College including changing the title to **Hotel Management**.

A True Copy:

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

**ITEM**

Application for the modification of a program in Hotel-Motel Management. This modification is a name change of the Hotel-Motel Management program to Hotel Management program. This program leads to an Associates of Science degree at Gateway Community College.

**BACKGROUND**

Summary: This proposal is for a name change from the current name Hotel-Motel Management to Hotel Management. The name change removes the word “motel” which is outdated and not industry standard. The name change is supported by the members of the Business advisory board.

Need for the Program: The industry encompasses a wide range of businesses; hotels, travel organizations, convention centers, meeting planning, bed and breakfasts, cruise lines, convention and visitors bureaus, graduates can choose from many career opportunities.

- Jobs.net lists that the hospitality industry is growing at a faster rate than other fields.
- The Bureau of Labor Statistics lists employment of lodging managers is projected to grow 8% from 2014 to 2024 This is the average for all occupations.

**Curriculum**

ACC* 113 Principles of Accounting I			3
HSP* 100 Introduction to the Hospitality Industry			3
HSP* 101 Principles of Food Preparation			3
HSP* 109 Food Safety Certification			1
HSP*244 Meetings, Conventions, Special Events Management			3
HSP* 117 Beverage Management			3
HSP* 134 Hospitality Customer Relations			3
HSP* 211 Food & Beverage Cost Control			3
HSP* 231 Hospitality Law			3
HSP* 237 Hospitality Marketing			3
BMG* 220 Human Resources Management			3
HSP*246 Hotel Accounting Front Office Management			3
CSA*135 Spreadsheet applications			3
<b>Total Program Core Credits</b>			<b>37</b>
<b>Related/Special Requirements</b>			
HSP* 295 Hospitality Mgmt. Internship/Work Experience			3
HSP* 298 Hospitality Mgmt. Internship/Work Experience			1
<b>Total Related Credits</b>			<b>4</b>
<b>General Ed Courses</b>			
ENG* 101 Composition			3
ENG* 102 or 200 Literature & Composition or Advanced Composition			3
MAT* 109 Quantitative Literacy (or higher)			3
IDS 106 Critical Thinking			3
BBG* 210 Business Communication			3
PSY* 111 General Psychology I			3
Elective – Scientific Knowledge			3
<b>Total General Ed Courses</b>			<b>21</b>

Total Credits			62
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**Students**

<b>ACTUAL Enrollment</b>	First Term, Year 2014		First Term, Year 2015		First Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	
Internal Transfers			1	2		
New Students	0	3	2	1	0	
Returning Students	5	11	9	8	6	
External Transfer	2	2		1	1	
Readmit			1	1		
ACTUAL Headcount Enrollment	7	16	13	13	7	
ACTUAL FTE per Year	15.3		15.1		12.0	
Size of Credentialed Group for Given Year					TO BE DETERMINED	

Employment positions for students graduating from this program this program are: front desk clerk, front desk agent, front desk associate, guest service representative, guest agent, guest service, concierge, and room attendant.

**Faculty**

Faculty requirements remain the same. There is no change.

**Learning Resources**

The learning resources will remain the same with updates each year to textbooks and library resources as there are modification to the industry.

**Facilities**

No new facilities are required.

**Fiscal Note**

There is no change in the fiscal requirements.

**Review of Documents:**

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



Accreditation:

This program does not prepare students for a state or professional license. There is no specialized or professional accreditation of this program.

The most recent NEASC Institutional Accreditation action and Date is 2016.

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Gateway Community College	<b>Date of Submission to BOR Office:</b>
Most Recent NEASC Institutional Accreditation Action and Date: 2016	
<b>Original Program Characteristics</b> CIP Code No. OHE#: 520904 Title of CIP Code Hotel/Motel Administration/Management CIP Year: or Name of Program: <b>Hotel/Motel Management</b> Degree: Title of Award (e.g. Master of Arts) <b>A.S.</b> Certificate: (specify type and level) Date Program was Initiated: 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): 60-61	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: 41 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 4 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>62</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>62</b>
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) x Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Hotel Management</b> Degree: Title of Award (e.g. Master of Arts) <b>A.S.</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: 2017 Modality of Program: x On ground x Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 62 Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: 41 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 4 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>62</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 62
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Department, Main Campus, 20 Church Street New Haven CT	
Other Program Accreditation: <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> (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> Mark Kosinski	Title: Academic Dean Tel.: 203-285-2077 e-mail: mkosinski@gatewayct.edu

<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.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative 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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

**Background and Rationale** (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

Name Change:

From: Hotel/Motel Management

To: Hotel Management

The name change removes the word "motel" which is outdated and not industry standard. This change was suggested by the members of the Business advisory board.

As applicable, please describe:

- 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)

New Haven is known as the entertainment capital of Connecticut. The hotels in the city (Omni New Haven Hotel at Yale, The Study Hotel at Yale, Courtyard Marriott, New Haven Hotel, Q Club and the new suburban hotels are in need of qualified employees with knowledge of the hotel industry. Area hotels regularly inquire to Gateway looking for qualified graduates. Many of our student interns are hired as employees at the internship site once their internship has been completed.

- 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?

Our location, a block from the Omni New Haven Hotel at Yale and a few blocks from the Boutique hotel, the Study Hotel at Yale, Courtyard Marriott, Q Club, gives our students the convenience of doing their internships at these properties. Several faculty members have a wealth of experience as executives the hotel industry. The faculty participate in professional development programs, keeping them abreast on industry trends.

- 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)

For most of our students, this is a terminal degree.

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

The University of New Haven, with their 4-year program is the only college offering a similar program in our service area. Naugatuck Valley Community College, Norwalk Community College and Manchester Community offer similar programs outside of our service area..

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

According to jos.net, the hospitality industry is growing at a faster rate than other fields. Since the industry encompasses a wide range of businesses; hotels, travel organizations, convention centers, meeting planning, bed and breakfasts, cruise lines, convention and visitors bureaus, graduates can choose from many career opportunities. According to the Bureau of Labor Statistics, employment of lodging managers is projected to grow 8% from 2014 to 2024, about as fast as the average for all occupations. Expected growth in tourism, travel and higher occupancy levels will contribute to the need for managers.

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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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

**Description of Modification** (Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.

The name change removes the word "motel" which is not industry standard. This name change was also suggested by the members of the Business advisory board.

**Description of Resources Needed** (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

None

**Other Considerations**

## Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2014		First Term, Year 2015		First Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers			1	2		
New Students	0	3	2	1	0	2
Returning Students	5	11	9	8	6	10
External Transfer	2	2		1	1	3
Readmit			1	1		
ACTUAL Headcount Enrollment	7	16	13	13	7	15
ACTUAL FTE per Year	15.3		15.1		12.0	
Size of Credentialed Group for Given Year					TO BE DETERMINED	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

Course Number and Name	L.O. # <sup>4</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* 113 Principles of Accounting I			3			
HSP* 100 Introduction to the Hospitality Industry			3			
HSP* 101 Principles of Food Preparation			3			
HSP* 109 Food Safety Certification			1			
HSP*244 Meetings, Conventions, Special Events Management			3			
HSP* 117 Beverage Management			3			
HSP* 134 Hospitality Customer Relations			3			
HSP* 211 Food & Beverage Cost Control			3			
HSP* 231 Hospitality Law			3			
HSP* 237 Hospitality Marketing			3			
BMG* 220 Human Resources Management			3			
HSP*246 Hotel Accounting Front Office Management			3	HSP* 295 Hospitality Mgmt. Internship/Work Experience		3
CSA*135 Spreadsheet applications			3	HSP* 298 Hospitality Mgmt. Internship/Work Experience		1
<b>Total Program Core Credits</b>			<b>37</b>			
<b>General Ed Courses</b>						
ENG* 101 Composition			3			
ENG* 102 or 200 Literature & Composition or Advanced Composition			3			
MAT* 109 Quantitative Literacy (or higher)			3			
IDS 106 Critical Thinking			3			
BBG* 210 Business Communication			3			
PSY* 111 General Psychology I			3			
Elective – Scientific Knowledge			3			
<b>Total General Ed Courses</b>			<b>21</b>	<b>Total Related Credits</b>		<b>4</b>
				<b>Total Credits</b>		<b>62</b>
<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)						
<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>						

<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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

### Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

New Pathway Degrees

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following Transfer and Articulation Policy Pathway degrees, all developed by discipline faculty from the 17 Connecticut State Colleges and Universities. These four pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these four majors for students from any of the Community Colleges leading them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree.

The four pathway Associate of Arts (AA) degrees are:

CSCU Pathway Transfer Degree: Art Studies

CSCU Pathway Transfer Degree: Exercise Science Studies

CSCU Pathway Transfer Degree: Theater Studies

CSCU Pathway Transfer Degree: Early Childhood Teaching Credential Studies

A True Copy:

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



**ITEM**

Implementation of the Transfer and Articulation Policy Pathways between the twelve Community Colleges and the State Universities and Charter Oak State College for Early Childhood Teaching Credential, Exercise Science, Art and Theater. These pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these majors for students from any of the Community Colleges to each of the State Universities and Charter Oak State College who offer the major.

**BACKGROUND**

In 2012, the state legislature passed a law (Public Act 12-31) requiring the Connecticut State Colleges and Universities (CSCU) to create seamless transfer pathways on a system level for students completing transfer degree programs at the community colleges and then transferring to a four-year institution. Public Act 12-31 aligned with a transfer policy created by a system-wide advisory committee. In the summer of 2012, a steering committee comprising 17 faculty members—one from each CSCU institution—created a framework for a 30-31 credit competency-based general education core as part of 60-61 credit transfer pathways to be completed at the community colleges. This framework was voted on by all colleges and universities and approved by the BOR in fall 2012 for implementation in the system.

Workgroups comprising faculty members from each the Connecticut State Colleges and Universities meet to develop pathways for students to transfer seamlessly from the Community Colleges to the State Universities and Charter Oak State College. Each pathway is developed by faculty in the discipline and then goes through a thorough review process, beginning with the Transfer and Articulation Framework Review and Implementation Committee (FIRC), itself comprising faculty representatives from each of the CSCU institutions and two advisors, one from a community college and one from a CSU or CO. After review by FIRC, each pathway proceeds through the governance process at each CSCU institution for a vote on endorsement. Institutions provide valuable feedback that is submitted to the TAP co-managers. If the co-managers, in consultation with the system Provost and with Chief Academic Officers, agree that the pathway meets the requirements of TAP and is supported by the majority of faculty across the system, the pathway is brought to the Academic and Student Affairs Committee of the Board of Regents for approval. If approved by the Academic and Student Affairs Committee, the pathway is then brought to the Board of Regents for full approval. Once a pathway is approved, it must, according to policy, be implemented at each community college that can offer it and be received at each four-year school that offers the degree program.

Each discipline-specific pathway offers students a clear pathway that will lead them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and to Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree. Each pathway represents the collaboration and agreement of faculty from each CSCU institution,

**RATIONALE**

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, following a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The pathways in Early Childhood Teaching Credential, Exercise Science, Art and Theater will be available for students to declare for the fall of 2017.

March 17, 2017 – BOR Academic & Student Affairs Committee

April 6, 2017 – Board of Regents

**CSCU Pathway Transfer A. S. Degree: Art Studies  
Addendum**

9 March 2017

The Art Studies Transfer Pathway provides a common pathway for students graduating with an A. S. degree from the Connecticut Community Colleges and transferring to one of the CSUs or Charter Oak.

It is the result of extensive collaboration among the faculty from the twelve community colleges and the four CSUs. By clearly articulating how courses will be received at the four-year institution, the Art Studies Transfer Pathway allows students to take courses at a community college knowing exactly the consequences of their choices.

The collaboration also revealed significant differences in contact hours among the 16 institutions, differences detailed on the next page. The Art Studies Work Group strongly supports CSCU Community Colleges' adoption of the standard practice of requiring 6-contact hours per week for all 3-credit courses in studio art. Faculty are concerned that community college transfers having completed 3-contact-hour 3-credit courses may be severely disadvantaged upon entering the CSU programs.

**PROPOSED PATHWAY**  
**CSCU Pathway Transfer A.A. Degree: Art Studies**

1	<b>FRAMEWORK30</b>		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	General Education Elective	3 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	<b>Framework30 Total</b>		<b>30-31 credits</b>

15	<b>PATHWAY30</b>		
16	<i>Additional General Education Courses</i>		
17			
18	General Education Elective 2 ART 111	CCSU – Study Area I: Arts & Humanities ECSU – Creative Expressions SCSU – Creative Drive WCSU – General Education Elective	3 credits
19	<i>Major Program Requirements</i>		
20	ART 101	Art History 1	3 credits
21	ART 102	Art History 2	3 credits
22	ART 121 (GCC, HCC, MCC, MxCC, NCC, NCCC, NVCC, QVCC, TRCC, TxCC) OR ART 123 (ACC)	2-D Design  Design	3 credits
23	ART 122 (GCC, MCC, MxCC, NCCC, NVCC, QVCC, TRCC) OR GRA 101 (TxCC) OR ART 131 (ACC, HCC, MCC, NVCC, NCC, NCCC, TRCC, & TxCC)	3-D Design  Sculpture	3 credits

24			
25	<p><i>Major Program Electives</i></p> <p><i>Students may take any of these courses to complete the AA transfer degree in Art Studies and complete a BA at any CSU in another 60 credits.</i></p> <p><i>Students wanting to prepare for a particular CSU BA program should consider these recommendations:</i></p> <p><i>CSU recommends Drawing 2</i></p> <p><i>CSU recommends Color, Printmaking, Graphic Design</i></p> <p><i>CSU recommends Drawing 2</i></p> <p><i>WCSU recommends Drawing 2, Sculpture 1, and Photography</i></p>		
26	<p>Select 2 or 3 courses from this list, with no more than one course from each group, 1-6:</p> <p>ART 112</p> <p>ART 109 (GCC, HCC, MxCC, NCC, QVCC, TxCC)</p> <p>ART 157 (HCC)</p> <p>ART 253 (HCC)</p> <p>ART 151 (ACC, GCC, MCC, NVCC, QVCC, TRCC, TxCC)</p> <p>ART 167 (ACC, GCC, HCC, MCC, MxCC, NCC, NVCC, QVCC, TRCC)</p> <p>ART 131 (ACC, GCC, HCC, MCC, MxCC, NCC, NCCC, NVCC, QVCC, TRCC, TxCC)</p> <p>ART 161 (MCC, NCC, NCCC, NVCC, QVCC, TRCC)</p> <p>ART 163 (HCC, MxCC)</p> <p>DGA 111 (ACC)</p> <p>GRA 110 (TxCC)</p> <p>GRA 111 (ACC, HCC, NVCC)</p> <p>GRA 151 (ACC, GCC, MCC, NCC, NCCC, QVCC, TRCC, TxCC)*</p> <p>GRA 150 (MxCC, NVCC)*</p> <p>GRA 200 (TxCC)</p> <p>ART 220 (TxCC)</p> <p>ART 141 (GCC, HCC, MCC, NCC, NCCC, QVCC, TxCC)</p>	<p>Drawing 2</p> <p>Color</p> <p>Acrylic Painting</p> <p>Oil Painting</p> <p>Painting I</p> <p>Printmaking</p> <p>Sculpture 1</p> <p>Ceramics</p> <p>Ceramics Handbuilding</p> <p>Introduction to Computer Graphics</p> <p>Computer Graphics</p> <p>Graphic Design</p> <p>Introduction to Computer Graphics</p> <p>Visual Communications</p> <p>Electronic Drawing and Painting</p> <p>Photography</p>	6 or 9 credits

	ART 142 (GCC, TxCC) ART 250 (ACC, HCC, MCC, MxCC, NVCC) GRA 131 (TRCC) ART 270 (NCCC) GRA 230 (TRCC) GRA 231 (TxCC) ART 242 (TxCC)	Digital Photography     Digital Imaging Drawing III (Digital Imaging)	
27			
28	<i>Unrestricted Electives</i> *Students wanting to take GRA 151 or GRA 150, may need to take the prerequisite, DGA 110 (MxCC), DGA 111 (QVCC), GRA 111 (HCC), or GRA 149 (GCC). It will count as an unrestricted elective		6-9 credits
29	Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU).		
30	<b>Pathway30 Total</b>		30 credits
31	<b>[Discipline Name] Pathway Total</b>		<b>60-61 credits*</b>

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

**CSCU Pathway Transfer A.A. Degree: Early Childhood Teaching Credential Studies****Context for Transfer of Courses**

The current Early Childhood Teaching Credential Program (ECTC) in the CSCU system is a “2 + 2” program. The first level of credentialing, ECTC A, is completed at the Community College as an associate degree and then the second level, ECTC B, is completed at the State University (Eastern and Southern) or Charter Oak State College as a baccalaureate degree. The ECTC A credential is not available at the State Universities or Charter Oak. That affects the alignment of Early Childhood Education (ECE) courses between the Community Colleges and the State Universities and Charter Oak. In several cases, courses transfer to the State Universities and Charter Oak as ECE electives rather than as specific courses. The State Universities and Charter Oak receive the ECTC A credential as a whole from the Community Colleges and then specify the 60 credits remaining to complete the ECTC level B.

**PROPOSED PATHWAY**  
**CSCU Pathway Transfer A.A. Degree: Early Childhood Teaching Credential Studies**

1	<b>FRAMEWORK30</b>		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	General Education Elective	3 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	PSY 111 General Psychology I	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	<b>Framework30 Total</b>		<b>30-31 credits</b>

15	<b>PATHWAY30</b>		
16	<i>Major Program Requirements</i>		
17	ECE 101	Introduction to Early Childhood	3 credits
18	ECE 210	Observation, Participation and Seminar – ACC, CCC, GCC*, HCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC	3 credits
	ECE 214	Observation, Assessment and Participant Seminar – MCC  *Prerequisite of PSY 122 for GCC/line 21	
19	ECE 107	Introduction to Exceptional Children Seminar I – GCC	3 credits
	ECE 215	The Exceptional Learner – ACC, CCC, HCC, MXCC, NVCC, NCC, QVCC, TRCC, TXCC	
	PSY 163	Children with Disabilities – MCC	
	PSY 260	Psychology of the Exceptional Child* – NCCC	



		*Prerequisite of PSY 111/line 9	
20	ECE 231	Early Language and Literacy Development	3 credits
21	ECE 182	Child Development – NCC, QVCC, TRCC	3 credits
	PSY 122	Child Growth and Development – GCC*	
	PSY 202	Child Psychology and Development – HCC	
	PSY 203	Child Development – ACC, MCC, NVCC, TXCC	
	PSY 204	Child and Adolescent Development – CCC, MXCC, NCCC	
22	ECE 290/291	Student Teaching I & II – NVCC, NCCC	6 credits
	ECE 295	Student Teaching Practicum – ACC, CCC, GCC, HCC, MCC, MXCC, NCC, QVCC, TRCC, TXCC	
23	9 additional credits in Early Childhood		9 credits
24			
25	<i>Unrestricted Electives</i>		0 credits
26	Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU). <i>Include the phrase in parentheses only if additional General Education courses are designated above.</i>		
27	<b>Pathway30 Total</b>		30 credits
28	<b>ECTC Pathway Total</b>		<b>60-61 credits*</b>

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

**PROPOSED PATHWAY**  
**CSCU Pathway Transfer A.A. Degree: Exercise Science Studies**

1	<b>FRAMEWORK30</b>		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	GCC, NCC: BIO 105 Introduction to Biology MCC: BIO 115 Human Biology or BIO 121 General Biology I TRCC: BIO 121 General Biology I	4 credits
6	Scientific Knowledge & Understanding	BIO 211 Anatomy and Physiology I	4 credits
7	Quantitative Reasoning	MAT 167 Principles of Statistics (GCC, TRCC) MAT 201 Statistics (NCC)  MAT 165 Elementary Statistics with Computer Applications (MCC – 4 credits)	3 credits  4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	PSY 111 General Psychology I	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	COM 173 Public Speaking	3 credits
13	Competency 2	General Education Elective TRCC – CHE 111 Concepts of Chemistry	3 credits TRCC-4 credits
14	<b>Framework30 Total</b>		<b>32-33 credits</b> <b>33 credits for MCC and TRCC</b>

15	<b>PATHWAY30</b>		
16	<i>Major Program Requirements</i>		
17	HPE 105 EXS 101 (GCC)	Introduction to Exercise Science	3 credits
18	HPE 241 EXS 235 (GCC)	Exercise Physiology with Lab	4 credits
19	HPE 243 EXS ??? (GCC – in development)	Kinesiology with Lab	4 credits
20	HPE 245	Programming and Prescription I	4 credits

	EXS 227 (GCC)		
21	HPE 246 EXS 230 (GCC)	Programming and Prescription II	3 credits
22	HPE 247  EXS 225 (GCC)	Aspects of Strength and Conditioning Essentials of Strength and Conditioning	3 credits
23	BIO 111 NTR 102 (GCC)	Introduction to Nutrition Nutrition I: Principles of Nutrition	3 credits
24	BIO 212	Anatomy and Physiology II	4 credits
25	<i>Unrestricted Electives</i>		0 credits
26	Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU). <i>Include the phrase in parentheses only if additional General Education courses are designated above.</i>		
27	<b>Pathway30 Total</b>		28 credits
28	<b>[Discipline Name] Pathway Total</b>		<b>60-61 credits*</b>

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

**PROPOSED PATHWAY**  
**CSCU Pathway Transfer A.A. Degree: Theater Studies**

1	<b>FRAMEWORK30</b>		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	General Education Elective	3 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	<b>Framework30 Total</b>		<b>30-31 credits</b>

15	<b>PATHWAY30</b>		
16	<i>Additional General Education Courses – up to two (2)</i>		
17	THR 110	Acting I	3 credits
18	Additional Gen Ed	TBD	3 credits
19	<i>Major Program Requirements</i>		
20	THR 102	Theater History I	3 credits
21	THR 112 (HCC only)	Voice and Diction	3 credits
22	THR 120	Stagecraft	3 credits
23	THR 210	Acting II	3 credits
24			
25			
26			
27	<i>Unrestricted Electives</i>		12 credits
28	<p><b>Students who did not complete a 3<sup>rd</sup> year of foreign language in high school must complete a second semester level of a language course or its equivalent. Unrestricted elective credits will adjust accordingly.</b> They should also consider using unrestricted electives to begin work on minor requirements of some CSUs – an 18 credit minor is required at Central</p>		

	and students can complete up to 9 of those credits at the Community College. They may also complete other General Education requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU).		
29	<b>Pathway30 Total</b>		30 credits
30	<b>[Discipline Name] Pathway Total</b>		<b>60-61 credits*</b>

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program Manufacturing Engineering Technology leading to an Associate of Science degree at Middlesex Community College for a period of two years until April 30, 2019.

A True Copy:

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

**ITEM**

Approval of a program option in Manufacturing Engineering Technology Pathway, leading to an Associate Degree in Technology Studies at Middlesex Community College.

**BACKGROUND****Summary**

Employers in our service area have expressed the need for skilled workers in the manufacturing field. Middlesex Community College bridges this gap through its manufacturing programs. The primary purposes of the manufacturing programs in the CSCU Community Colleges are to focus on the training and job placement for employment. According to a study conducted by the Connecticut Business and Industry Association, the Regional Center for Next Generation Manufacturing, and UIL Holdings Corporation, 1 in 3 employers have difficulty filling engineering positions. One of the areas that manufacturing programs do not emphasize enough is the need for engineers. By offering higher level math and science courses along with the manufacturing courses currently offered, Middlesex Community College can prepare students for transfer to 4 year institutions through the proposed pathway.

**Need for the Program**

This pathway tries to accomplish two things. First, the students will have enough technical training to obtain entry level employment as machinists. An engineer that has related experience is a strong asset to their organization. Second, students will have completed the first two years toward a Bachelor of Science degree in Manufacturing Engineering Technology. This pathway takes advantage of manufacturing courses and general education courses currently offered at Middlesex Community College. Dedicated courses to support this program are not required. There is significant overlap between the proposed pathway and the Technology Studies: Manufacturing Machine Technology degree currently offered at MxCC. The key difference between the two programs is the emphasis on higher-level math and science.

There are benefits to students, the manufacturing community, and Middlesex Community College. The first is that it takes better advantage of the dedicated facility at Wilcox Technical High School in Meriden, that the college uses for its manufacturing programs. Having a higher-level manufacturing utilizes program would attract students that ordinarily would not consider manufacturing as a career. Manufacturers benefit by having employees that have high level skill sets. Students would benefit by having opportunities to work in manufacturing fields that provide higher levels of compensation. The college benefits through increased revenue and offering a higher-level program. This proposal can be enacted without having to absorb additional costs in staffing and other resources.

Employment prospects are excellent for students completing this pathway are excellent in a variety of occupations in the manufacturing field. Students completing this pathway most likely start their career as machinists. This will allow them to gain valuable experience on a full or part time basis while they are working toward an engineering degree at 4 year institutions. This pathway provides students the skills in blueprint reading, manual and CNC machining, and computer aided drafting to obtain employment. These positions start entry level employees at a living wage with full fringe benefits. Because this pathway has a strong general education component, these students can work their way to management positions with the Associate in Science degree.



**Curriculum**

Learning Outcomes: Upon completion of the program, students will:

1. Be prepared to transfer into a Bachelor of Science degree program as a continuing student in the Manufacturing Engineering Technology Program. Providing the transferring schools' credit requirements are met, Middlesex Community College students will transfer as juniors.
2. Demonstrate a good understanding of manufacturing methods and practices. Students completing the program will earn 30 credits in manufacturing and technical courses.
3. Demonstrate a good understanding of mathematical and scientific concepts. Students will need to enroll in higher level mathematics and science courses to complete degree requirements and apply them to related problems.
4. Demonstrate the ability to think through a problem in a logical manner. Students will work on assignments that require problem solving skills.
5. Demonstrate good communication skills. Students will develop these skills by meeting the requirements of technical writing and public speaking courses.
6. Demonstrate a good working knowledge of state of the art hardware and software in the manufacturing discipline. Students will work on problems utilizing modern machinery and software used in the manufacturing sector.
7. Develop an understanding of human behavior and apply this knowledge to the workplace.

Program Requirements (total, 64 credits, as allowed by the College of Technology):

<b>General Education Requirements (33 credits)</b>		
Aesthetic Dimensions Elective		3
Historical Knowledge Elective		3
Oral Communication	COM*173: Public Speaking	3
Quantitative Reasoning	MAT*254: Calculus I	4
Scientific Knowledge	CHE*121: General Chemistry	4
Scientific Reasoning	PHY*121: General Physics I OR PHY*221: Calculus-Based Physics II	4
Social Phenomena (1 of 2)	ECN* (Economics) Elective	3
Social Phenomena (2 of 2)	PSY* (Psychology) or SOC* (Sociology) Elective	3
Written Communication	ENG*101: Composition	3
Written Communication II	ENG*202: Technical Writing	3
<b>Program Requirements (31 credits)</b>		
Program Requirement	GEO*, HIS*, or POL* Elective (Geography, History, or Political Science)	3
Program Requirement	CAD*110 Introduction to CAD OR CAD*220 Computer-Aided Drafting	3
Program Requirement	EGR*112: Engineering Drawing Specifications	3
Program Requirement	MFG*150: Introduction to Machine Technology	3
Program Requirement	MFG*202: Precision Machining	3

**STAFF REPORT****ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Program Requirement	MFG*203: Precision Machining Lab	1
Program Requirement	MFG*156: CNC I	2
Program Requirement	MFG*256: CNC II	3
Program Requirement	MFG*239: Geometric Dimensioning & Tolerancing	3
Program Requirement	EGR*211: Applied Mechanics (Statics)	3
Program Requirement	MAT*256: Calculus II	4

**Students**

Program enrollment is estimated to be between 4 and 8 students for the first three years of operation. This is sufficient, as there are no new courses or resources required. The Manufacturing-specific courses are already offered as part of existing Certificate and Degree programs; the difference herein is a General Education curriculum with higher-level math and science requirements. The program will be located at Wilcox Technical High School in Meriden; as such, it is offered only in the late afternoons and evenings. This imposes a limit on the program's ability to grow with potential demand. In addition, the practical limit in each class is 18 students, which is the size of the Manufacturing Lab at Wilcox. Plans are underway to construct a new Manufacturing lab facility at the college's Middletown Campus, which will allow for significant growth when paired with an evening program at Wilcox Tech.

PROJECTED Enrollment	First Term, Year 1 (2017-18)		First Term, Year 2 (2018-19)		First Term, Year 3 (2019-20)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	2	0	2	0	2
New Students	2	2	2	2	2	2
Continuing	0	0	2	2	3	3
Headcount Enrollment	2	4	4	6	5	7
Total Estimated FTE per Year	4		7		8	

**Full-Time Faculty**

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Hubert M Godin	CCSU, Master of Science	Industrial Technical Management	None

**Learning Resources**

Current learning resources meet the needs of this program as modified.

**Facilities**

Current learning resources meet the needs of this program; however, program expansion is difficult due to its location at a technical high school which limits course and program offerings to the late afternoon and evenings.

**Fiscal Note**

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. New anticipated costs will be to sustain a full-time laboratory tutor, who is currently funded by the Connecticut Advancement Manufacturing Initiative grant, which ends September 30, 2017; possible new part-time faculty salaries should enrollment grow; and, a proposed new Manufacturing lab facility for the college's Middletown Campus.

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – 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> Middlesex Community College	<b>Date of Submission to BOR Office:</b>
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> Reaccredited March 2014; Next Evaluation Fall 2022	
<b>Program Characteristics</b> <b>Name of Program:</b> Technology Studies: Manufacturing Engineering Technology Pathway <b>Degree: Title of Award</b> (e.g. Master of Arts) <b>Associate of Science</b> <b>Certificate:</b> (specify type and level) <b>N/A</b> <b>Anticipated Program Initiation Date:</b> Fall 2017 <b>Anticipated Date of First Graduation:</b> Spring 2019 <b>Modality of Program:</b> X On ground    Online    Combined If "Combined", % of fully online courses? <b>Total # Cr the Institution Requires to Award the Credential</b> (i.e. include program credits, GenEd, other): <b>66</b>	<b>Program Credit Distribution</b> <b># Cr in Program Core Courses:</b> 30 <b># Cr of Electives in the Field:</b> 15 <b>Cr of Free Electives:</b> 0 <b># Cr Special Requirements</b> (include internship, etc.): 21 <u><b>Total # Cr in the Program</b></u> (sum of all #Cr above): <b>66</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>59</b>
<b>Type of Approval Action Being Sought:</b>	Licensure OR Licensure and Accreditation
<b>Suggested CIP Code No.</b> (optional)	<b>Title of CIP Code</b> <b>CIP Year:</b> 2000    or    2010
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: <b>Program Discontinued:</b> <b>CIP:</b> <b>DHE# (if available):</b> <b>Accreditation Date:</b> <b>Phase Out Period</b> <b>Date of Program Termination</b>	
<b>Institution's Unit</b> (e.g. School of Business) and <b>Location</b> (e.g. main campus) Offering the Program: <b>School of Allied Health, Business, and STEM</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:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</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> Dr. Steven Minkler	<b>Title:</b> Academic Dean <b>Tel.:</b> 860-343-5706 <b>e-mail:</b> SMinkler@mxcc.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>1</sup>	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</b> (if any)	

<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)*

“In all it does, Middlesex Community College strives to be the college of its community. By providing high quality, affordable, and accessible education to a diverse population, the college enhances the strengths of individuals through degree, certificate, and lifelong learning programs that lead to university transfer, employment, and an enriched awareness of our shared responsibilities as global citizens.” Middlesex Community College helps fulfill its mission by making a commitment to manufacturing. The college established a manufacturing program in the fall of 2008. The strengths of the individual are enhanced by providing students the opportunity to enter the manufacturing field.

Employers in our service area have expressed the need for skilled workers in the manufacturing field. Middlesex Community College bridges this gap through the manufacturing programs. The primary purposes of the manufacturing programs in the community college system are to focus on the training and job placement for employment. According to a study conducted jointly by the Connecticut Business and Industry Association, Regional Center for Next Generation Manufacturing, and UIL Holdings Corporation (the parent company for The United Illuminating Company (UI), Connecticut Natural Gas Corporation (CNG), The Southern Connecticut Gas Company (SCG), and The Berkshire Gas Company (BGC)), 1 in 3 employers have difficulty filling engineering positions. One of the areas that manufacturing programs do not emphasize enough is the need for engineers. By offering higher level math and science courses along with the manufacturing courses currently offered, Middlesex Community College can prepare students for transfer to 4 year institutions through the proposed pathway.

This pathway accomplishes 2 things. The first is the students have enough technical training to obtain entry level employment as machinists. An engineer that has related experience is a strong asset to their organization. Secondly, this pathway will provide students with two years of college credit toward a Bachelor of Science degree in Manufacturing Engineering Technology. This pathway takes advantage of manufacturing courses general education currently offered at Middlesex Community College. Dedicated courses to support this program are not required. There is significant overlap between the proposed pathway and the Technology Studies: Manufacturing Machine Technology degree currently offered at MxCC. The key difference between the 2 programs is the emphasis on math and science.

There are benefits to students, the manufacturing community, and Middlesex Community College. The first is that it takes better advantage of the dedicated facility the college uses for its manufacturing programs. Having a higher level manufacturing utilizes program would attract students that ordinarily would not consider manufacturing as a career. Manufacturers benefit by having employees that have high level skill sets. Students would benefit by having opportunities to work in manufacturing fields that provide higher levels of compensation. The college benefits through increased revenue and offering a higher level program. This proposal can be enacted without having to absorb additional costs in staffing and other resources.

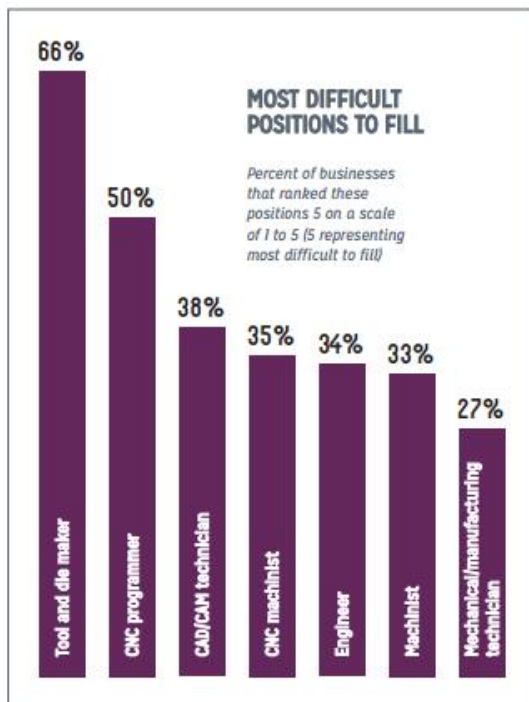
**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**Addressing Identified Needs**

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)*

According to a joint survey of Connecticut manufacturers in 2014 conducted jointly by the Connecticut Business and Industry Association, Regional Center for Next Generation Manufacturing, and UIL Holdings Corporation, employers stated “qualities most lacking among recent hires or attempted hires are overall employability and technical skills (both cited by 60% of manufacturers surveyed)”. With the current skills gap among hires and attempted hires, Connecticut companies will be challenged to compete unless the skills gap can be bridged.

The survey further stated, “The largest single category of employees manufacturers expect to hire will be entry-level production workers (identified by respondents as some of the easiest jobs to fill), followed by CNC machinists, mechanical/manufacturing technicians, engineers, quality control workers, and tool and die makers. Although the focus of this program is engineering, this proposal helps prepare students for all of these positions.



The manufacturing programs at Middlesex Community College prepare students for many of the entry level positions and other positions that manufacturers have difficulty filling such as CNC machinists, mechanical/manufacturing technicians, quality control workers, and tool and die makers. However, the manufacturing programs currently offered at MxCC do not prepare students for transfer to 4 year institutions that will allow them to become manufacturing engineers. This proposal addresses this gap.

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?

Middlesex Community College is centrally located in the state. It's proximity to Central Connecticut State University makes a transfer pathway logical. Over 300 manufacturers are located within the Middlesex Community College service area including Pratt and Whitney Aircraft, one of the larger employers in the state.

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Both the organization and its suppliers need the skilled human resources MxCC can provide. Its location within the state provides access to a large population of students.

Middlesex Community College has supported manufacturing in its service area over the last 10 years through their manufacturing degree and certificate programs. The program designs were based on the Asnuntuck model. The Middlesex program is highly regarded within its service area. Courses are taught by experienced instructors. The manufacturing programs have strong support from the Middlesex Chamber of Commerce and manufacturers within its service area. Manufacturing programs receive valuable support and advice input from an active advisory committee to better meet the needs of employers. This proposal is strongly supported by this committee.

Middlesex Community College has access to a well-equipped manufacturing lab with equipment that is only 3 years old. Through a lease agreement with the Connecticut Vocational Technical High School System, the college has access to their manufacturing lab. In addition, Middlesex Community College has made a considerable investment in equipment through the CAMI (Connecticut Advanced Manufacturing Initiative). The college has access to computer labs that have software used in the manufacturing industry.

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)*

All current transfer agreements with the College of Technology will continue. Courses selected for the pathway currently transfer to Central Connecticut State University.

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

Community colleges within the CSCU system have pathway programs. However, most of these colleges lack equipment required to support dedicated manufacturing engineering technology programs. With access to the lab at H.C. Wilcox Vocational Technical High School, Middlesex Community College has access to modern, high end equipment housed in the Advanced Manufacturing Centers. Although the Advanced Manufacturing Centers have access to modern equipment, their primary focus is on job training and job placement in one year as opposed to preparing students for transfer to 4 year programs in Manufacturing Engineering Technology.

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

Employment prospects are excellent for students completing this pathway are excellent in a variety of occupations in the manufacturing field. Students completing this pathway most likely start their career as machinists. This will allow them to gain valuable experience on a full or part time basis while they are working toward an engineering degree at 4 year institutions. This pathway provides students the skills in blueprint reading, manual and CNC machining, and computer aided drafting to obtain employment. These positions start entry level employees at a living wage with full fringe benefits. Because this pathway has a strong general education component, these students can work their way to management positions with the Associate in Science degree. An example of an entry level position that a student is most likely to enter upon completion of the pathway is described below.

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<sup>1</sup> Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

### MACHINISTS

#### Occupation Description:

Set up and operate a variety of machine tools to produce precision parts and instruments. Include precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, shop mathematics, metal properties, layout, and machining procedures.

#### Wage Information:

Region	Mean Wage Annualized	Mean Wage Hourly	Entry Level Wage (hourly)	50 <sup>th</sup> Percentile Wage (hourly)
Statewide Units	\$47,320	\$22.75	\$14.78	\$22.42
Bridgeport/Stamford	\$51,792	\$24.90	\$17.08	\$25.74
Danbury	\$41,246	\$19.83	\$11.38	\$19.34
Hartford	\$48,568	\$23.35	\$15.37	\$22.86
New Haven	\$39,915	\$19.19	\$13.51	\$17.80
New London/Norwich	\$53,581	\$25.76	\$19.69	\$25.68
Waterbury	\$45,718	\$21.98	\$14.26	\$22.04
Torrington	\$43,306	\$20.82	\$15.30	\$21.39

#### Occupation Outlook:

Region	Employment		Average Annual Growth Rate	Average Annual Job Openings
	2014	2024		
State of Connecticut	7,530	8,644	14.8%	111

#### Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSE Excel Pro-Forma Budget) Middlesex Community College has access to a dedicated lab to support its manufacturing program so no specialized equipment would be required specifically for this program. Manufacturing programs are currently supported by a grant funded Educational Assistant. The grant ends September 30, 2017, so this position would have to be funded from the college's operating budget. This position would be shared by the manufacturing programs which would include this proposal.



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**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. Be prepared to transfer into a Bachelor of Science degree program as a continuing student in the Manufacturing Engineering Technology Program. Providing the transferring schools' credit requirements are met, Middlesex Community College students will transfer as juniors.
2. Demonstrate a good understanding of manufacturing methods and practices. Students completing the program will earn 30 credits in manufacturing and technical courses.
3. Demonstrate a good understanding of mathematical and scientific concepts. Students will need to enroll in higher level mathematics and science courses to complete degree requirements and apply them to related problems.
4. Demonstrate the ability to think through a problem in a logical manner. Students will work on assignments that require problem solving skills.
5. Demonstrate good communication skills. Students will develop these skills by meeting the requirements of technical writing and public speaking courses.
6. Demonstrate a good working knowledge of state of the art hardware and software in the manufacturing discipline. Students will work on problems utilizing modern machinery and software used in the manufacturing sector.
7. Develop an understanding of human behavior and apply this knowledge to the workplace.

**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)*

**Dr. Lin Lin, Interim Division Director, School of Allied Health, Business, and STEM**

**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? **No new full time faculty members will be required to teach. The full time instructor that is currently on staff along with adjunct faculty will be sufficient to support this program.**

What percentage of the credits in the program will they teach? **The full time faculty member will teach approximately 60 per cent of program courses.**

What percent of credits in the program will be taught by adjunct faculty? **Adjunct faculty will teach the remaining 40% of courses.**

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

- Master's degree in Manufacturing Technology or Master's degree in a related field with 18 graduate credits in Manufacturing or
- Master of Science in Technology Management plus 2 years of substantive, relevant experience preferred or
- Master of Science in Technology and Engineering Education plus 2 years of teaching experience preferred or
- Master of Science in Engineering or Engineering Technology plus years of substantive, relevant, experience preferred or
- Eligible to teach trade subjects in a public comprehensive high school or vocational technical high school as demonstrated through current State of Connecticut certification in one of the following:
  - Technology Education Pre-Kindergarten through Grade 12 (endorsement #047)
  - Occupational Subjects in CT Technical High Schools (endorsement #090)
  - Trade Related Subjects in CT Technical High Schools (endorsement #091)
  - Trade and Industrial Occupation Comprehensive High School (endorsement #098) or
- Completion of Tool & Die, Machinist, Mold Maker or other related apprenticeship program plus 10years

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

of experience as a Journeyman or

- Bachelor of Science in Manufacturing Industrial Technology or Manufacturing Engineering or Manufacturing Engineering Technology with a minimum of 5 years of substantive professional experience and a minimum of 2 years of college teaching experience, ideally in a community college environment

**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 specialized resources required.**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**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>		
CAD110 Introduction to CAD or CAD220 Computer Aided Drafting	1, 2, and 6	None	3	CHE121 General Chemistry	1, 3,4, and 7	4
EGR112 Engineering Drawing Specifications*	1 and 2	None	3	PHY121 General Physics or PHY221 Calculus Based Physics I	1,3,4, and 7	4
MFG150 Introduction to Machine Technology*	1,2,3 and 4	None	4	COM173 Public Speaking	1 and 5	3
MFG202 Precision Machining	1,2,3, and 4	MFG150	3	ENG101 Composition	1 and 5	3
MFG203 Precision Machining Lab	1,2,3 and 4	MFG150	1	ENG202 Technical Writing	1 and 5	3
MFG156 CNC I	2,3,4,6, and 7	None	3	MAT254 Calculus I	1, 3, and 4	4
MFG256 CNC II	2,3,4,6, and 7	MFG156	3			
MFG239 Geometric Dimensioning & Tolerancing*	2,4	EGR112	3			
EGR211 Applied Mechanics I (Statics)	1,2,3,4 and 5	Corequisite MAT256	3			
MAT256 Calculus II	3,4	MAT254	4			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
				Fine Arts Elective	1	3
				ECN* elective	1 and 7	3
				PSY* or SOC* elective	1 and 7	3
				HIS* or ECN* elective	1 and 7	3
				GEO*, HIS*, or POL elective	1 and 7	3

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

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Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)

15

**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.")

Students must complete 66 credits of coursework to meet degree requirements. The Technology Studies: Manufacturing Engineering Technology Pathway entails 30 credits of Program Core courses. The core courses consist of a minimum of 17 credits of manufacturing courses, 6 in engineering, 3 in Computer Aided Drafting (CAD), and 4 in mathematics. The mathematics course must be a Calculus II or higher level math course. Other degree requirements include 21 credits of Special Requirements course. Students must take 8 credits of science, 9 communication credits, and an introductory statistics course. Students must take an additional 15 credits of general education to complete the degree. Students must complete degree requirements with a minimum GPA of 2.0. There are no special admissions, capstone, or special project requirements to complete the degree.

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**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
Hubert M. Godin	Central CT State University	Master of Science in Industrial Technical Management	

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

Please see attached budget.

# Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL **PRO FORMA**<sup>1</sup> BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

<b>Institution</b>	Middlesex Community College	<b>Date</b>	3/8/2017
<b>Proposed Program</b>	A.S. Technology Studies: Manufacturing Engineering Technology Pathway Option		

PROJECTED Enrollment	First Year: 2017-18		Second Year: 2018-19		Third Year: 2019-20	
	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)	Full Time (24+ cr.)	Part Time (<24 cr.)
Internal Transfers (from other programs)	0	2	0	2	0	2
New Students (first time matriculating)	2	2	2	2	2	2
Continuing (students progressing to credential)	0	0	2	2	3	3
Headcount Enrollment	2	4	4	6	5	7
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 27 credits/year Part Time Student = avg. of 18 credits/year	54	72	108	108	135	126
<b>Total Estimated FTE per Year (Credits Sold / 30)</b>	4.2		7.2		8.7	

PROJECTED Program Revenue	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)	Full Time	Part Time (@18cr/yr)
Tuition & fees*	\$8,336	\$12,568	\$17,506	\$19,795	\$22,976	\$24,248
Lab/Studio Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue	\$0		\$0		\$0	
<b>Total Annual Program Revenue</b>	\$20,904		\$37,300		\$47,224	

\*Tuition is calculated using 2016-17 rates, with 5% added in each subsequent year

PROJECTED Expenditures*	First Year: Fall 2017		Second Year: Fall 2018		Third Year: Fall 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Existing Program Coordinator (this is a new option to an existing degree)	\$0	Existing Program Coordinator (this is a new option to an existing degree)	\$0	Existing Program Coordinator (this is a new option to an existing degree)	\$0
Faculty (Full-time, total for program) Salary + Fringe \$135,670 MxCC Average	Existing Faculty	\$0	Existing Faculty	\$0	Existing Faculty	\$0
Faculty (workload units or Part-time Lecturers - total for program-specific courses)** Salary + 27.5% Fringe	Existing Faculty	\$0	Existing Faculty	\$0	Existing Faculty	\$0
Support Staff - 2 PT Educational Asst (salary + 37.5% fringe)	To support this program plus existing degree option & certificate programs	\$34,375		\$34,375		\$34,375
Library Resources Program		\$0		\$0		\$0
Equipment		\$0		\$0		\$0
Other (e.g. student services)	Consumable supplies	\$1,500		\$1,600		\$1,750
Estimated Indirect Cost (e.g. student services, operations, maintenance)	calculated at \$100 per FTE per semester	\$840		\$1,440		\$1,740
<b>Total ESTIMATED Expenditures</b>		\$36,715		\$37,415		\$37,865
<b>NET Revenue</b>		-\$15,811		-\$115		\$9,359

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

<sup>1</sup> This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Integrative Biodiversity leading to a Master of Science degree at Western Connecticut State University for a period of time concurrent with institutional accreditation.

A True Copy:

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

ITEM

New Program: MS in Integrative Biological Diversity

**BACKGROUND**Summary

The new Master's degree in Integrative Biological Diversity will be a 30 credit MS, created by leveraging graduate courses and faculty expertise across the Connecticut State Colleges and University System (CSCU). Faculty from WCSU, SCSU, and CCSU will contribute courses and research mentorship to this program, and faculty with appropriate expertise across the CSCU system will be invited to join the program.

The CSCU Integrative Biological Diversity Program will prepare graduates to manage, conserve, identify, and reclaim Connecticut's, and adjoining regions', biological resources. Collaborating faculty experts in specific biological taxa and systems will build capacity across the CSCU system to include significantly greater expertise and course diversity available to students than any single CSCU graduate program is currently able to provide. To this end, students will get the opportunity to select from a diverse suite of courses representing the diversity of current and past life forms, and focus on the inter-relationships among these organisms and mechanisms that support the environmental balance and health of various ecosystems. Students in this program of study will be trained in identifying morphological and genomic diversity. They will be prepared to work as GIS technicians, federal and state fish and wildlife biologists and guides, environmental educators, conservation and land-use consultants and planners, land-use and environmental resource managers. Each graduate will focus on the stewardship of a specific taxon, resulting in trained alpha-taxonomists. Furthermore, graduates will be trained to contribute to environmental sustainability planning required today by all non-for profit and for profit organizations.

There is no similar program in the region. Although there are tracks within biology programs that focus on ecology and evolution, this is the first program that leverages faculty strength across the CSCU system, and the first program that permits flexibility in course selection across the CSCU campuses so that students with common interests can be connected across the state, and faculty with similar interests can collaborate on new areas of scholarship. Thus, the MS in Integrative Biological Diversity builds faculty capacity and strength in organismal biology, and focuses on training students on the spatial and temporal dimensions of biodiversity monitoring through required stewardship of biological resources.

At this time, the Masters of Science (MS) degrees will be conferred by the school where applicant was admitted. Students are required to experience a minimum of 6 credits in at least one other campus in addition to where they are enrolled. Longer term, we hope to establish a CSU degree to simplify the admissions and degree granting processes. This will involve review by NEASC.

Need for the Program

The proposed MS in Integrated Biological Diversity will train organismal biologists in an interdisciplinary fashion so they can support industries in reclamation biology, land-use, development, policy and environmental consulting, and education, as well as train and empower people to transform into environmentally responsible citizens. The proposed program provides a highly needed educational opportunity in two areas. First, it benefits adults who hold a Bachelor's Degree in biology or associated fields and are interested in a career managing and reclaiming biological resources ([http://www.nytimes.com/2016/01/26/science/in-napa-valley-future-landscapes-are-viewed-in-the-past.html?\\_r=0](http://www.nytimes.com/2016/01/26/science/in-napa-valley-future-landscapes-are-viewed-in-the-past.html?_r=0)). Secondly, this proposed program benefits teachers who, through traditional training based on national K-12 science standards and traditional biology bachelor degrees, will be limited in their knowledge of biodiversity. This proposed program will address the "*Plant Blindness*" crisis ([https://www.nabt.org/websites/institution/File/pdfs/american\\_biology\\_teacher/2000/062-02-0082.pdf](https://www.nabt.org/websites/institution/File/pdfs/american_biology_teacher/2000/062-02-0082.pdf)), and highlight interesting organismal curiosities with future economic impact often nested in such disciplinary



content that engage and inspire young minds

(<http://www.uwec.edu/Career/students/majors/wcidwamis/upload/Organismalbiology.pdf>; <http://cabinetoffreshwatercuriosities.com/>). Furthermore, Gaps in organismal biology training in Connecticut K-16 education will become greater as districts adopt new science standards that focus on STEM education but lack a foundation in biodiversity (<http://www.nextgenscience.org/next-generation-science-standards>, <http://www.nextgenscience.org/search-standards-dci>). This failure to address biodiversity and conservation of resources in U.S. public education is an area of concern as the rest of the world builds cooperation on sustaining biodiversity. As such the MS program provides professional development to teachers in need of a content-based professional degree.

Drastic transformations of important economic and employment sectors, such as farming, fishing, water supply and management, recreation and tourism will need to occur in order to save biodiversity resources that are at risk. Connecticut's Department of Energy and Environmental Protection (DEEP) outlines in their "Green Plan" a proactive guide on the status of the acquisition and preservation of the state's natural and recreational resources. The vision and purpose statement clearly emphasizes a need for Connecticut citizens to protect water quality and water supplies, preserve natural ecosystems and wildlife habitats, assure green spaces for urban residents, protect agricultural lands and forests for food and resources, and prepare communities for risk aversion from climate change ([http://www.ct.gov/deep/lib/deep/open\\_space/Green\\_Plan\\_Info\\_Summary.pdf](http://www.ct.gov/deep/lib/deep/open_space/Green_Plan_Info_Summary.pdf)). Implementing these efforts require that the state provide access and opportunity to train citizens in recognizing and conserving green and blue spaces (<http://conservationmagazine.org/2011/07/into-blue-space/>) as well as biodiversity. Losses in biodiversity will have a significant impact on farming, fishing, forestry, and the availability of clean water. Biodiversity and ecosystems are the basis of a significant part of the economy and a large part of existing jobs that depend on the health and balance of the environment as demographics change and human population grows. Examples include jobs in the wildlife areas such as fisheries and sustainable agricultural practices, epidemiology and vector sciences that monitor the stability of the spread of disease through vector pathogens, and management of raw materials.

### Curriculum

#### **Required courses**

Stewardship Seminar	1 credit
Applied Stewardship	2 credits
Climate Change (SCSU/EVA 559)	3 credits
Technology Course (several options)	<u>3 credits</u>
	9 credits total

#### **Elective courses**

Thesis Track	15 credits
Non-Thesis Track	21 credits

Thesis Research (for thesis track only)	6 credits
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<b>Total MS in Integrative Biodiversity</b>	<b>30 credits</b>
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All students will participate in an annual stewardship conference

### Students

We estimate approximately 18 FTE by year three. This is sufficient enrollment to support the cost of delivery including reassigned time. In most cases students in this program will be enrolled in existing graduate courses, increasing enrollment at the graduate level without committing new resources.

### Faculty

There are 16 Ph.D. faculty across the WCSU Department of Biological and Environmental Sciences, and SCSU Department of Biology and Department of Environment, Geography, and Marine Sciences interested, and qualified, to initiate this program. If an adjunct is needed to support a missing organismal thread, a Ph.D. in ecology and evolution with taxonomic expertise will be required.

#### Learning Resources

Development of two new courses

Stewardship Seminar: Stewardship and Climate Change are points of synthesis for students participating in this program. A new 1-credit hybrid Stewardship Seminar offered in the fall will introduce graduate students to the theory and practice of stewardship, and expose them to participating CSU faculty, and their collaborators. This seminar will be required for all new students, and the hybrid course may rotate campuses every fall.

Applied Stewardship Experience: Students will select a stewardship site based on their interest, and they will engage in applied stewardship (2 credits) in collaboration with a faculty member of the appropriate disciplinary expertise. Students will commit to 6 hours per week of biodiversity monitoring of their site, and work with faculty experts to document and catalogue the temporal and spatial distribution of the organisms they encounter.

It is anticipated that we may need to add to the library collections over time. They are sufficient for the start of this program.

#### Facilities

The existing research labs, computer labs, field stations, classrooms, are sufficient for the needs of the new program.

#### Fiscal Note

There will be a need for 1 credit reassigned time per semester for a faculty program coordinator per campus, and 3 credits reassign time per semester for the faculty program director. We are also requesting 1 graduate assistant for every 10 enrolled students. These credits will be on a campus-wide rotational basis every three years, beginning with WCSU, followed by SCSU, and CCSU.

#### Review of Documents:

- a) Campus Review – The proposal was reviewed by all levels of campus governance during the spring 2016 semester. Final approval by the University Senate was October 2016.
- b) Campus Budget and Finance – April 26, 2016
- c) Campus President – November 2, 2016
- d) Academic Council – February 8<sup>th</sup>, 2017
- e) System Office

#### Accreditation:

There will not be any specialized accreditation. We will meet NEASC standards.

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University/CSCU		<b>Date of Submission to BOR Office:</b>
Most Recent NEASC Institutional Accreditation Action and Date: 2012		
<b>Program Characteristics</b> Name of Program: Integrative <u>Biological Diversity</u> Degree: Title of Award (e.g. Master of Arts) <b>MS</b> Certificate: (specify type and level) <b>n/a</b> Anticipated Program Initiation Date: Fall 2017 Anticipated Date of First Graduation: Spring 2019# Modality of Program: On ground    Online <u>X Combined</u> If "Combined", % of fully online courses? 10% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	<b>Program Credit Distribution</b> # Cr in Program Core Courses: 9 # Cr of Electives in the Field: 21 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>30</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>	
Type of Approval Action Being Sought:    Licensure OR    Licensure and Accreditation		
Suggested CIP Code No. (optional) 26.1307    Title of CIP Code. Conservation Biology		
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): Phase Out Period                      Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts & Sciences		
Program Accreditation: <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> (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> Dr. Theodora Pinou	Title: Professor	Tel.: 203 837-8793 e-mail: pinout@wcsu.edu

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. <sup>1</sup> <u>26.1307</u>	Title of CIP Code <u>Conservation Biology</u> (Proposed by WCSU)
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

<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 ACADEMIC PROGRAM** (Public Higher Education Institutions) -01/20/12

**SECTION 2: PROGRAM PLANNING ASSESSMENT** (To be used in BOR Review Only)

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

*(Please provide objective and concise statements)*

This program aligns with the CSCU mission, which seeks to provide an exemplary education that is affordable, innovative and supports economic growth. In an effort to support affordability and better use of the resources the state has already invested in, this degree draws together biology faculty from WCSU and SSCU, with a longer term goal of involving faculty from all campuses in a shared degree. This builds brings together material from existing graduate programs in Biology, leveraging the content expertise across campuses, and potentially increasing enrollment in existing classes as they begin to serve more than one degree program. This also increases the student's ability to specialize. Rather than studying with the only herpetologist on one campus, students will now have access to all those with specialties in herpetology in the system.

The projections for employment of individuals with Masters Degrees are predicted to grow by 18.4 percent by 2022 (Achieve, 2012; McKinsey Global Institute, 2012). Economic development and growth cannot afford to neglect environmental sustainability given the finite biological resources available. The global 2011 – 2020 Strategic Plan for Biodiversity is currently on its fourth edition of the Global Biodiversity Outlook (GBO-4). This document reports on the progress of meeting the 20 Aichi Biodiversity Targets (<https://www.cbd.int/sp/targets/>), and actions for achieving the 2050 Vision for “Living in Harmony with Nature” established by the Convention on Biological Diversity so that sustainable human development can be achieved during this century (<https://www.cbd.int/doc/press/2015/pr-2015-06-25-biodiversity-barometer-en.pdf>). The reports also highlight gaps in the United States' actions to address global environmental concerns compared to other countries (<https://www.cbd.int/reports/>). In summary, the US lags behind other countries in prioritizing biological diversity and associated resources, and developing a plan for sustainable living. The de-emphasis of biological diversity in K-12 education across America will only cause the gap in knowledge to widen.

Gaps in organismal biology training in Connecticut K-16 education will become greater as districts adopt new science standards that focus on STEM education but lack a foundation in biodiversity (<http://www.nextgenscience.org/next-generation-science-standards>, <http://www.nextgenscience.org/search-standards-dci>). This failure to address biodiversity and conservation of resources in U.S. public education is an area of concern as the rest of the world builds cooperation on sustaining biodiversity so that all living species can be discovered, documented, and their unique, possibly life-saving properties studied. This CSCU program in Integrative Biological Diversity will proactively build a professional pipeline that will be prepared to serve US/Connecticut Stakeholders on global conservation issues.

Global climate change is impacting Connecticut's natural resources, and this proposed MS program in Integrated Biological Diversity will fill the state's need to hire individuals that are trained to identify, manage, reclaim, and teach about significant environmental changes, and develop appropriate and creative solutions that will contribute to sustaining environmental diversity and its health. This program will apply lessons shared by the United Nations on sustaining biological diversity (<https://www.cbd.int/doc/nbsap/unep-sourcebook-web.pdf>) so that we can participate in the global effort to register all species and evaluate their biological value. This program in Integrative biological diversity is developed to leverage faculty strength in diverse organismal biological systems across the BOR in an effort to attract students with an applied interest in conserving and protecting the organisms that live in the environment in alignment with regional and international priorities.

**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)* Connecticut's major habitat types can be grouped into

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

five broad categories that differ in biota and that each require protection and conservation to sustain the biodiversity they support: saltwater and associated wetlands, lakes, inland wetlands, and upland or terrestrial habitats. Important to prioritizing species conservation to sustain an environment are learning to predict climate change and model outcomes of biodiversity loss. As many as two thirds of all species are in danger of extinction, suggesting that we are exceeding the limits of our resources. Drastic transformations of important economic and employment sectors, such as farming, fishing, water supply and management, recreation and tourism will need to occur if we expect the crisis to be mitigated. Connecticut's Department of Energy and Environmental Protection (DEEP) outlines in their "Green Plan" a proactive guide on the status of the acquisition and preservation of the state's natural and recreational resources. The vision and purpose statement clearly emphasizes a need for Connecticut citizens to protect water quality and water supplies, preserve natural ecosystems and wildlife habitats, assure green spaces for urban residents, protect agricultural lands and forests for food and resources, and prepare communities for climate change

([http://www.ct.gov/deep/lib/deep/open\\_space/Green\\_Plan\\_Info\\_Summary.pdf](http://www.ct.gov/deep/lib/deep/open_space/Green_Plan_Info_Summary.pdf)) . Implementing these efforts require that the state provide access and opportunity to train citizens in recognizing and conserving green and blue spaces (<http://conservationmagazine.org/2011/07/into-blue-space/>) as well as biodiversity. The proposed MS in Integrative Biological Diversity will support the training of organismal biologists that can support industries in reclamation biology, land-use, and development, policy and environmental consulting, train teachers to inspire students by emphasizing biodiversity education in their classrooms, as well as train and empower people to transform into environmentally responsible citizens. Losses in biodiversity will have a significant impact on farming, fishing, forestry, and the availability of clean water. Biodiversity and ecosystems are the basis of a significant part of the economy and a large part of existing jobs that depend on the health and balance of the environment as demographics change and human population grows. Examples include jobs in the wildlife areas such as fisheries and sustainable agricultural practices, epidemiology and vector sciences that monitor the stability of the spread of disease through vector pathogens, and management of raw materials. People will need to build buffers from sea level rise, especially in coastal wetlands. Furthermore it prepares students for further scholarship if interested in attending a doctoral program in the future. In summary the program provides a visionary industry needed pipeline of trained adults who will immediately support land use management, sustainable business, environmental policy, scientists, environmental education, and public stakeholders.

**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?** This program allows the CSCU to call upon its faculty expertise to collaborate and take a leadership role in providing Master's level graduate training in Integrative Biological Diversity to produce environmentally responsible citizens that are prepared to manage and reclaim the state's biological resources, discover new species, and discover novel biological resources. Most graduate courses currently available across departments at WCSU and SCSU support such training. CCSU biology faculty have agreed to permit our students to enroll in their graduate courses, and ECSU faculty will be invited to develop graduate courses in the future. The novel approach of cross-listing the courses across campuses permits access to diverse faculty expertise and diversity of courses for students to choose. It provides opportunity for faculty collaboration and development of new courses to support research concentrations, and leverages university resources to provide access across campuses and reduce duplication. For example, WCSU's proximity and collaborative relationship with Candlewood Lake, Great Hollow Nature Preserve, and Westside Nature Preserve make WCSU a resource for upland, wetlands, and lake stewardship and scholarship. Furthermore WCSU has a significant herpetological research library and significant herbarium to support scholarship in the areas of reptiles and aquatic plants. Similarly, SCSU's Werth's Center for Coastal and Marine Studies and Outer Island Field Station (part of the Stewart B. McKinney National Wildlife Refuge) is a resource for coastal and marine studies. Lastly, the BOR university campuses are spread throughout the state providing opportunity for building research and biodiversity monitoring programs in both urban and rural areas of the state, which although small, is ecologically diverse.

**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)**

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

There are no specific transfer agreements for this degree. Graduate courses satisfying the Integrative Biological Diversity Program would be cross-listed across participating schools and qualify towards the 30 credits required for the degree. Course offerings would rotate across the system, and graduate students in the program would enroll in courses in at least 2 of the 4 campuses to guarantee exposure to diverse state habitats. The eventual goal would be to offer at least 2 courses per semester at each participating campus, with a total of at least 8 courses every semester. These course offerings include those currently offered to support existing graduate programs in the biological and environmental sciences, and environmental education. The rotation of courses would include 1 *Central Learning Goal* course and 1 *Design and Analytical Approaches* course every semester, and diverse offerings of *Core Concept* courses. The summer would permit a full time residential experience so that students could engage in their applied stewardship, thesis research, or at least 2 biodiversity courses. The goal will be to apply technological pedagogical advances, and experiential opportunities across the BOR to build a graduate student community. The program will require every campus to designate a departmental campus faculty coordinator who will work with a faculty program director on program development, course scheduling and the monitoring of student progress. The faculty program director will rotate across the BOR campuses every 3 years, and the director is responsible for programmatic evaluation and annual reporting. The departmental campus faculty coordinator will update participating departments who will share in the governance of the program. The collective bargaining agreement will need to be consulted whereby permitting full time faculty to teach courses across the system as part of their contractual obligation.

**Please indicate what similar programs exist in other institutions within your constituent unit<sup>2</sup>, and how unnecessary duplication is being avoided** There is no similar program in the region. Although there are tracks within biology programs that focus on ecology and evolution, this is the first program that leverages faculty strength across the BOR, and the first program that permits flexibility in course selection across the BOR campuses so that students with common interests can be connected across the state. Furthermore, it supports faculty capacity and strength in organismal biology, and focuses on training students on the spatial and temporal dimensions of biodiversity monitoring through required stewardship of biological resources.

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

A document explaining the need to create jobs to achieve the Aichi Biodiversity Targets can be found at <https://www.cbd.int/ngo/square-brackets/square-brackets-2012-10-en.pdf>. The Connecticut Department of Labor market information suggests that Connecticut employment is projected to increase 20% for life scientists into 2022, with projected annual salaries average \$76,283.00. Occupational Groups and associated career categories include only those currently recognized, and do not consider interdisciplinary careers the state will need to protect and manage natural resources in the future. Such careers will include the broad integrative training of ecologists and wildlife biologists, marine and coastal scientists, conservation biologists, land use managers, as well as environmental engineers, and biologists that understand how to reclaim degraded lands and water-systems, and rebuild and protect remaining wildlife populations and habitat patches. Connecticut Jobs in these categories can be searched at <http://www.simplyhired.com/k-ecology-l-connecticut-jobs.html> and represents current stakeholders across academia, policy, management, business, and the private and public sector. Details of currently available jobs can be found in The Center for Biological Diversity (<http://www.biologicaldiversity.org/about/>) and <https://www.cbd.int/>. Although some of these job descriptions are not necessarily specific to Connecticut's workforce, they demonstrate a need to create jobs that support a sustainable environment. Furthermore, they demonstrate that students trained through this program have the opportunity for global employment, supporting the invaluable knowledge and practices our culturally diverse student population will be prepared to contribute.

#### **Cost Effectiveness and Availability of Adequate Resources**

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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 ACADEMIC PROGRAM** *(Public Higher Education Institutions)* -01/20/12

*(Please provide a short narrative that generally considers projections of program enrollment and graduation, revenues and expenses, existing and needed resources, including faculty and administrative cost, and any major cost implications)*

The program is cost effective because it operates in parallel with existing graduate programs in the BOR, leverages existing graduate courses, and provides a mechanism for filling these courses to capacity across the system. It permits faculty with a passion for participating in graduate education to do so without significantly stressing the quality of undergraduate education offered by these schools because no single school is independently responsible for staffing the entire program. The program proposed here is modeled after the CUNY Graduate Center of New York, whose adult training programs are collaborative across the CUNY colleges, and independently funded from the four-year undergraduate programs. As such the collaborative enterprise provides students with greater faculty mentor choice, and leverages resources across the system in an effort to build collaboration, creativity, and scholarly excellence.

Two of the 4-year colleges with existing graduate programs (WCSU and SCSU) have agreed to contribute at least one course per semester, with course offerings increasing as programmatic enrollment increases at the rate of 1 additional course per 10 students. CCSU has agreed to open their courses to Integrative Biological Diversity Masters students, if they are interested. However, students will not be able to enroll in the MS in Integrative Biological Diversity Program at CCSU in the initial phase. ECSU is interested in providing faculty expertise in the form of mentorship and eventual graduate courses. The program will permit a student to enroll in as many as 9 - 12 credits per semester, the minimum for full time status and access to financial aid, without burdening any existing program. There will be a need for 1 credit reassigned time per semester for a faculty program coordinator per campus, and 3 credits reassign time per semester for the faculty program director. These credits will be on a campus-wide rotational basis every three years, beginning with WCSU, followed by SCSU. There will be a need for developing creative instructional practices to permit synchronous and asynchronous distance learning instruction, and development of professional learning communities, across campuses by expanding intersession and summer learning opportunities, and residencies. Initial funding for at least two full time graduate assistants per school to support their thesis and research, will be needed.



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

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Overall Learning Goal/Principal Learning Outcome for the Program:** The MS in Integrative Biological Diversity will produce professionals who

1. define the six Kingdoms, and Domains of Life and that their interconnections are the result of millions of years of coexistence and adaptation,
2. are able to measure and monitor biodiversity using spatial and temporal dimensions,
3. understand the adaptive relationship between form and function and mechanisms that control this relationship.
4. strive to maintain biodiversity through policy, sustainable development, and science.

**Learning Outcomes - L.O.** 1. There are six Kingdoms of Life and their interconnections are the result of millions of years of coexistence and adaptation.

- a. Given knowledge of particular taxonomic group, students will describe shared derived characters across a lineage.
- b. Given knowledge of biodiversity, students will identify local representatives across the Kingdoms of Life.
- c. Given knowledge of biodiversity, students will characterize and quantify phenotypic variation.
- d. Given knowledge of Biodiversity, students will evaluate regionally specific critically endangered and emerging invasive organisms.

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, stewardship and team-building projects, as tied to the course and program objectives.

2. Biodiversity can be measured and monitored using spatial and temporal dimensions to infer stability.

- a. Given the knowledge of biodiversity, students will identify and document the presence of this diversity for a given location.
- b. Given an area or habitat, students will devise a strategy for monitoring and reporting its biodiversity.
- c. Given environmental changes, students will predict the impact to the biodiversity.
- d. Given experimental data and literature, students will assess how energy transfers through an ecosystem.
- e. Given that organisms are non-randomly distributed, students will be able to delineate the distribution of this diversity, and communicate its temporal and spatial stability to stakeholders.

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, stewardship and team-building projects, as tied to the course and program objectives.

3. There is a relationship between form and function and mechanisms that control form and function.

- a. Given an understanding of shape and phenotype, the student will be able to discriminate between phylogenetically informative and species delimiting characters.
- b. Given an understanding of form the student will be able to predict and test function, and apply form and function to novel situations.
- c. Given an understanding of genetic information transfer, students will explain this genetic transfer from organisms across Kingdoms and Domains.
- d. Given an understanding of evolution and natural selection, students will make predictions on how environmental factors will affect gene flow over generations.
- e. Given that evolutionary forces such as gene duplication, genomic mutations, and natural selection can provide changes in genetic and protein structures(s) and function(s) students will explain how protein structures might change while retaining an evolutionary conserved phenotypic function.

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, portfolio assessments as tied to the course and program objectives.



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

4. Relationship between conservation policy, sustainable development, and science.
  - a. Given the fundamental understanding that science requires objective reasoning, the student will be able to propose risk assessment and impact models for sustainable development.
  - b. Given a fundamental understanding that science requires objective reasoning, the student will be able to align policy with the conservation needs of organisms and habitats.
  - c. Given a temporal and spatial data set, students will assess the conservation priority of an organism and system.
  - d. Given a set of data, students will appropriately interpret and communicate the data.

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, stewardship and team-building projects as tied to the course and program objectives.

**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)*

Dr. Theodora Pinou at WCSU will serve as the Graduate Program coordinator at WCSU, and serve as the initial Graduate Program Director for a 3- year term, followed by SCSU, and then CCSU. For the purpose of program assessment, she will keep track of the total number of students applying across the BOR, and the number completing in 18 - 24 months. She will work with the office of alumni relations to track job placement of graduates, external internships and partners, and keep track of all creative work by graduate students and mentoring faculty. She will engage in external grant writing activities that secure funding for graduate student and Postdoctoral training. She will work with Yale University to develop a mechanism to add biodiversity monitoring data to a common database overseen by the Yale University global Geospatial Program.

**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? 0

What percentage of the credits in the program will they teach? 100

What percent of credits in the program will be taught by adjunct faculty? 0

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

If an adjunct is needed to support a missing organismal thread, a Ph.D. in ecology and evolution with taxonomic expertise will be required. For example, currently both EVE 540 Environmental Design and EVE 532 Ecosystems and Environmental Concerns are taught by adjuncts at SCSU. Kenneth Metzler teaches EVE 532. He is a recently retired plant ecologist from the Connecticut Department of Energy and Environmental protection (DEEP).

Teaching Postdoc Fellows can also be used to staff such courses.

**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)*

It is anticipated that additional library collections will be needed in addition to funds for marketing efforts aimed at promoting the program throughout New England. Additional faculty may be needed as the program grows.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

## Curriculum

(Please provide details as available and keep in mind the summary of Program Credit Distribution completed in Section 1. Modify this format 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>		
Stewardship Seminar (TBD)	4	Admission to program	1	Technology Course (WCSU Bio530, SCSU EVE540, SCSUBio513, GIS (TBD)	2	3
Applied Stewardship (TBD)	1, 2	Stewardship Seminar	2			
Climate Change (SCSU EVE559)	3	Admission to program	3	Thesis research (Thesis Track)	1,2, 3,4	6
Annual Stewardship Conference participation & data sharing.	1,2, 3,4	Admission to program	0	Stewardship Synthesis Paper (Non-Thesis Track)	1,2, 3,4	0
<b>Core Course Prerequisites</b>				<b>Elective Courses in the field</b>		
Introductory Biology (or associated content exam)				3 - 4 Core Disciplinary Strength courses (Thesis Track)	1, 3, 4	15
Pre calculus or statistics course				4 - 5 Core Disciplinary Strength courses (NonThesis)	1, 3, 4	21
General Chemistry (or associated content exam)						
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program) <b>None</b>						
<b>Admissions Standards</b>						
<p>The program is open to all students enrolled in current Biology or environmental sciences related graduate programs. New applicants are required to have a Bachelor's degree from an accredited school. The student should have an undergraduate cumulative average of at least 3.0 on a gpa scale of 1-4 in the appropriate academic areas, and a recommendation of the graduate program coordinator. Students should have completed general biology and chemistry as an undergraduate or score within 80% of an appropriate standardized content exam. All applicants should have completed pre-calculus or statistics. Social science majors with documented biology or natural sciences interests are also encouraged to apply.</p>						
<p><b>Program Outline</b> (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.)</p> <p>MS in Integrative Biological Diversity includes a total of 30 credits in two options.</p> <p>Option 1: 27 credits of coursework, and 3 credits of stewardship.</p> <p>Option 2: 21 credits of coursework, 3 credits of stewardship, 6 credits of thesis.</p> <p>Hybrid Stewardship Seminar:</p> <p>Stewardship and Climate Change are points of synthesis for students participating in this program. A new 1 credit hybrid Stewardship Seminar offered in the Fall will introduce graduate students to the theory and practice of stewards and expose them to participating BOR faculty, the habitats they protect, and their collaborators. It will be required for new students, and the hybrid course may rotate campuses every fall.</p> <p>Applied Stewardship Experience:</p>						

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Students will select a stewardship site based on their interest, and they will engage in applied stewardship (2 credits) with a faculty of appropriate disciplinary expertise. Students will commit to 6 hours per week of biodiversity monitoring at their site, and work with faculty experts to document and catalogue the temporal and spatial distribution of the organisms they encounter.

#### Open-Source geo-spatial analysis:

Students will be introduced to open-source software for geo-spatial analysis of environmental and biodiversity data. This will lay the foundation for students to choose a programmatic track that either permits the completion of a research thesis or the completion of an applied management plan in the form of a stewardship synthesis paper.

#### Annual Graduate Student Stewardship Conference:

An annual graduate student stewardship conference will provide opportunity to share data, inform the community on the status of Connecticut's Biodiversity, and build community across the program.

#### Where Degrees is Granted:

Masters of Science (MS) degrees will be confirmed by applicant's school at point of admission. Students are required to experience a minimum of 6 credits in at least one other campus in addition to where they are enrolled.

#### Course Alignment To Learning Objectives

The 15 - 21 course credits students will be expected to enroll in will focus specifically on the first and third programmatic learning objectives. The Climate Change (SCSU EVE559) requirement will focus on the second learning objective. The seminar and stewardship will focus specifically on the 4<sup>th</sup> programmatic learning objective. The programs cumulative experience offers either an empirical or applied management option that expects student mastery of all 4 learning objectives. To that end every student is required to engage in a technology specific 3 or 4 credit course that trains them to quantify or manage biodiversity.

#### Academic Year and Summer courses

The programmatic design permits students to enroll in 9-12 credits per semester, and will offer graduate courses in the summer to permit intensive research and management experiences. Residence housing in the summer will permit students from out of the region to engage in residence and work with their supervising faculty mentor. Such structure permit someone to complete this program in 12 – 15 months or in two consecutive summers. The course intensive summer offerings with residence options, combined with flexible, remote, and hybrid instructional options may be inviting for out of state students and educators interested in a degree granting professional development experience in Stewardship.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR NEW ACADEMIC PROGRAM** (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
<b>WCSU - Biology</b>			
Theodora Pinou	New York University, PhD	Herpetology, Vertebrate Morphology, Ecology	WCSU Coordinator and Thesis Advisor, MS in Integrative Biological Diversity
Thomas Philbrick	University of Connecticut, PhD	Systematic Biology, Aquatic Plant Biology	Advisor: Stewardship and Thesis
Neeta Connally	University of Rhode Island, PhD	Vector Ecology, Medical Entomology	Advisor: Stewardship and Thesis
Rachel Prunier	University of Connecticut, PhD	Plant evolutionary genetics	Advisor: Stewardship and Thesis
Michelle Monette	UMass, Amherst, Ph.D.	Animal Physiology	Advisor: Stewardship and Thesis
Ruth Gyure	Purdue University, PhD	Soil Microbiology, Ecology, and Environmental Health	Advisor: Stewardship and Thesis
<b>SCSU-Biology</b>			
Meghan Barboza	University of Florida, PhD	Histology, Physiology, Marine Mammalogy	Advisor: Stewardship and Thesis
Steven Burian	University of Maine, PhD	Biodiversity, Systematics, Aquatic Biology	Advisor: Stewardship and Thesis
Miranda Dunbar	University of Regina, PhD	Environmental physiology and Thermal energetics of animals	Advisor: Stewardship and Thesis
Rebecca Silady	Stanford University, PhD	Plant Genetics, Cell Biology, & Development	Advisor: Stewardship and Thesis
Sean Grace	University of Rhode Island, PhD	Invertebrate, Macroalgae, Marine Ecology	Advisor: Stewardship and Thesis
Jonathan Weinbaum	Texas Tech University, PhD	Vertebrate Morphology, Systematics, Paleobiology	Advisor: Stewardship and Thesis
Elizabeth Lewis-Roberts	Rutgers University, PhD	Microbial Ecology, Plant microbe interactions, Mycology	Advisor: Stewardship and Thesis
<b>SCSU Environment, Geography and Marine Sciences</b>			
Vincent Breslin, Professor	Florida Institute of Technology	Marine Environmental Chemistry/Marine Biology	Advisor: Stewardship and Thesis, Co-coordinator WCCMS
Susan Cusato Associate Professor	University of Connecticut	Biochemistry/Pollinators/Education	Advisor: Stewardship and Thesis
James Tait Professor	U. C. Santa Cruz	Coastal Oceanography/ Environmental Earth Science	Advisor: Stewardship and Thesis Co-coordinator WCCMS

# Connecticut Board of Regents for Higher Education

## APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA <sup>1</sup> BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution

Western Connecticut State University

Date

1/20/2017

Proposed Program

MS in Integrative Biodiversity (WCSU)

PROJECTED 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 (from other programs)						
New Students (first time matriculating)	8	8	8	8	8	8
Continuing (students progressing in prog.)			8	8	8	8
Headcount Enrollment	8	8	16	16	16	16
<b>Total Estimated FTE per Year</b>	12		18		18	

PROJECTED 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)	\$26,768	\$51,231	\$41,355	\$160,984	\$42,597	\$165,811
Program Specific Fees						
Other Rev. (Annotate in text box below)						
<b>Total Annual Program Revenue</b>	\$77,999		\$202,339		\$208,408	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	Existing	\$43,924	Existing	\$52,709	Existing	\$63,251
Faculty (Full-time, total for program)	Existing	\$0	Existing	\$0	Existing	\$0
Faculty (Part-time -total for program)		\$33,987		\$93,674		\$94,413
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
<b>Total ESTIMATED Expenditures</b>		\$77,911		\$146,383		\$157,664

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations

- Assume Cohort = 8 FT, 8 Part Time. No attrition
- FTE calculation: total annual credit hrs ÷ 24
- Assume Tuition rate and Salaries increase 3% annually.
- Other: Graduate Asst. 1 for every 10 students. Cost TBD
- Program Coordinator = 3 FWLC per Semester. Additionally, Liason = 1FWLC per semester per participating campus. Initial participation SCSU only.
- Marketing Expense : Cost TBD

<sup>1</sup> This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Photography leading to a Certificate at Manchester Community College for a period of time concurrent with institutional accreditation.

A True Copy:

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

**ITEM**

Licensure and accreditation of a certificate program in Photography.

**BACKGROUND**Summary

The MCC Photography Certificate would be an 18 credit subset of the already established 60 credit Photography Option, Visual Fine Arts, A. A. degree. The courses that would comprise the Certificate already exist and have sufficient enrollment to run as scheduled. Current facilities are adequate. The Photography Option, Visual Fine Arts, A. A. Degree is currently coordinated by a full time professor of photography who would also coordinate the Certificate.

Need for the Program

The MCC Photography Certificate Program provides new and returning students with the knowledge and skills to compete for entry-level positions in the diverse field of photography or supplement existing skillsets. This program is designed for students who want to enter the photography job market for the first time, or combine photography skills with related expertise in graphic design, journalism, communication or public relations. Students in the event planning, wedding, and real estate business may seek to increase their marketability with a Photography Certificate Program. Entry-level employment opportunities are varied because photographers are often specialized. Courses in the Photography Certificate Program can also be applied toward completing the MCC Photography Option, Visual Fine Arts, A. A. Degree.

Curriculum

Requirements (4 courses; 12 credits)

1. ART\* 141 Photo I (no prerequisite)
2. ART\* 250 Digital Photo I (no prerequisite)
3. ART\* 142 Photo II (Prerequisite ART\* 141 Photo I)
4. ART\* 281 Digital Photo II (Prerequisite ART 250 Digital Photo I)

Electives (2 courses; 6 credits)

Take any two of the following courses; one from each category:

1. GRA\* 151 Graphic Design I (no prerequisite) or ART\* 121 Two-Dimensional Design (no prerequisite) or ART\* 242 Photography III (Prerequisite ART\* 142 Photo II or ART\* 281 Digital Photo II) or ART\* 286 Photography IV (Prerequisite ART 242 Photo III)
2. DGA\* 111 Introduction to Computer Graphics (no prerequisite) or COM\* 166 Video Film Making (no prerequisite) or ART\* 242 Photography III (Prerequisite ART\* 142 Photo II or ART\* 281 Digital Photo II) or ART\* 286 Photography IV (Prerequisite ART\* 242 Photo III)

Students

Students would be those currently enrolled at the college or new adult students who may have their own entrepreneurial businesses or work in event planning, or real estate businesses, as examples. The certificate represents a pathway to the associate degree in Photography Option, Visual Fine Arts, A. A. degree.

Faculty

The college currently employs one full-time fine arts faculty member in Photography as well as several adjuncts. No new courses or adjuncts would need to be added unless the enrollment routinely exceeded the number of seats.

Learning Resources

An additional section of ART\* 281 or ART\* 142 might need to be added annually (as we currently offer only one section of each). The college has digital and film cameras that students are able to sign out for use for the course.

Facilities

MCC has a 20-station darkroom, a lighting studio and a dedicated Macintosh computer lab for photography. In addition, the college has a large art gallery and a smaller off-site gallery on Main Street in Manchester.

Fiscal Note

There are no new expenditures for the program and it is anticipated that there will be a modest increase in revenue. Increased enrollment might require the purchase of additional photographic supplies. This should be offset by student lab fees.

Review of Documents:

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

Accreditation:

03/17/2017 – Academic & Student Affairs Committee  
04/06/2017 – Board of Regents



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12**

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Manchester Community College	<b>Date of Submission to BOR Office:</b>
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b>	
<b>Name of Offering:</b> Photography Certificate <b>Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate</b> <b>Anticipated Initiation Date:</b> Fall 2017 <b>Anticipated Date of First Completion (if applicable) :</b> Spring 2018 <b>Modality of Program:</b> X On ground      Online Combined If "Combined", % of fully online courses?	<b>Credit Distribution of the Offering</b> <b># Cr in Core Courses:</b> 12 <b># Cr of Electives:</b> 6 <b># Cr of Other:</b> <b># Cr Special Requirements (e.g. internship):</b> <b>Total # Cr the Institution Requires to Award the Credential</b> 18
<b>Suggested CIP Code No. (if applicable)</b>	<b>Title of CIP Code</b>
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:</b> Liberal and Creative Arts Division, Main Campus	
<b>Description of Offering, Context and Justification</b> <i>(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i>  <p style="text-align: center;">MCC Photography Certificate Program 18 credits (6 courses)</p> <p>Program Graduation Objectives:</p> <p>Upon successful completion of the Photography Certificate, graduates will</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of terminology, concepts, techniques and equipment relating to a broad range of photographic processes and procedures.</li> <li>• Demonstrate the ability to use a 35mm camera, DSLR camera and medium format camera and hand-held light meter for proper exposure, appropriate depth of field, low-light and stop-action photographs.</li> <li>• Demonstrate proficiency at traditional darkroom techniques.</li> <li>• Demonstrate proficiency at digital image capture, editing and output with an emphasis on developing up-to-date Adobe Photoshop skills.</li> <li>• Be able to use a variety of situation-specific ambient and studio lighting techniques.</li> <li>• Make informed and meaningful compositional/aesthetic decisions, with an emphasis on critical thinking, problem solving, creativity, project parameters and deadlines.</li> <li>• Be able to articulate and explain the decisions made as part of the image production process.</li> <li>• Have started or completed a professional quality portfolio of work that can be used to break into a competitive job market.</li> </ul>	

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

Requirements (4 courses; 12 credits)

1. ART 141 Photo I (no prerequisite)
2. ART 250 Digital Photo I (no prerequisite)
3. ART 142 Photo II (Prerequisite ART 141 Photo I)
4. ART 281 Digital Photo II (Prerequisite ART 250 Digital Photo I)

Electives (2 courses; 6 credits)

Take any two of the following courses; one from each category:

1. GRA 151 Graphic Design I (no prerequisite) or ART 121 Two-Dimensional Design (no prerequisite) or ART 242 Photography III (Prerequisite ART 142 Photo II or ART 281 Digital Photo II) or ART 286 Photography IV (Prerequisite ART 242 Photo III)
2. DGA 111 Introduction to Computer Graphics (no prerequisite) or COM 166 Video Film Making (no prerequisite) or ART 242 Photography III (Prerequisite ART 142 Photo II or ART 281 Digital Photo II) or ART 286 Photography IV (Prerequisite ART 242 Photo III)

### Anticipated Benefits

The MCC Photography Certificate Program provides new and returning students with the knowledge and skills to compete for entry-level positions in the diverse field of photography or supplement existing skillsets. This program is designed for students who want to enter the photography job market for the first time, or combine photography skills with related expertise in graphic design, journalism, communication or public relations. Students in the event planning, wedding, and real estate business may seek to increase their marketability with a photography certificate. Entry-level employment opportunities are varied because photographers are often specialized. Starting jobs range from self-employed freelance work to photo studio and event photography assistants. Additional beginning jobs include school portraiture, equipment sales, lab assistant and digital photo editor. Graphic designers, journalists, communication specialists and people working in public relations could expand their CV and marketability by adding photography skills. Courses in the Photography Certificate Program can also be applied toward completing the MCC Photography Option Visual Fine Art Associate Degree.

The US Department of Labor reports the following with regard to employment of Photographers:

(<https://www.bls.gov/ooh/media-and-communication/photographers.htm>)

“Employment of self-employed photographers is projected to grow 9 percent from 2014 to 2024. Demand for portrait photographers will continue as people continue to want new portraits. In addition, corporations will continue to require the services of commercial photographers to develop compelling advertisements to sell products.”

“Job prospects will be best for candidates who are multitalented and possess related skills, such as editing pictures and capturing digital video.”

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

**Cost Effectiveness and Availability of Adequate Resources** *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

The MCC Photography Certificate would be an 18 credit subset of the already established 60 credit VFA Photography Option. The courses that would comprise the Certificate already exist and have sufficient enrollment to run as scheduled. No new courses or adjuncts would need to be added unless the enrollment routinely exceeded the number of seats. In which case an additional section of ART 281 or ART 142 might need to be added annually (as we currently offer only one section of each annually). Current facilities are adequate. MCC has a 20-station darkroom, a lighting studio and a dedicated Mac lab for photography. Increased enrollment might require the purchase of additional photographic supplies. This should be offset by student lab fees. The VFA Photography Option is currently coordinated by a full time professor of photography who would also coordinate the Certificate.

**Institutional Contact for this Proposal:**

Title:

Tel.:

e-mail:

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* <sup>2</sup>

Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

<sup>2</sup> If needed, CIP assignment will be done by BOR staff in consideration of suggested number 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

## SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

## Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk \* and attach descriptions. Mark any courses that are delivered fully online with a double asterisk \*\*. Please modify this format as needed for each case)*

[illegible]

# Connecticut Board of Regents for Higher Education

## APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA <sup>1</sup> BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Manchester Community College Date 1-Feb-17  
Proposed Program Photography Certificate

PROJECTED 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 (from other programs)						
New Students (first time matriculating)	3	3	3	5	3	5
Continuing (students progressing to credential)	0	6	2	2	2	2
Headcount Enrollment	3	9	5	7	5	7
Total Estimated FTE per Year						

PROJECTED 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)	\$6,312	\$9,612	\$10,520	\$7,476	\$10,520	\$7,476
Program-Specific Fees	\$873	\$1,746	\$1,455	\$1,358	\$1,455	\$1,358
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$18,543		\$20,809		\$20,809	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
No New Expenditures	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)						
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$0		\$0		\$0

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

<sup>1</sup> This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program entitled Transition Specialist Official Certificate Program (OCP) leading to a 16 to 18 credit post bachelors certificate at Central Connecticut State University for a period of time concurrent with institutional accreditation.

A True Copy:

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

**ITEM: Transition Specialist Official Certificate Program****BACKGROUND**Summary

The purpose of the Transition Specialist Official Certificate Program (OCP) is to prepare post baccalaureate professionals to promote successful post-school employment and/or education outcomes of youth and young adults with disabilities. Transition planning is mandated by federal law for all students eligible for special education services under the Individuals with Disabilities Education Act (IDEA, 2004). According to Asselin et al. (1998), transition coordinators' duties fall into nine major categories: Intra-school and intra-agency linkages; interagency; assessment and career counseling; transition planning; education and community training; family support; public relations; program development and program evaluation. Various roles within these categories may include, but are not limited to the following: liaison to adult service agencies; coordinator of school and community based learning opportunities; job development; job placement; direct instruction to assist students in meeting post-school goals; and managing student behavior and social interaction skills.

Need for the Program

After more than two decades of federal transition legislation, students with disabilities continue to have significantly poorer post-school outcomes as compared to their peers without disabilities. One reason for these outcomes is that educators are inadequately prepared to provide legislated transition services (Anderson, Kleinhammer-Tramill, Morningstar, et al., 2003). Personnel responsible for the development and implementation of these transition services vary widely. Transition coordinators/specialists and job coaches are employed by nearly three-quarters of Connecticut's 169 school districts (Statewide Transition Services Survey, 2011). Eighty one percent of districts with transition coordinators employ one Transition Specialist, whereas most districts employ three or more Transition Specialists.

Findings from a national survey of special education personnel preparation programs in the United States revealed that less than 50% of the training that teachers receive in higher education currently address transition standards (Anderson et al., 2003). The number of students with disabilities graduating from high school without the self-advocacy skills needed to survive in the post-school world has also risen (Eckes & Ochoa, 2005). In Connecticut, fewer districts (32 in 2011 compared to 54 in 2008) reported that they have an exemplary transition services component. Professionals who complete the Transition Specialist Certificate Program will possess the knowledge and skills required to develop individualized transition programs for students with disabilities and will be in high demand in Connecticut's schools, postsecondary programs, and community organizations.

### Curriculum

Courses in this program will be offered in a hybrid and in some instances, online or accelerated format, enabling even part time candidates to earn an OCP in Transition Planning in as little as three semesters (including summer). Currently these courses do not typically run at full capacity, thus the Transition Specialist Certificate program will serve to increase enrollment in both departments in a cost effective manner.

#### **Total number of credits for the degree: 16-18 (graduate level credits):**

SPED 503 Evidence-Based Practices for Diverse Learners (3)

SPED 566 Legal and Administrative issues in Special Education (3)

CNSL 522 Appraisal Procedures in Counseling (3)

SPED 541 Person Centered Planning and Transition (3)

CNSL 585 Foundations of Career, Vocational, and Community Resources for Transition) (3) \*\*

SPED 527 Internship in Inclusion and Transition Services (1-3) \*\*

### Students

It is anticipated that the program will admit 8 to 10 students and that these students will graduate within a year of enrolling in the program. Students enrolled in the Transition Specialist Certificate Program will be absorbed into existing courses offered during the fall, spring, and summer semesters by both the Department of Special Education and Intervention and the Counseling Department. Eligible professionals for the Transition Specialist Certificate program must have an Initial or Professional Connecticut license as either a Special Education Teacher, School Guidance Counselor, School Psychologist School Social Worker, or Rehabilitation Counselor and have two years' experience working under their respective licenses in the fields listed. Candidates who do not yet have the required years of experience may choose to apply to the program with the understanding that their eligibility for the OCP will be pending until they have worked under their license for two years. Students may be enrolled directly into the Transition Specialist Certificate Program or pursue the program as part of their current Masters program in either Special Education or Counseling.

### Faculty

It is anticipated that over 80% of the courses offered in the Transition Specialist Certificate Program will be taught by full time faculty members in the Special Education and Interventions and Counseling Departments. Adjunct faculty may be hired as University Supervisors to support and evaluate professionals enrolled in SPED 527 (Internship in Inclusion and Transition Services). Adjunct faculty hired to teach or serve as University Supervisors will minimally hold a Master's Degree in either Special Education or Counseling and have at least three years of transition-related experience in one of the following areas: special education teacher, school guidance counselor, school social worker, or licensed rehabilitation counselors.



Learning Resources

The Transition Specialist Certificate is an interdisciplinary graduate program and therefore its operation would be governed by several groups beyond the typical department and school structure. These governing groups include the Dean of the School of Education and Professional Studies (SEPS); the Dean of the School of Graduate Studies; and the CCSU Graduate Studies Committee (GSC). Therefore, the Transition Specialist Certificate Program would receive supports across each of these groups (for example, GSC scholarships and research/travel funds for students, and SEPS Dean's office support for recruitment and applications).

Facilities

The proposed unique certificate program will connect two such graduate programs within SEPS, Special Education and Vocational Rehabilitation Counseling. The combination of the missions of these two programs to train qualified teachers, school counselors and psychologists, and transition service personnel to serve individuals with disabilities in Connecticut is intended to incorporate the unique and specialized competences of these disciplines. This interdisciplinary approach among university departments, K-12 schools, and community-based agencies provides ongoing, mutually beneficial opportunities for programmatic growth and renewal.

There is no interdisciplinary post bachelors program like this in Connecticut that combines special education and vocational rehabilitation foundations and competencies. With the exception of the internship course (SPED 527 Internship in Inclusion and Transition Services), all courses required for the Transitional Specialist Certificate Program are regularly offered by both departments, and therefore students will be able to attend existing courses.

Fiscal Note

Five of the six required courses (83%) are existing core or elective courses offered by either the Department of Special Education and Interventions or the Counseling Department thus minimizing the overall expense of operating the Transition Specialist Certificate Program. This certificate program can also be nested within several graduate programs and is explicitly embedded within the Department of Special Education and Intervention's Master of Science in Special Education: Specialization in Inclusion and Transition.

Review of Documents:

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

2-8-2017 – Academic Council

3-17-2017 – BOR Academic & Student Affairs Committee

4-6-2017 – 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> Central Connecticut State University	<b>Date of Submission to BOR Office:</b>	
Most Recent NEASC Institutional Accreditation Action and Date: 5-year report 2013		
<b>Program Characteristics</b> Name of Program: Transition Specialist Official Certificate Program Degree: Title of Award (e.g. Master of Arts) n/a Certificate: (specify type and level) OCP, post bachelors Anticipated Program Initiation Date: Spring 2017 Anticipated Date of First Graduation: Spring 2018 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 33% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 16-18	<b>Program Credit Distribution</b> # Cr in Program Core Courses: 15 # Cr of Electives in the Field: # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 1-3 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>16-18</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 16-18	
Type of Approval Action Being Sought: Licensure OR X Licensure and Accreditation		
Suggested CIP Code No. (optional) 13.1019 Title of CIP Code Education/Teaching Individuals In Secondary Special Education programs		
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: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education and professional Studies, main campus		
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> Dr. Joan Nicoll-Senft	Title: Department Chairperson & Professor	Tel.: (860)832-2403 e-mail: Joan.Nicoll-Senft@ccsu.edu

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. <sup>1</sup>	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

<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.

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### 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 purpose of the Transition Specialist Official Certificate Program (OCP) is to prepare post baccalaureate professionals to promote successful post-school employment and/or education outcomes of youth and young adults with disabilities. Transition planning is mandated by federal law for all students eligible for special education services under the Individuals with Disabilities Education Act (IDEA, 2004). Section 1400(c)(14) defines transition as a coordinated set of activities for a child with a disability that:

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

To ensure that Connecticut's students with disabilities are prepared to meet their post-school goals after exiting high school, Connecticut's State Department of Education has identified core transitional skills (CT Core Transition Skills, CSDE, 2013):

1. Assist with the development of his/her Individualized Education Program (IEP).
2. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
3. Demonstrate and accept responsibility for his/her independence and activities of daily living.
4. Demonstrate skills needed to access appropriate transportation (both public and private).
5. Explain his/her disability relative to individual strengths, needs, preferences and interests.
6. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
7. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
8. Demonstrate skills to access appropriate healthcare to meet his/her individual needs.
9. Demonstrate skills to access community resources and participate in the community with and without support (recognizing the need for interdependence).
10. Demonstrate skills to access appropriate employment to meet his/her individual needs.
11. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
12. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships

According to Asselin et al. (1998), transition coordinators' duties fall into nine major categories: Intra-school and intra-agency linkages; interagency; assessment and career counseling; transition planning; education and community training; family support; public relations; program development and program evaluation. Various roles within these categories may include, but are not limited to the following: liaison to adult service agencies; coordinator of school and community based learning opportunities; job development; job placement; direct instruction to assist students in meeting post-school goals; and managing student behavior and social interaction skills.

The program is aligned with standards for transition specialists published by the Council for Exceptional Children (CEC). The definition of Transition Specialist is:

An individual who plans, coordinates, delivers, and evaluates transition education and services at the school or

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system level, in conjunction with other educators, families, students, and community organizations.

### Addressing Identified Needs

The most recent US Census Bureau American Community Survey, Connecticut had 3,526,628 residents who were non-institutionalized in 2013. There were 2,226,234 persons between 18–64 years of age. 8.2% or 182,889 of these individuals had a disability (+/- 0.3 margin of error). Data from the 2013 Census also shows that Connecticut had 350,537 non-institutionalized persons with disabilities ages 16 and over, and of that number 24.5% were employed. The remaining 75.5% were unemployed. (Connecticut State Plan for WIOA, 2016)

**Commented [JNS1]:** Checked original source here; these numbers are accurate. Second data set is a subgroup of the first (specifically students with disabilities ages 16 and over).

According to the State of Connecticut Plan for the Workforce Innovation and Opportunity Act (WIOA), there are numerous persons with disabilities (PWD) who are not working. A quantifiable number of these individuals may be transition-aged youth. In addition, a portion of 24.5% of persons with disabilities who are employed may be underemployed. Some of these individuals may also require services to attain or retain employment consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

In order to improve employment for young adults with disabilities beyond high school and into the workforce, the State of CT WIOA plan indicates a number of factors critical to increasing the employment and career opportunities and retention for youth with disabilities. These include: alignment of existing Vocational Rehabilitation (VR) services with Pre-Employment Transition Services as defined in WIOA and to serve students with disabilities ages 16–21 enrolled in high school by providing pre-employment transition services from existing community rehabilitation providers, companies, community agencies, education entities, colleges and universities statewide.

Employment of PWD including young adults with disability has a direct effect on the social and financial self-determination of PWD. Employment programs such as VR have proven to impact the independence of PWD from state and federal benefits such as Social Security income (SSI) and other public assistance benefits. PWD who work become taxpayers in Connecticut and contribute to the labor market as full participants.

The Individuals With Disabilities Education Act (IDEA; 2006) requires that all students with disabilities ages 16 and older have an individualized education program that includes appropriate and measurable postsecondary goals and describe the transition services required to assist the student in reaching these goals (IDEA, 2004).

However, after more than two decades of federal transition legislation, students with disabilities continue to have significantly poorer post-school outcomes as compared to their peers without disabilities. One reason for these outcomes is that educators are inadequately prepared to provide these legislated transition services (Anderson, Kleinhammer-Tramill, Morningstar, et al., 2003). Personnel responsible for the development and implementation of these transition services vary widely. Transition coordinators/specialists and job coaches are employed by nearly three-quarters of Connecticut's 169 school districts (Statewide Transition Services Survey, 2011). Eighty one percent of districts with transition coordinators employ one Transition Specialist, whereas most districts employ three or more Transition Specialists.

Findings from a national survey of special education personnel preparation programs in the United States revealed that less than 50% of the training that teachers receive in higher education currently address transition standards (Anderson et al., 2003). The number of students with disabilities graduating from high school without the self-advocacy skills needed to survive in the post-school world has also risen (Eckes & Ochoa, 2005). In Connecticut, fewer districts (32 in 2011 compared to 54 in 2008) reported that they have an exemplary transition services component. Professionals who complete the Transition Specialist Certificate Program will possess the knowledge and skills required to develop individualized transition programs for students with disabilities and will be in high demand in Connecticut's schools, postsecondary programs, and community organizations.

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The National Council on Disability (NCD, 2000) stated that current personnel training provided to transition staff is inadequate to fully prepare them to serve the complex needs of youth with disabilities. NCD also recommends that comprehensive coursework is needed to address significant gaps in transition knowledge and skills. In addition, the Workforce Innovation and Opportunity Act (WIOA) was recently enacted into law on July 22, 2014. At the federal level, this has significant impact on implementation of transition services for youth with disabilities in all states including Connecticut. As a replacement for the Workforce Investment Act of 1998, WIOA is focused on helping job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers. This law requires that state vocational rehabilitation (VR) agencies set aside at least 15% of their funding to provide transition services to youth with disabilities. This has resulted in a significant need for qualified personnel both in vocational rehabilitation but also in schools and community providers of transition and employment services.

The Transition Specialist Certificate Program also builds on the strength of CCSU's existing partnership with New Britain Public Schools to provide state of the art transition programming. CLIMB Higher (Career Ladder to Independence, Maturity, and Beyond) is a college experience and preparation transition program on CCSU's campus. It provides opportunities for young adults (ages 18-21) with disabilities to be fully integrated on a college campus. A partnership with New Britain Public Schools and CCSU enables these students to audit one course per semester and work on campus with support from an educational coach as necessary for guidance with time-management, job coaching, social navigation, organization, and self-advocacy. In its fourth year of development, the courses students have taken thus far include Remedial English, Biomolecular Science, Japanese, Modern Dance, Computer Graphic Design, and Acting. This exemplary program will serve as a model program for professionals enrolled in the Transition Specialist Certificate Program and provide convenient on-campus opportunities for course related assignments and internship 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)*

Because the Transition Specialist Certificate Program is a professional certificate program, the Board policy is not directly applicable, and no articulation agreements are anticipated.

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

There are no other certificate programs in Connecticut that address the training of transition personnel in schools, vocational rehabilitation, mental health, or related areas servicing youth and young adults with disabilities using an interdisciplinary model with shared expertise from both special education and vocational rehabilitation.

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

The CT Department of Rehabilitative Services (DORS) recently created a personnel program for specialized vocational rehabilitation counselors to specifically service transition youth with disabilities called Level-Up Counselors. Level Up counselors work in conjunction with school staff and community partners to assess the transition and employment needs of youth with disabilities and develop and implement appropriate service plans to assist youth with disabilities moving into the world of work and higher education.

At the national level there is a persistent and critical shortage of special education teachers (Boe, 2006; McLeskey, Tyler, & Flippin, 2004; U.S. Department of Education, 2013). Predictions are that this

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shortage will increase by 17.3% between 2008 and 2013 (Lacey & Wright, 2009). During the 2013-2014 academic year, 45 states reported teacher shortages in special education. Compounding this persistent shortage of special educators is a significant need for training of all personnel in schools, community agencies, and counseling settings to have expertise in transition. According to the U.S. Department of Labor, there is an expected growth of 9 % from 2014 to 2024 for rehabilitation counselors, faster than the average for all occupations. Demand for rehabilitation counselors is expected to grow with the increase due to the continued rehabilitation and transition needs of disability groups, such as physical, cognitive, sensory, and learning disabilities, autism spectrum disorders, and mental health disorders.

Additionally, in a recent report prepared for the State of Connecticut National Governor's Association by the Public Consulting Group regarding Transition Services for Youth with Disabilities, personnel working with youth with disabilities were asked to identify barriers to employment for individuals with disabilities (2006). One of the significant barriers identified in the report was the lack of Transition Counselors. The report further indicated that many youth with disabilities need transition services, but do not have access to them because of a scarcity of transition counselors or specialists. Further analysis of these survey data indicated that fewer of Connecticut's school districts (32 in 2011 compared to 54 in 2008) reported that they have an exemplary transition services component. This gap in trained personnel illustrates the need for a Transition Specialist Certificate Program to fill these critical training and education needs and produce qualified and competent personnel in the state.

### Cost Effectiveness and Availability of Adequate Resources

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

Five of the six required courses (83%) are existing core or elective courses offered by either the Department of Special Education and Interventions or the Counseling Department thus minimizing the overall expense of operating the Transition Specialist Certificate Program. This certificate program can also be nested within several graduate programs and is explicitly embedded within the Department of Special Education and Intervention's Master of Science in Special Education: Specialization in Inclusion and Transition. It is anticipated that the program will admit 8 to 10 students and that these students will graduate within a year of enrolling in the program. Students enrolled in the Transition Specialist Certificate Program will be absorbed into existing courses offered during the fall, spring, and summer semesters by both the Department of Special Education and Intervention and the Counseling Department. Courses in this program will be offered in a hybrid and in some instances, online or accelerated format, enabling even part time candidates to earn an OCP in Transition Planning in as little as 3 semesters (including summer). Currently these courses do not typically run at full capacity, thus the Transition Specialist Certificate program will serve to increase enrollment in both departments in a cost effective manner.

Eligible professionals for the Transition Specialist Certificate program must have an Initial or Professional Connecticut license as either a Special Education Teacher, School Guidance Counselor, School Psychologist School Social Worker, or Rehabilitation Counselor and have two years' experience working under their respective licenses in the fields listed. Candidates who do not yet have the required years of experience may choose to apply to the program with the understanding that their eligibility for the OCP will be pending until they have worked under their license for two years. Students may be enrolled directly into the Transition Specialist Certificate Program or pursue the program as part of their current Master's program in either Special Education or Counseling.

The Transition Specialist Certificate is an interdisciplinary graduate program and therefore its operation would be governed by several groups beyond the typical department and school structure. These governing groups include the Dean of the School of Education and Professional Studies (SEPS); the Dean of the School of Graduate Studies; and the CCSU Graduate Studies Committee (GSC). Therefore, the Transition Specialist

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Certificate Program would receive supports across each of these groups (for example, GSC scholarships and research/travel funds for students, and SEPS Dean's office support for recruitment and applications).

The Transition Certificate Program will also be supported by the Office of School and Community Partnerships in SEPS. This office works with local districts to foster mutually beneficial partnerships among CCSU's teacher preparation programs and local districts. This office will be instrumental in coordinating high quality internships for professionals enrolled in the Transition Certificate Program. The Office of School and Community Partnerships is advised by district partners, therefore district feedback on the Transition Certificate Program and the preparation of its graduates will be ongoing and supportive in helping the program to provide well prepared Transition Specialists

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### 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. Possess thorough knowledge of federal and state laws, regulations, and policies in special education including transition laws and policies (e.g., Individuals with Disabilities Education Act, Vocational Rehabilitation Act, Fair Labor Standards Act). (SPED 566 Legal and Administrative issues in Special Education)
2. Use evidence-based practices to meet the unique learning needs of individuals with disabilities. (SPED 503 Evidence-Based Practices for Diverse Learners)
3. Administer a variety of formal and informal assessments and procedures to identify the strengths, preferences, and interests of individuals with disabilities as they relate to post-school settings (postsecondary education, employment, independent living). (CNSL 522 Appraisal Procedures in Counseling)
4. Use person-centered planning processes to design appropriate post-school options (postsecondary education, employment, independent living) for individuals with disabilities. (SPED 541 Person Centered Planning and Transition, CNSL 585 Foundations of Career, Vocational, and Community Resources for Transition)
5. Design, deliver, and implement appropriate transition plans for individuals with disabilities. (SPED)

**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)

See faculty template

**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? 0

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? Less than 20%

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

It is anticipated that over 80% of the courses offered in the Transition Specialist Certificate Program will be taught by full time faculty members in the Special Education and Interventions and Counseling Departments. Adjunct faculty may be hired as University Supervisors to support and evaluate professionals enrolled in SPED 527 (Internship in Inclusion and Transition Services). Adjunct faculty hired to teach or serve as University Supervisors will minimally hold a Master's Degree in either Special Education or Counseling and have at least three years of transition-related experience in one of the following areas: special education teacher, school guidance counselor, school social worker, or licensed rehabilitation counselors.

**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)

n/a



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**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>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>		
SPED 566 Legal and Administrative issues in Special Education	1	Program acceptance	3	N/A		
SPED 503 Evidence-Based Practices for Diverse Learners	2	Program acceptance	3			
CNSL 522 Appraisal Procedures in Counseling	3	Program acceptance	3			
SPED 541 Person Centered Planning and Transition	4	SPED 503	3			
CNSL 585 Foundations of Career, Vocational, and Community Resources for Transition	4,5	CNSL 522	3			
SPED 527 Internship in Inclusion and Transition Services	5,6	CNSL585	1-3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
N/A				N/A		
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<b>Program Outline</b> (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.")						

<sup>2</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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**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
<b>Cherie King, Sc.D. CRC,</b> Associate Professor and Program Coordinator, Clinical Professional Counseling programs, Dept. of Counselor Education and MFT	Boston University	Rehabilitation Counselor Education and Vocational Rehabilitation	
<b>Megan Mackey,</b> Assistant Professor, Department of Special Education and Interventions	Binghamton University	Worked with Farmington Valley Transition Academy (FVTA) (on University of Hartford campus) from 2010 - 2015. Teamed up with the FVTA lead teacher to develop college course content, supervised student teachers, and collaborated with FVTA personnel to develop and conduct research which utilized video feedback to improve the job- related behaviors of twins with autism.	
<b>Ernest Pancsofar,</b> Associate Professor	Southern Illinois University	Secondary teacher preparation, Person-centered planning, Transition planning	
<b>William Nelson,</b> Assistant Professor	Boston College	Learning disabilities, Response to Intervention, Special education law	

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### **Total number of credits for the degree: 16-18 (graduate level credits):**

SPED 503 Evidence-Based Practices for Diverse Learners (3)  
SPED 566 Legal and Administrative issues in Special Education (3) CNSL 522 Appraisal Procedures in Counseling (3)  
SPED 541 Person Centered Planning and Transition (3)  
CNSL 585 Foundations of Career, Vocational, and Community Resources for Transition (3)  
SPED 527 Internship in Inclusion and Transition Services (1-3)

### **Admission requirements:**

- Hold an Initial or Professional Connecticut license as either a Special Education Teacher, School Guidance Counselor, School Psychologist, School Social Worker, or Rehabilitation Counselor,
- Have two years' experience working under their respective licenses in the special education, school guidance, school social work, or rehabilitation counseling. Candidates who do not yet have the required years of experience may choose to apply to the program with the understanding that their eligibility for the OCP will be pending until they have worked under their license for two years,
- Overall GPA of 2.70 or higher,
- Completion of the application process: Students must formally apply to Graduate Admissions by completing the application form, paying the non-refundable application fee of \$50 and having official transcripts for each course taken sent by each previously attended University (excluding CCSU) directly to Graduate Admissions,
- Two current professional recommendations,
- Written essay - description of student's motivation for advanced graduate study, past experience and future professional goal
- Interview with program faculty

All students will be required to take either SPED 315 Introduction to Educating Learners with Exceptionalities or SPED 501 Education of the Exceptional Learner (3 credits)

### **Capstone or special project requirements: n/a**

### **Requirements and arrangements for clinical affiliations, internships, and practical or work experience:**

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A 1 – 3 credit transition internship in a school or community-based organization will serve as the capstone for candidates completing the Transition Specialist Certificate Program. Internship sites will be determined by a candidate's discipline/work experience. For example, candidates that are special educators would be placed in an internship with a community provider or in a vocational rehabilitation provider. Candidates that have experience in vocational rehabilitation programs or community providers would intern in a school transition program. Internship sites will be developed and secured by faculty from both departments. Program advisors will assist candidates with the identification of an appropriate internship site. Internships will be supervised by a University Supervisor

Program Outcomes	Indicate the standards the align with each assessment		Course/Assessments
	SPA Standards: Council for Exceptional Children (CEC) Advanced Specialty Set: Special Education Transition Specialist	SEPS Conceptual Framework	
1. Possess thorough knowledge of federal and state laws, regulations, and policies in special education including transition laws and policies (e.g., Individuals with Disabilities Education Act, Vocational Rehabilitation Act, Fair Labor Standards Act).	CEC Standard 5 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.	I. The Educational Professional as Active Learner A. Possesses Content Knowledge in the Arts and Sciences and an Understanding of the Social Contexts of Schooling B. Demonstrates General Pedagogical Knowledge C. Possesses Content-Specific Pedagogical Knowledge D. Engages in Habits of Critical Thinking and Problem-Solving	SPED 566 (Legal and Administrative issues in Special Education /Exam

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2. Use evidence-based practices to meet the unique learning needs of individuals with disabilities.	<p>CEC Standard 2 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</p> <p>CEC Standard 3 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p>	<p>II. The Educational Professional as Facilitator of Learning for All Students</p> <p>A. Applies Knowledge of Human Development Across the Life Span</p> <p>B. Respects and Values All Learners</p> <p>C. Addresses the Diversity of Learning Environments</p> <p>D. Understands the Learning Process and Applies Instructional and Assessment Strategies and Technologies to Facilitate Learning</p>	SPED 503 (Evidence-Based Practices for Diverse Learners)/Evidence-based Case Study
3. Administer a variety of formal and informal assessments and procedures to identify the strengths, preferences, and interests of individuals with disabilities as they relate to postsecondary settings (postsecondary education, employment, independent living).	<p>CEC Standard 1 Special education specialists use valid and reliable assessment practices to minimize bias.</p>	<p>II. The Educational Professional as Facilitator of Learning for All Students</p> <p>A. Applies Knowledge of Human Development Across the Life Span</p> <p>B. Respects and Values All Learners</p> <p>C. Addresses the Diversity of Learning Environments</p> <p>D. Understands the Learning Process and Applies Instructional and Assessment Strategies and Technologies to Facilitate Learning</p>	CNSL 522 (Appraisal Procedures in Counseling)/Assessment Report

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

4. Use person-centered planning processes to design appropriate postsecondary options (postsecondary education, employment, independent living) for individuals with disabilities.	CEC Standard 3 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.	II. The Educational Professional as Facilitator of Learning for All Students A. Applies Knowledge of Human Development Across the Life Span B. Respects and Values All Learners C. Addresses the Diversity of Learning Environments D. Understands the Learning Process and Applies Instructional and Assessment Strategies and Technologies to Facilitate Learning	SPED 541 (Person Centered Planning and Transition)/Person- Centered Plan  CNSL 585 /Transition Plan
5. Design, deliver, and implement appropriate transition plans for individuals with disabilities.	CEC Standard 4 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.	II. The Educational Professional as Facilitator of Learning for All Students A. Applies Knowledge of Human Development Across the Life Span B. Respects and Values All Learners C. Addresses the Diversity of Learning Environments D. Understands the Learning Process and Applies Instructional and Assessment Strategies and Technologies to Facilitate Learning	CNSL 585 (Foundations of Career, Vocational, and Community Resources for Transition) /Transition Plan SPED 527 (Internship in Inclusion and Transition Services) /Transition Plan Implementation

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

<p>6. Act collaboratively, ethically, and responsibly to ensure and increase effective transition services, supports, and outcomes for individuals with disabilities and their families.</p>	<p>CEC Standard 6 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</p> <p>CEC Standard 7 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</p>	<p>III. The Educational Professional as Reflective and Collaborative Practitioner</p> <p>A. Makes Informed and Ethical Decisions</p> <p>B. Accepts Responsibility for Student Learning</p> <p>C. Engages in Opportunities for Professional Growth</p> <p>D. Collaborates with Colleagues, Families and the School Community.</p>	<p>SPED 527 (Internship in Inclusion and Transition Services) /Internship Evaluation</p>
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# Connecticut Board of Regents for Higher Education

## APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA <sup>1</sup> BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution

Date

Proposed Program

PROJECTED 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 (from other programs)		9		11		13
New Students (first time matriculating)				7		15
Continuing (students progressing to credential)						
Headcount Enrollment	0	9	0	18	0	28
Total Estimated FTE per Year	3		6		9.33	

PROJECTED 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)	\$0	\$19,440	\$0	\$38,880	\$0	\$60,480
Program-Specific Fees	\$0	\$13,284	\$0	\$26,568	\$0	\$41,328
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$32,724		\$65,448		\$101,808	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	0.25	\$24,666	0.5	\$49,332	0.63	\$61,665
Faculty (Part-time -total for program)					1	\$5,367
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$24,666		\$49,332		\$67,032

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations: The full OCP Program will be in year number three.

<sup>1</sup> This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program Software Engineering leading to a Master of Science degree at Central Connecticut State University for a period of time concurrent with institutional accreditation.

A True Copy:

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

**ITEM**

Application for approval of a new Master of Science in Software Engineering program at Central Connecticut State University

**BACKGROUND**Summary

The proposed Master of Science in Software Engineering program at Central Connecticut State University addresses the growing needs of Connecticut business and industry for highly skilled IT professionals in the field of software engineering. It is consistent with both the University's mission by preparing software engineering students to be thoughtful, responsible and successful computer professionals, and with the School of Engineering, Science and Technology's mission to provide an innovative and unique educational experience to every student and develop the most qualified software engineers through experiential and active learning that embraces the concept of "thinking, learning, and doing."

Need for the Program

According to Connecticut Career path job outlook through 2022, the growth rate for software developers is stated as "much faster than average" and in "Software Developers: Occupational Outlook Handbook by the US Bureau of Labor Statistics" the percent change in projected employment for the period 2014 – 2024 is 19% for applications software developers, 17% for (general) software developers, and 13% for systems software developers which are the highest numbers compared to other computer occupations (12%) and much higher than the projected growth in all other occupations (7%).

Curriculum

The Program will take 33 credits to complete. It consists of a 12 credit core, 18 credits of specialization courses, and a 3-credit capstone course. Students successfully completing this program will have exhibited breadth as well as depth of capability involving both theoretical aspects of computer science and software engineering, and practical considerations of computing.

Students

The program will serve three groups of students: a) students with a BS in CS degree, b) students with a BS in related information technology field with minimum of 18 credits of relevant CS courses, and c) students with a BS in a STEM field with minimum of 17 credits of relevant Math and CS courses (pre-requisites may be required for the last two groups on a student by student basis).

Faculty

The program builds on the strengths of the Department of Computer Science full-time faculty. The department will require one new faculty to support the program when enrollment reaches 32 FTE.

Learning Resources

No special learning resources will be needed.

Facilities

No additional facilities will be needed.

Fiscal Note

Total estimated FTE per years 1, 2, and 3 are 11.67, 26.33, and 32.67, respectively.

Total annual program revenue for years 1, 2, and 3 is \$118, 300, \$267, 532, and \$332,136, respectively.

Total estimated expenditures for years 1, 2, and 3 are \$103,859, \$177,171, and \$177,171, respectively.

Review of Documents:

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

2-8-2017 – Academic Council

3-17-2017 – BOR Academic & Student Affairs Committee

4-6-2017 – 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> Central Connecticut State University	<b>Date of Submission to BOR Office:</b>
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b>	
<b>Program Characteristics</b> Name of Program: MS in Software Engineering Degree: Title of Award (e.g. Master of Arts) <b>Master of Science</b> Certificate: (specify type and level) Anticipated Program Initiation Date: Sept 2017 Anticipated Date of First Graduation: May 2019 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): 33	<b>Program Credit Distribution</b> # Cr in Program Core Courses: 12 # Cr of Electives in the Field: 18 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program (sum of all #Cr above): 33</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
<b>Type of Approval Action Being Sought:</b> Licensure OR <input checked="" type="checkbox"/> Licensure and Accreditation <b>Suggested CIP Code No. (optional)</b> 14.0903 <b>Title of CIP Code</b> Computer Software Engineering	
<b>If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:</b> <b>Program Discontinued:</b> <b>CIP:</b> <b>DHE# (if available):</b> <b>Accreditation Date:</b> <b>Phase Out Period</b> <b>Date of Program Termination</b>	
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:</b> School of Engineering, Science, and Technology	
<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:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</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> Stan Kurkovsky, PhD	<b>Title:</b> Department Chair, Computer Science <b>Tel.:</b> 860-832-2720 <b>e-mail:</b> <a href="mailto:kurkovsky@ccsu.edu">kurkovsky@ccsu.edu</a>

**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>	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> 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 Master of Science in Software Engineering will provide students with a high level of competency in understanding and applying emerging concepts, principles, methods, and theories necessary for the design and implementation of software systems, and is geared toward meeting the needs of Connecticut business and industry.

The Master of Science in Software Engineering will be consistent with the University's mission by preparing software engineering students to be thoughtful, responsible and successful computer professionals. It will support the University's vision of graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their profession and communities as engaged citizens.

The Master of Science in Software Engineering program will be consistent with the School of Engineering, Science and Technology's mission to provide an innovative and unique educational experience to every student and develop the most qualified software engineers through experiential and active learning that embraces the concept of "**thinking, learning, and doing.**"

The Program will take 33 credits to complete. Full-time students may complete the Program in 18 months by taking classes offered during the summer semesters. The Program consists of a 12 credit core, 18 credits of specialization courses, and a 3-credit capstone course. Students in the program will receive a broad background in the areas of programming systems and languages, software development, testing and maintenance, database design, distributed computing, artificial intelligence, data mining, and data visualization. The program emphasizes the development of communication and presentation skills in a team-based software development environment. Students successfully completing this program will have exhibited breadth as well as depth of capability involving both theoretical aspects of computer science and software engineering, and practical considerations of computing.

**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)*

According to the latest data published by the US Bureau of Labor Statistics, software engineering is consistently among the fastest growing IT professions in the US. Programming jobs are growing at 2X the national average, and the predictions are that there will be one million more jobs than computer science students graduating in the next 6 years (1.4 million computing jobs for 400,000 computer science students). Many of these jobs require an advanced degree to not only keep up with the rapidly developing field of computer science and software engineering, but also to acquire in-depth knowledge in emerging technologies, and their applications in various industries.

In addition, according to Connecticut Career path job outlook through 2022, the growth rate for software developers is stated as "much faster than average" and in Software Developers: Occupational Outlook Handbook by the US Bureau of Labor Statistics the percent change in projected employment for the period 2014 – 2024 is 19% for applications software developers, 17% for (general) software developers,

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

and 13% for systems software developers which are the highest numbers compared to other computer occupations (12%) and much higher than the projected growth in all other occupations (7%).

- 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?

The Department of Computer Science currently offers MS in Computer Information Technology program with specialization in Computer Science. A majority of courses to be offered in the proposed MS in Software Engineering program have already been developed and offered by the department. Current faculty have the expertise to offer all of the proposed courses, and the department has the resources to support the new program. Furthermore, this program is very well aligned with the research interests of the faculty.

- 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)

No transfer agreements will be instituted however, it is important to note that this degree program will be attractive to students in various Associates and Bachelors degree programs throughout the system and may provide an aspirational path for them to pursue. Efforts will be in place to make the program available to them through information sessions at the various institutions.

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

MS in Software Engineering is not offered by any institution within CSUS. SCSU offers MS in Computer Science, which is a general CS program covering a broad field of computer science, while the proposed program has a specific software engineering focus consistent with our designation as an engineering school within CSUS.

UConn also offers a general MS in Computer Science and Engineering covering the broad areas in both Computer Science and Computer Engineering. As stated above, our program will provide far more specialized preparation in the field of software engineering.

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

According to Software Developers: Occupational Outlook Handbook by the US Bureau of Labor Statistics from March 15, 2016, employment of software developers is projected to grow 17 percent from 2014 to 2024, which is much faster than the average for all occupations. The main reason for such a rapid growth, as stated in the document, is a large increase in the demand for computer software and the need for highly qualified professionals to develop and maintain these software systems.

### Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MExcel 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 department will be able to begin offering this program with the existing staffing of 9 full-time faculty. However, given the sustained increase in undergraduate enrollments in Computer Science, the department will ask for one additional line when the program enrollment reaches 32 FTE.

**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)*

1. Have the ability to identify, formulate, and solve software engineering problems in a variety of application settings, including software architecture and design, software construction, software testing and quality assurance, and software maintenance.
2. Understand modern software engineering concepts, techniques, practices, and tools and to apply them to the development of complex software systems;
3. Possess advanced level software development skills and demonstrate in-depth knowledge in at least one computer science area, including data mining, Semantic web, data visualization, and distributed computing
4. Recognize the need for, and have the ability to engage in, continuing professional development.
5. Have the ability to communicate effectively with a range of audiences and possess skills needed to work successfully as a part of a team.

Student attainment of the learning outcome will be evaluated using a range of well-established methodologies including assessment rubrics, embedded assessment in midterm and final exams, peer and faculty evaluations, and self-assessment in an exit survey.

**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)*

Neli Zlatareva -- admissions coordinator, Planned Program advisor, student advisor, 1 credit load  
Stan Kurkovsky – program assessment, curriculum coordinator, student advisor.

**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? 0

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

What percent of credits in the program will be taught by adjunct faculty? 0%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program N/A

**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)*

None.



# 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>		
CS 505 Design patterns (existing course to be offered at 500-level)	2	Admission to the Program, or CS 501	3	CS 595 Capstone (new course) Must have completed at least 24 credits and GPA >= 3.0	3, 4, 5	3
CS 530 Advanced software engineering	1	Admission to the Program or CS 501	3			
CS 506 Software testing and quality assurance (new course)	1, 2		3			
CS 507 Distributed computing (new course)	2, 3	Admission to the Program or CS 501	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
Admission to the Program or CS 501 Foundations of Computer Science				CS 407 Advanced Topics in Computer Science	2, 4, 5	1-3
				CS 423 Computer Graphics	1, 2	3
				CS 460 Database Concepts	1, 2, 3	3
				CS 462 Artificial Intelligence	2, 3, 5	3
				CS 463 Algorithms	2, 3	3
				CS 464 Programming Languages	2, 3	3
				CS 481 Operating Systems Design	1, 2, 3	3
				CS 490 Computer Communications Networks & Distributed Processing	2, 3	3
				CS 492 Computer Security	2, 3	3
				CS 525 Advanced Algorithms (new course)	2, 3	3
				CS 545 Data mining (existing course – new number)	3, 4	3
				CS 550 Topics in Human Computer Interaction	3, 4	3
				CS 565 Bioinformatics (new course)	3, 4	3
				CS 570 Topics in Artificial Intelligence	3, 4, 5	3

<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

		CS 575 Linked Data Engineering (new course)	3, 4, 5	3
		CS 580 Topics in Database Systems and Applications	2, 3, 5	3
		CS 590 Topics in High Performance Computing and Communications	2, 3, 5	3
		CS 594 Independent research/graduate seminar (new course)	3, 4, 5	3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)				

**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.")

Total number of credits for the degree: 33 (4 semesters)

- **Core:** 12 credits
- **Electives:** 18 credits – according to University rules, up to 9 credits can come from approved 400-level courses.
- **Capstone course:** 3 credits to be taken during the last semester having completed at least 24 credits and GPA  $\geq 3.0$

## Proposed schedule:

Year 1 Fall: CS 505 Design patterns  
CS 530 Advanced software engineering  
One CS elective

Year 1 Spring: CS 506 Software testing and quality assurance  
CS 507 Distributed computing  
One CS elective

Year 2 Fall: Three CS electives

Year 2 Spring: One CS elective  
CS 595 Capstone

## Admission requirements:

- BS in CS degree **OR**
- BS in related information technology field with minimum of 18 credits of relevant CS courses (CS 1, CS 2, Data Structures, Computer Architecture, and two advanced CS classes). May require an extra semester or a summer semester **OR**
- BS in a STEM field with minimum of 17 credits of relevant Math and CS courses (Calculus 1, Calculus II, Discrete Math, Computer Science 1, and Computer Science 2). Will require an extra semester.

# 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
Fatemeh Abdollahzadeh, Ph.D.	Loughborough University, England	Parallel programming	
Joan Calvert, Ed.D.	UMass, Amherst	Human-computer interaction	
Sixia Chen, Ph.D.	UConn, Storrs	Distributed computing, Algorithms	
Bradley Kjell, Ph.D.	University of Wisconsin, Madison	Data visualization, Computer graphics	
Stan Kurkovsky, Ph.D.	University of Louisiana, Lafayette	Software engineering	Department Chair
Zdravko Markov, Ph.D.	Sofia University, Bulgaria	Data mining, Artificial intelligence	
Irena Pevac, Ph.D.	University of Belgrade, Serbia	Databases, Algorithms	
Chad Williams, Ph.D.	University of Illinois at Chicago	Software development and testing	
Neli Zlatareva, Ph.D.	Higher Institute of Mechanical and Electrical Engineering, Sofia, Bulgaria	Artificial intelligence, Semantic web	

# Connecticut Board of Regents for Higher Education

## APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA <sup>1</sup> BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Central Connecticut State University Date 12/8/2016  
Proposed Program MS in Software Engineering

PROJECTED 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 (from other programs)						
New Students (first time matriculating)	10	5	14	7	16	9
Continuing (students progressing to credential)			8	6	11	8
Headcount Enrollment	10	5	22	13	27	17
<b>Total Estimated FTE per Year</b>	11.67		26.33		32.67	

PROJECTED 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)	\$64,920	\$10,800	\$142,824	\$28,080	\$175,284	\$36,720
Program-Specific Fees	\$35,200	\$7,380	\$77,440	\$19,188	\$95,040	\$25,092
Other Rev. (Annotate in text box below)						
<b>Total Annual Program Revenue</b>	\$118,300		\$267,532		\$332,136	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	0.08	\$9,775	0.08	\$9,775	0.08	\$9,775
Faculty (Full-time, total for program)	0.75	\$87,974	1.375	\$161,286	1.375	\$161,286
Faculty (Part-time -total for program)						
Support Staff	0.1	\$6,110	0.1	\$6,110	0.1	\$6,110
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
<b>Total ESTIMATED Expenditures</b>		\$103,859		\$177,171		\$177,171

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations: The department will require (year two) one new faculty to support the proposed graduate program.

<sup>1</sup> This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Health Information Management leading to a Bachelor of Science degree at Charter Oak State College including modification of courses to align with new national standards.

A True Copy:

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

**ITEM**

Modification of BS and Certificate in Health Information Management at Charter Oak State College.

**BACKGROUND**Summary

The certificate and the major are being modified to align with the new national standards for HIM. Charter Oak's HIM program is accredited by the Commission on Health Informatics and Health Information Management (CAHIIM).

Need for the Program

To maintain accreditation, the College needs to adopt the new standards.

Curriculum

The curriculum changes are outlined in the Modification of Accreditation documents. CAHIIM has replaced some of their earlier focus on business to a greater focus on health issues and data analytics. The changes in the curriculum in the major allow for more electives for the students making it easier for students to transfer into the program. As the associate degree programs realign their degrees to be in alignment with the new CAHIIM changes, we will revise the articulation agreements that we have with the community colleges. The major remains at 120 credits. Only one new course is needed—Health Data Analytics and Information Governance.

Students

Currently we have 104 students in the program. One has graduated and passed the national exam. Four more are scheduled to graduate this semester.

Faculty

A new adjunct will be hired to develop and teach the Data Analytics course.

Learning Resources

None needed.

Facilities

NA

Cost:

Course development: Shared with certificate: \$2300

Review of Documents:

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

Accreditation:

CAHIIM accreditation. CT accreditation. Approved through NEASC Substantive Change process.

1-11-2017 – Academic Council

3-17-2017 – BOR Academic & Student Affairs Committee

4-6-2017 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) –  
**12/16/2016**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Charter Oak State College	<b>Date of Submission to BOR Office:</b>
Most Recent NEASC Institutional Accreditation Action and Date: November 2016	
<b>Original Program Characteristics</b> CIP Code No. 51.0706      Title of CIP Code Health Information/Medical Records Administration/Administrator. CIP Year: 2012 Name of Program: <b>Health Information Management</b> Degree: Title of Award (e.g. Master of Arts) <b>BS</b> Certificate: (specify type and level) Date Program was Initiated: August 2012 Modality of Program:    On ground <input checked="" type="checkbox"/> Online      Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 121	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>79</b> # Cr of Electives in the Field: # Cr of Free Electives: 12 # Cr Special Requirements (include internship, etc.): <b>3 (HIM Practicum)</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>121</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>121</b>
Type of Program Modification Approval Being Sought (mark all that apply): <input checked="" type="checkbox"/> Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <b>Major</b>  <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
<b>Modified Program Courses</b> Name of Program: <b>Health Information Management</b> Degree: Title of Award <b>BS</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: <b>August 2012</b> Modality of Program:    On ground <input checked="" type="checkbox"/> 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>121</b> Other:	<b>Modified</b> # Cr in Program Core Courses: 45 # Cr of Electives in the Field: 15 # Cr of Free Electives: 11 (Lib Arts) # Cr Special Requirements (include internship, etc 3 (HIM Practicum) <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>120</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>120</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: <b>NA</b> CIP:                      DHE# (if available):                      Accreditation Date: Phase Out Period                      Date of Program Termination <b>NA</b>	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Academic Affairs	
Other Program Accreditation: <b>CAHIM</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: <b>Prepares graduates to sit for the Registered Health Information Administrator (RHIA) exam through AHIMA</b></li> </ul>	

<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.



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(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu
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**BOR REVIEW STATUS** (For Office Use Only - please leave blank)

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

**SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION**

(Please Complete Sections as Applicable)

**Background and Rationale** (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

Charter Oak State College has the Bachelor of Science program in Health Information Management (HIM) along with the Certificate in Health Information Management. These programs are programmatically accredited by the Commission on Health Informatics and Health Information Management Programs (CAHIIM). In 2014, CAHIIM introduced new curriculum standards and all accredited programs must comply with the new standards by Fall 2017.

The CAHIIM curriculum requirements are based on Competencies. New competencies have been added, some have been removed, and others have been revised. In order to effectively teach the students the new competencies, some Charter Oak HIM program curriculum changes must be made. While the program already included many of the new or revised competencies, there is currently a large gap in the area of Data Analytics and Information Governance. At the same time, the competencies for Database Management were mostly eliminated. Other competency areas were greatly reduced while other areas have increased focus.

Table 1

Topic	Old CAHIIM Competencies	New CAHIIM Competencies	NOTES
Financial Management	Evaluate capital, operating and/or project budgets using basic accounting principles	Evaluate HIM capital, operating and/or HIM project budgets using basic accounting principles	The competencies are specific to financial management in HIM departments and learning and assessments are expected to be healthcare-specific. Reading, learning
		Perform cost-benefit analysis for HIM resource planning and allocation	

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

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			activities and assessments for these competencies are already covered in HIM305.
Team Leadership	Facilitation of teams and meetings	Build effective teams	This topic is covered in one chapter and one unit of HIM305 and the competency is already assessed in that unit. It is not necessary for HIM students to take an entire course to meet one basic competency.
	Team/consensus building		
Introduction to Computer Science	Computer concepts (hardware components, network systems architectures, operating systems and languages, and software packages and tools)	Utilize technology for data collection, storage, analysis, and reporting of information	These topics need to be updated and made more specific to HIM rather than general computer science. The textbook that will be used in a revised HIM200 is specific to computer concepts in HIM and the student will be better served with this course and textbook that prepares students for the RHIA exam.
	Communications technologies (networks—LANS, WANS, WLANS, VPNs)	Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies	
Healthcare Database Management	Database Architecture and Design	Evaluate system architecture, database design, data warehousing	While HIM410 teaches students to create databases, that skill is not necessary for the HIM profession or the RHIA exam. The basic description of types and uses of databases can be better covered in another course at the appropriate level. A full course is not needed to assess one competency that does
	Data, information, and file structures (data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems)		

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			not require the student to create a database, but to use one and evaluate it.
Human Resources	Manage human resources to facilitate staff recruitment, retention, and supervision	Manage human resources to facilitate staff recruitment, retention, and supervision	While the competencies remained the same, it is expected that the course material and assessments be healthcare related. It is not practical to add separate assessments into HRM310 to be used by HIM students. Also, HRM310 is really focused on students who plan to work in an HR department while HIM students should be focusing on supervising and leading staff.
	Ensure compliance with employment laws	Ensure compliance with employment laws	
	Create and implement staff orientation and training programs	Create and implement staff orientation and training programs	
	Benchmark staff performance data incorporating labor analytics	Benchmark staff performance data incorporating labor analytics	
	Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	

In all, there are 42 new Competencies that must be assessed in the curriculum, 138 total. Many were similar to the previous competencies, but others were completely new. For instance, there are two entirely new Subdomains titled Subdomain III.C. Analytics and Decision Support and Subdomain III.B. Information Management Strategic Planning that together include 8 new competencies at high Blooms levels. This emphasis supports the new course proposed: HIM4XX Healthcare Analytics and Information Governance. Only one competency in Database Management does not support an entire course on Database Management any longer as the topic can be covered well in another course (See Table 2, below).

Although there are still 5 competencies related to human resources, all of the competencies are covered and assessed already in HIM305. CAHIIM expects assessments of competencies to be healthcare and HIM-related. For instance, in order to keep HIM460 Project Management in the curriculum, they demanded that a HIM-specific course project be added to the course. Now there are two course projects – one for HIM students and another for all other students. Knowing this would be an issue, assessments for all of the human resources competencies were already created and placed in HIM305 prior to the CAHIIM accreditation visit. Therefore, requiring HIM students to continue taking HRM310 is not practical or necessary, and it is very repetitive for the students.

The HIM Advisory Committee discussed the new curriculum standards in January 2016. HIM Program Director, Cindy Edgerton, took their input and researched the new standards, attended the AHIMA Assembly on Education conference that addressed the new standards, and reviewed the textbook updates that were made based on the new standards.

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In addition, while the changes are being made, the opportunity will be used to also simplify the listing of the HIM curriculum requirements.

**Description of Modification** *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.*

With a year of research and preparation completed, the conclusion for the HIM Major is to remove the following:

ACC101 Financial Accounting  
HCA211 Health Care Finance  
HIM410 Healthcare Database Management  
HRM311 Human Resources Management  
ITE101 Introduction to Computer Science  
MGT451 Team Leadership

And ADD a new course:

HIM4XX Health Care Data Analytics and Information Governance.

Some of the material from the deleted courses is still needed, but not at the level that would require an entire course on the subject. Instead, the material that is necessary has been added to existing HIM courses.

TABLE 2

<b>DROPPED COURSES</b>	<b>WHERE MATERIAL IS COVERED</b>	<b>WEEK</b>
ACC101	HIM305	6
HCA211	HIM305	6
HIM410	HIM 200, HIM4XX	TBD
HRM311	HIM305	2, 3, 4, 7, 8
ITE102	HIM200	1, 2
MGT451	HIM305	1, 2, 6

The deletion of the courses above brings a great benefit to those students coming to COSC with many credits from other institutions. The changes allows for 15 more elective credits so 15 credits from other colleges that could not be used for the degree now have the potential to be used for a student's electives. In addition, while the changes are being made, the opportunity will be used to simplify the listing of the HIM curriculum requirements. Many courses were listed as BOTH Foundations and General Education. This was confusing to students and listing them as required General Education only should eliminate the confusing of seeing courses listed twice. The Advising Worksheet will be easier to navigate.

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In conclusion, the change being sought for the HIM Major is the removal of six courses and the addition of one course along with a simplified listing of required courses.

The program will now be 120 credits.

The following courses will require a C to pass:

BIO 130 Human Biology  
BIO212 Anatomy and Physiology  
BIO215 Pathophysiology  
HIM 115 Principles of Health Information Management  
HIM 200 Health Information Systems  
HIM 205 Reimbursement Methodologies  
HIM 210 Medical Coding and Billing I - ICD-10  
HIM 211 Medical Coding and Billing II - CPT  
HIM 300 Medical Vocabularies and Classification Systems  
HIM 305 Health Information Services Management and Leadership  
HIM 315 Health Statistics  
HIM 320 Electronic Health Records and Health Info. Exchange  
HIM 420 Health Care Research and Quality  
HIM 405 Health Information Law, Privacy, and Security  
MGT 460 Project Management  
HIM 4XX Health Data Analytics and Information Governance  
HIM 498 Health Information Management Practicum  
HIM 499 Health Information Management Capstone

**Description of Resources Needed** *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

No additional administrative resources, library holdings, specialized equipment, etc. will be required. The Subject Matter Expert and Instructional Design team will be needed for the creation of the one new course. It is planned that the subject matter expert will also come on as Adjunct Faculty to teach the new course.

**Other Considerations**

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**Curriculum Details for a Program Modification** (to be use as appropriate for specific modification request)<sup>3</sup>

**Remove:**

ACC101 Financial Accounting  
HCA211 Health Care Finance  
HIM410 Healthcare Database Management  
HRM311 Human Resources Management  
ITE101 Introduction to Computer Science  
MGT451 Team Leadership

**Add:** HIM4XX Healthcare Data Analytics and Information Governance

**Course Description:**

This course introduces students to health data analytics. Students will study data analytical processes that enable decision making. Topics will include: Database management and querying, data visualization, data capture tools, data mining, data warehouses, and decision support. Students will analyze clinical information and data to identify trends of quality, safety, and effectiveness of healthcare. Students will also focus on information governance strategies in the health care field and health information planning throughout a healthcare organization. This will include the following topics: Data formatting, data dictionary management, health information as an asset, and the value of information to drive organizational performance.

**Prerequisite(s):**

HIM 115, HIM 315

**SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS**

**Two-Year Cost Effectiveness and Availability of Adequate Resources**

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

The modification will not result in any change to cost of the program beyond the cost of developing the new course, approximately \$2700.

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<sup>3</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

**CURRENT**

Foundation Courses:	Credits
BIO 130 Human Biology	4
ITE 102 Introduction to Computer Science	3
BIO 212 Anatomy & Physiology	3
HCA 105 Medical Terminology	3
MGT 451 Team Leadership	3
HIM 205 Reimbursement Methodologies	3
BIO 215 Pathophysiology	3
HIM 305 Health Care Organizations Management	3
HIM 210 Medical Coding and Billing I - ICD-10	3
HIM 211 Medical Coding and Billing II - CPT	3
HRM 310 Human Resources	3
HCA 211 Healthcare Finance	3
Total HIM Foundation Credits	37
<b>Major Courses:</b>	
HCA 101 Health Care Systems and Administration	3
HIM 115 Principles of Health Information Management	3
HIM 200 Health Information Systems	3
HIM 300 Medical Vocabularies and Classification Systems	3
HIM 315 Health Statistics	3
HIM 320 Electronic Health Records and Health Info. Exchange	3
HIM 420 Health Care Research and Quality	3
HIM 405 Health Information Law, Privacy, and Security	3
HIM 410 Health Care Database Design and Development	3
MGT 460 Project Management	3
HCA 301 Contemporary Ethical Issues in HCA	3
HIM 499 Health Information Management Capstone	3
HIM 498 Health Information Management Practicum	3
Total HIM Major Credits	39
<b>General Education Courses:</b>	
Composition I (ENG 101)	3
Cornerstone (IDS 101)	3
US History/Gov	3
Composition II (ENG 102)	3
Speech (COM 101)	3
Psychology	3
Statistics (MAT 105)	3
Gen. Ed. Elective	3
Non Western	3
Global - Transcultural Competency in HCA (HCA 350)	3
Lit/FA	3
Total General Education Credits	33
<b>Free Electives:</b>	
12 Credits (Recommend HCA450,HCA 350, HCA401) Choose all LA's	12
<b>TOTAL CREDITS</b>	121

**NEW**

Foundation Courses:	Credits	Gen Ed	Lib Art
HCA 101 Health Care Systems and Administration	3		
HCA 105 Medical Terminology	3		
Total HIM Foundation Credits	6		
<b>Major Courses:</b>			
HIM 115 Principles of Health Information Management	3		
HIM 200 Health Information Systems and Databases	3		
HIM 205 Reimbursement Methodologies	3		
HIM 210 Medical Coding and Billing I - ICD-10	3		
HIM 211 Medical Coding and Billing II - CPT	3		
HIM 300 Medical Vocabularies and Classification Systems	3		
HIM 305 Health Information Services Management and Leadership	3		Y
HIM 315 Health Statistics	3	q	Y
HIM 320 Electronic Health Records and Health Info. Exchange	3		
HIM 420 Health Care Research and Quality	3		
HIM 405 Health Information Law, Privacy, and Security	3		
MGT 460 Project Management	3		
HIM 4XX Health Data Analytics and Information Governance	3		
HIM 498 Health Information Management Practicum	3		
HIM 499 Health Information Management Capstone	3		
Total HIM Major Credits	45		
<b>Required General Education Courses for HIM Major:</b>			
Ethics (HCA 301 Ethics in HCA)	3	d	Y
Natural Sciences (BIO 130 Human Biology with Lab)	4	s	Y
Natural Sciences (BIO 212 Anatomy & Physiology)	3	s	Y
Natural Sciences (BIO 215 Pathophysiology)	3	s	Y
Global (HCA 350 Transcultural Competency in HCA)	3	g	Y
Quantitative Reasoning (MAT 105 Statistics)	3	q	Y
Total	19		
<b>Remaining General Education Courses:</b>			
Cornerstone (IDS 101 Cornerstone)	3		Y
Composition I (ENG 101)	3	e	Y
US History/Gov	3	u	Y
Composition II (ENG 102)	3	e	Y
Speech (COM 101)	3	o	Y
Social/Behavioral Science	3	b	Y
Non-US History/Culture	3	n	Y
Aesthetic Dimensions	3	a	Y
Total	24		
<b>Liberal Arts Electives</b>	11		
<b>Free Electives</b>	15		
<b>TOTAL CREDITS</b>	120		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Health Information Management leading to an Associate of Science degree at Middlesex Community College including modification of course curriculum to align with new national standards.

A True Copy:

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



**ITEM**

Approval of accreditation, together with curriculum modifications, of a program in Health Information Management leading to an Associate of Science degree at Middlesex Community College.

**BACKGROUND****Summary**

At its meeting on October 17, 2013, the Board of Regents approved the licensure of the Health Information Management associate degree program for a three-year period, ending October 31, 2016. The college is requesting state accreditation of this program so we may confer degrees to students in May 2017 and beyond. We are also requesting program modifications that would take effect with the 2017-18 Catalog. These changes will allow the college to adjust the program to comply with national professional accreditation standards and the BOR's Credit Normalization Policy.

**Need for Program**

The Bureau of Labor Statistics predicts 15% job growth for health information technicians during the decade spanning 2014-2024. The average for all occupations during this period is expected to be 7%. The program changes and plan to seek accreditation by CAHIIM were reviewed and approved by the program advisory board comprised of individuals representing Connecticut healthcare organizations and baccalaureate institutions. The advisory board agrees with the new focus of the curricular competencies and with the benefits of obtaining the RHIT credential.

Salaries in the field are strong, with the American Health Information Management Association reporting in a 2012 salary survey that the average salary for HIM technicians was over \$48,000. For those students who choose to pursue additional education, the field offers a career ladder that allows progression to management or technical expertise roles with higher salaries. Progression to a bachelor's degree level of training prepares HIM professionals for more technically complex roles and HIM management. Further progression to a master's degree creates opportunities in management, consulting, and specialized technical skills.

**Need for Program Modifications**

Middlesex Community College expects to seek accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) for the Health Information Management program. The college originally developed the program to conform to the CAHIIM requirements. Accreditation by CAHIIM will enable graduates of the Health Information Management Program to sit for the American Health Information Management Association (AHIMA) certification exam to earn the Registered Health Information Technician (RHIT) credential. *Additionally, with the implementation of these changes, the HIM program will be in compliance with the BOR Credit Normalization Policy by reducing the total number of credits from 65 to 60.*

The curriculum standards for accreditation by CAHIIM have changed since the program and courses were developed. The new standards are effective on 8/1/2017 and new programs need to be compliant with these standards to enter the accreditation application process.

The course substitutions in this program modification address changes in those standards, particularly an increase in the demands for healthcare informatics, privacy and security, data analysis, and information governance competencies among health information management professionals.

**Curriculum**

The following modifications -- including course changes, revised learning outcomes, and updated four-semester course sequence -- will eliminate out-of-date standards and incorporate new CAHIIM curriculum standards to enable pursuit of program accreditation.

Add new required courses:

- HIM\*113, Healthcare Delivery Systems and Reimbursement
- HIM\*212, Pharmacology for HIM
- HIM\*157, Healthcare Informatics
- HIM\*230, Healthcare Statistics and Data Analysis
- HIM\*290, Certification Exam Preparation (1 credit)

Eliminate courses:

- Social Phenomena Elective #1 (One elective course remains in the general education requirement. This eliminates an additional social phenomena elective from the program requirement.)
- CSC\*101, Intro to Computers (Eliminate as a course requirement and replace with computer skills proficiency test.)
- HIM\*102, Introduction to Healthcare Systems (Content split between new courses HIM\*113 and HIM\*157.)
- HIM\*112, Medical Insurance and Reimbursement (Replaced by HIM\*113).
- HIM\*156 Electronic Health Records (Replaced by HIM\*157).

Replace courses:

- Social Phenomena Elective #2 will be specified as HLT\*160/SOC\*160, Introduction to Public Health, a course approved by MxCC faculty as being designated to fulfill all of the learning outcomes of this TAP core competency.
- To enable a number of MxCC programs to reduce total credit requirements in order to comply with the BOR Credit Normalization Policy, the Mathematics Department is replacing MAT\*168, Elementary Statistics & Probability (4 credits) with MAT\*167, Principles of Statistics (3 credits) and adjusting course content to accommodate fewer instructional hours.

Learning Outcomes (Existing)	Learning Outcomes (Modified)
<p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues.</li> <li>• Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.</li> <li>• Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software.</li> <li>• Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC).</li> <li>• Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure.</li> <li>• Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS.</li> <li>• Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED).</li> <li>• Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes.</li> <li>• Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.</li> <li>• Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures.</li> </ul>	<p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of data content structure and standards to evaluate data sources, apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, and SNOMED, and ensure health record documentation is complete and accurate.</li> <li>• Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.</li> <li>• Participate in the implementation and use of information technology in the healthcare organization including establishing data standards, ensuring data quality, utilizing decision support tools, and performing data analysis.</li> <li>• Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.</li> <li>• Evaluate organization compliance with regulations and standards to support licensing, accreditation, and reimbursement.</li> <li>• Apply information governance principles by collecting, storing, protecting, and using organizational data strategically, especially in performance improvement activities.</li> <li>• Understand and apply knowledge of pathophysiology, pharmacology, anatomy &amp; physiology, medical terminology, computer concepts and computer applications as they relate to health information management.</li> </ul>

Program Requirements (existing)		Program Requirements (proposed)	
<b>First Semester (18 credits)</b>		<b>First Semester (16 credits)</b>	
Aesthetic Dimension Elective	3	ENG*101 Composition	3
<del>CSC*101 Introduction to Computers</del>	<del>3</del>	MED*125 Medical Terminology	3
ENG*101 Composition	3	BIO*115 Human Biology	4
MED*125 Medical Terminology	3	HIM*201 Health Info. Management Principles	3
<del>HIM*102 Introduction to Healthcare Systems</del>	<del>3</del>	MAT*167 Principles of Statistics	3
<del>HIM*112 Medical Insurance &amp; Reimbursement</del>	<del>3</del>		
<b>Second Semester (16 credits)</b>		<b>Second Semester (15 credits)</b>	
ENG*102 Literature and Composition	3	CSA*140 Database Applications	3
HIM*201 Health Info. Management Principles	3	ENG*102 Literature and Composition	3
<del>HIM*156 Electronic Health Records</del>	<del>3</del>	HIM*203 Pathophysiology	3
COM*173 Public Speaking	3	HIM*205 Medical Coding I	3
BIO*115 Human Biology	4	HIM*256 Legal and Ethical Issues in HIM	3
<b>Third Semester (16 credits)</b>		<b>Third Semester (15 credits)</b>	
HIM*203 Pathophysiology	3	Aesthetic Dimension Elective	3
<del>MAT*168 Elementary Statistics &amp; Probability</del>	<del>4</del>	COM*173 Public Speaking	3
HIM*205 Medical Coding I	3	HIM*206 Medical Coding II	3
HIM*220 Supervision/Quality Management	3	(new) HIM*157 Healthcare Informatics	3
CSA*140 Database Applications	3	(new) HIM*113 Healthcare Systems and Reimbursement	3
<b>Fourth Semester (15 credits)</b>		<b>Fourth Semester (14 credits)</b>	
Social Phenomena Elective (1 of 2)	3	(SP) HLT*160 Introduction to Public Health	3
<del>Social Phenomena Elective (2 of 2)</del>	<del>3</del>	(new) HIM*212 Pharmacology for HIM	1
HIM*256 Legal and Ethical Issues in HIM	3	(new) HIM*230 Healthcare Statistics and Data Analysis	3
HIM*206 Medical Coding II	3	HIM*220 Supervision/Quality Management	3
HIM*295 Health Information Management Internship	3	HIM*295 Health Information Management Internship	3
		(new) HIM*290 Certification Exam Preparation	1
<b>Total, 65 credits</b>		<b>Total, 60 credits</b>	

### Students

Since inception, program enrollment quickly grew from 23 students in its first semester (spring 2014) to 39 during the fall of 2016. Approximately 12 students are eligible to graduate this May, pending successful completion of all program requirements. Students who are continuing in the program will be advised, as best as possible, to switch to the new program requirements so they may take advantage of courses modified or added to comply with updated professional accreditation requirements.

**Full-Time Faculty**

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan Assistant Professor and HIM Program Coordinator	M.S. Data Analytics, Southern New Hampshire University M.L.S Library Science, Southern Connecticut State University B.G.S General Studies, University of Connecticut Certificate, Health Information Technology, AHIMA ISP	Data Analytics/HIM Management	Health Information Management courses.
Frank Stellabotte, Ph.D. Interim Assistant Professor and Biotechnology Program Coordinator	B.S. in Biochemistry, Trinity College Ph.D. in Biology, Wesleyan University		Student academic advising, and teaching biology courses required in the HIM program.

**Learning Resources**

Current learning resources meet the needs of this program as modified.

**Facilities**

Current learning resources meet the needs of this program as modified.

**Fiscal Note**

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The only new anticipated costs will be those associated with national professional accreditation, and possible new part-time faculty salaries should enrollment grow.

**Review of Documents:**

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

**Accreditation:**

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to BOR Office:</b> 2/3/2017
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> Reaccredited March 2014; Next Evaluation Fall 2022	
<b>Original Program Characteristics</b> CIP Code No. 510713    Title of CIP Code    CIP Year: 2000    or 2010 <b>Name of Program:</b> Health Information Management <b>Degree:</b> Title of Award (e.g. Master of Arts) Associate of Science <b>Certificate:</b> (specify type and level) <b>Date Program was Initiated:</b> 2014 <b>Modality of Program:</b> On ground    Online    X Combined If "Combined", % of fully online courses? 43% (based on courses that are available as online option) <b>Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):</b> 65 credits	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: 53 # Cr of Electives in the Field: 0 <b># Cr of Free Electives:</b> 9 Open Electives # Cr Special Requirements (include internship, etc.): 3 <u><b>Total # Cr in the Program (sum of all #Cr above):</b> 65</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 100 %
<b>Type of Program Modification Approval Being Sought (mark all that apply):</b> X Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Other- seeking accreditation for current program by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 2017-2018 X Significant Modification of Courses/Course Substitutions Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> <b>Name of Program:</b> Health Information Management <b>Degree:</b> Title of Award (e.g. Master of Arts) Associate of Science <b>Certificate <sup>1</sup>:</b> (specify type and level) <b>Program Initiation Date:</b> 2014 <b>Modality of Program:</b> On ground    Online    X Combined If "Combined", % of fully online courses? approximately 33% (based on estimated number of courses with online option) <b>Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):</b> 60 credits Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: 51 # Cr of Electives in the Field: 0 # Cr of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 3 <u><b>Total # Cr in the Program (sum of all #Cr above):</b> 60</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 50
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued:    CIP:    DHE# (if available):    Accreditation Date: Phase Out Period    Date of Program Termination	
<b>Institution's Unit DEPARTMENT and Location (e.g. main campus) Offering the Program:</b> School of Allied Health, Business, and STEM	
<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:</li> <li>If program prepares graduates eligibility to state/professional license, please identify: Students will be eligible for Connecticut state licensure as a licensed Radiographer.</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	

<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.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

Institutional Contact for this Proposal: Dr. Steven Minkler

Title: Dean of Academic Affairs

Tel.: 860.343.5706

e-mail: [sminkler@mxcc.edu](mailto:sminkler@mxcc.edu)

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative 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 MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

**Background and Rationale** (Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)

Middlesex Community College expects to seek accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) for the Health Information Management program. The college originally developed the program to conform to the CAHIIM requirements. Accreditation by CAHIIM will enable graduates of the Health Information Management Program to sit for the American Health Information Management Association (AHIMA) certification exam to earn the Registered Health Information Technician (RHIT) credential.

The curriculum standards for accreditation by CAHIIM have changed since the program and courses were developed. The new standards are effective on 8/1/2017 and new programs need to be compliant with these standards to enter the accreditation application process.

The course substitutions in this program modification address changes in those standards, particularly an increase in the demands for healthcare informatics, privacy and security, data analysis, and information governance competencies among health information management professionals.

Additionally, with the implementation of these changes, the HIM program will be in compliance with the BOR Credit Normalization Policy by reducing the total number of credits from 65 to 60.

- **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)

The Bureau of Labor Statistics predicts 15% job growth for health information technicians 2014-2024. The average for all occupations during this period is expected to be 7%. The program changes and plan to seek accreditation by CAHIIM were reviewed and approved by the program advisory board comprised of individuals representing Connecticut healthcare organizations and baccalaureate institutions. The advisory board agrees with the new focus of the curricular competencies and with the benefits of obtaining the RHIT credential.

- **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?**

Middlesex Community College is centrally located and able to attract students from a wide area interested in completing a program that can lead to professional certification as an RHIT. Middletown's location makes several large healthcare organizations accessible to students for internship experiences and future employment opportunities. The college enjoys the enthusiastic support and assistance of members of the Connecticut Health Information Management Association and our own Health Information Management Program Advisory Board members. There is only one CAHIIM-accredited associate degree program in Connecticut and that program is located at a private, for-profit institution.

- **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)

Middlesex Community College has a transfer articulation agreement with Charter Oak State College. Charter Oak State College has a CAHIIM-accredited bachelor degree program. Charter Oak has the same requirement to update their program to the new curriculum standards by 8/1/2017. There has been collaboration to ensure that the updated courses continue to address equivalent competencies and there will be no impact on the ability of students to transfer to the bachelor degree program.



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

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

A survey of existing Health Information Management programs and certificates at Connecticut Community Colleges (see table below) demonstrates variations in current curricula. The programs at Capital and Northwestern – like Middlesex -- have transfer agreements with Charter Oak State College. Middlesex Community College is currently seeking CAHIM accreditation for the associate degree program.

COLLEGE	DEGREES	CERTIFICATE
Asnuntuck	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Capital	<ul style="list-style-type: none"> <li>• A.S. Health Information Management (62 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• COT Health Information Management (32 credits)</li> </ul>
Housatonic	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Manchester	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Naugatuck	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Northwestern	<ul style="list-style-type: none"> <li>• A.S. Health Information Management (64 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• COT Health Information Management &amp; Reimbursement Specialist Certificate (28 credits)</li> </ul>
Norwalk	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Quinebaug	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Three Rivers	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Tunxis	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

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

Associate degree level graduates have career opportunities in coding, HIM technician, and other data integrity-related roles. The Bureau of Labor Statistics predicts 15% job growth for health information technicians 2014-2024. The average for all occupations during this period is expected to be 7%. Salaries in the field are strong with the American health Information Management Association reporting in a 2012 salary survey that the average salary for HIM technicians was over \$48,000. For those students who choose to pursue additional education, the field offers a career ladder that allows progression to management or technical expertise roles with higher salaries. Progression to a bachelor's degree level of training prepares HIM professionals for more technically complex roles and HIM management. Further progression to a master's degree creates opportunities in management, consulting, and specialized technical skills.

**Description of Modification** *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.)*

The following modifications will eliminate out-of-date standards and incorporate new CAHIM curriculum standards to enable pursuit of program accreditation.

- Add new required courses:
  - HIM\*113 Healthcare Delivery Systems and Reimbursement
  - HIM\*212 Pharmacology for HIM
  - HIM\*157 Healthcare Informatics
  - HIM\*230 Healthcare Statistics and Data Analysis
  - HIM\*290 Certification Exam Preparation
- Eliminate courses:
  - Social Phenomena Elective *(One elective course remains in the general education requirement. This eliminates an additional social phenomena elective from the program requirement)*
  - CSC\*101 Intro to Computers *(Eliminate as a course requirement and replace with computer skills proficiency test.)*
  - HIM\*102 Introduction to Healthcare Systems *(Content split between new courses HIM\*113 and HIM\*157.)*

<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 **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12

- HIM\*112 Medical Insurance and Reimbursement (Replaced by HIM\*113)
- HIM\*156 Electronic Health Records (Replaced by HIM\*157)

New courses will be taught by existing HIM program faculty.

**Description of Resources Needed** (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

The changes in the program courses will not require additional equipment, facilities, or personnel.

Faculty Resources:

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan Assistant Professor and HIM Program Coordinator	M.S. Data Analytics, Southern New Hampshire University M.L.S Library Science, Southern Connecticut State University B.G.S General Studies, University of Connecticut Certificate, Health Information Technology, AHIMA ISP	Data Analytics/HIM Management	Health Information Management courses.
Frank Stellabotte, Ph.D. Interim Assistant Professor and Biotechnology Program Coordinator	B.S. in Biochemistry, Trinity College Ph.D. in Biology, Wesleyan University		Student academic advising, and teaching biology courses required in the HIM program.

Other Considerations

## Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2016		First Term, Year 2015		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers*						
New Students						
Returning Students						
ACTUAL Headcount Enrollment	5	34		45		42
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year						

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i> <sup>4</sup>						
Course Number and Name <sup>5</sup>	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>		
MED*125 Medical Terminology	7	eligible for ENG*101 or ENG*101E	3	MAT*168 Elementary Statistics & Probability	3	3
BIO*115 Human Biology	7	eligible for ENG*101 and MAT*137	4	CSA*140 Database Applications	6, 7	3
HIM*201 Health Information Management Principles	1, 2, 3, 4, 5, 6	eligible for ENG*101 or ENG*101E	3	HLT*160/SOC*160 Introduction to Public Health	7	3
HIM*203 Pathophysiology	7	BIO*115	3			
HIM*205 Medical Coding I	1, 4, 5, 6	BIO*115 or BIO*212, MED*125	3			
HIM*256 Legal and Ethical Issues of HIM	2, 3, 5, 6	HIM*201	3			
HIM*206 Medical Coding II	1, 5, 6	BIO 115 or BIO 212, MED 125	3			
HIM*157 Healthcare Informatics	1, 2, 3, 6, 7	Eligible for ENG*101 or ENG*101E, "pass" on Computer Proficiency	3			
HIM*113 Healthcare Delivery Systems and Reimbursement	1, 3, 4, 5, 6	Eligible for ENG*101 or ENG*101E	3			
HIM*230 Healthcare Statistics and Data Analysis	1, 3, 6, 7	MAT*168, HIM*201, HIM*113, HIM*157, HIM*205, HIM*206	3			
HIM*220 Supervision and Quality Management	3, 6	MAT*168, HIM*201, HIM*113	3			
HIM*212 Pharmacology for HIM	7	HIM*203	1			
HIM*295 Health Information Management Internship	1, 3, 5, 6, 7	ENG*102, CSA*140, MAT*168, HIM*201, HIM*113, HIM*157, HIM*205, HIM*206	3			
HIM*290 Certification Exam Preparation	1, 2, 3, 4, 5, 6, 7	Permission of Program Coordinator	1			
<b>Core Course Prerequisites</b>			<b>39</b>	<b>Elective Courses in the Field</b>		<b>9</b>

<sup>4</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>5</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12*

ENG*101 Composition	3	Aesthetic Dimension Elective		3
ENG*102 Literature & Composition	3	COM*173 Public Speaking		3
Total Other Credits Required to Issue Modified Credential				12

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

**Learning Outcomes - L.O.** (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

Upon successful completion of program requirements, graduates will be able to:

1. Apply knowledge of data content structure and standards to evaluate data sources, apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, and SNOMED, and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Participate in the implementation and use of information technology in the healthcare organization including establishing data standards, ensuring data quality, utilizing decision support tools, and performing data analysis.
4. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
5. Evaluate organization compliance with regulations and standards to support licensing, accreditation, and reimbursement.
6. Apply information governance principles by collecting, storing, protecting, and using organizational data strategically, especially in performance improvement activities.
7. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Accreditation of an already Licensed Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a program in Organizational Effectiveness and Leadership leading to a Master of Science degree at Charter Oak State College for a period of time concurrent with the institutional accreditation.

A True Copy:

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

## **STAFF REPORT**

## **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

### **ITEM**

Accreditation of Masters of Science in Organizational Effectiveness and Leadership for Charter Oak State College

### **BACKGROUND**

Summary: This program was licensed by the State of Connecticut in May, 2015 and was approved by NEASC in March, 2016 as part of its substantive review process. This request is for the final, full accreditation from the State of Connecticut.

Need for the Program: Expect the first group of eight students to graduate at the end of Fall, 2017 Term or earlier, if any students elect to earn credits through portfolio assessment. Accreditation also required so that applicants who are veterans may utilize VA benefits to pay for the cost of the program.

Curriculum: 11 course / 33 credit program with two tracks; Business, and Nonprofit. All courses are fully developed. Courses offered beginning Fall, 2016.

Students: 62 students are currently enrolled in the program. We expect to achieve the enrollment goal of 80 students by Summer Term 1. See Application for Accreditation of a Licensed Program for the future enrollment forecast.

Faculty: Adjunct faculty have been hired. Additional adjuncts will be hired as needed as student enrollment expands.

Learning Resources: No additional Learning Resources are required.

Facilities: Fully on-line program. No facility costs will be incurred.

Cost: All program development costs were incurred in FY2016-17. All future costs relate to program operation including instruction, advisory committee, marketing, travel, and support staff. See Application for Accreditation of a Licensed Program for details.

### **Review of Documents:**

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

Accreditation: No special accreditation being sought.

# 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> Charter Oak State College	<b>Date of Submission to BOR Office:</b> 01-31-2017
Most Recent NEASC Institutional Accreditation Action and Date: Fall 2011 5 year review	
<b>Program Characteristics</b> Name of Program: <b>Organizational Effectiveness and Leadership</b> Degree: Title of Award (e.g. Master of Arts) <b>Master of Science</b> Certificate: (specify type and level) <b>Not Applicable</b> Date of Program Initiation: <b>Fall 2016</b> Anticipated Date of First Graduation: <b>FA 2017</b> Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>33</b>	<b>Program Credit Distribution</b> # Cr in Program Core Courses: <b>21</b> # Cr of Electives in the Field: <b>9</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>Capstone Course: 3</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>33</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <ul style="list-style-type: none"> <li>All courses have been developed internally specific to this program and are currently being offered / instructed.</li> <li>Please note that the Capstone course was originally listed under Core Courses for original licensure. It is identified separately under Special Requirements for this filing. There has been no change in course / program requirements and no change in the total number of credits required for graduation from the original filing.</li> </ul>
CIP Code No. <b>52.1003</b>	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: <b>Charter Oak State College Main Campus</b>	
Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: <b>Not Applicable</b></li> <li>If program prepares graduates eligibility to state/professional license, please identify: <b>Not Applicable</b></li> </ul> <p><i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i></p>	
Institutional Contact for this Proposal: <b>Dr. Shirley Adams</b>	Title: <b>Provost</b>
Tel.: <b>(860) 515-3836</b>	

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

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (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.):

### Program Description:

The Master of Science in Organizational Effectiveness and Leadership is designed for students interested in or currently pursuing a leadership position. This Master of Science in Organizational Effectiveness would allow students seeking an advanced degree to assess their own personal leadership style, to critically examine organizational challenges and analyze the various aspects of organizational interactions at all levels (individual, group and organizational) to gain the professional competencies to effectively lead others and bring about change. This will be accomplished by drawing upon the student's current knowledge and "real world" experiences while exploring in-depth the theoretical knowledge, methods and concepts that focus on organizational effectiveness and individual leadership competencies.

### Credits:

Students are required to complete 33 credits of study in order to be awarded the Master of Science in Organizational Effectiveness and Leadership composed of:

- Core Courses: 7 courses (21 credits)
- Elective Track Courses: 3 courses (9 credits)
- Capstone Course: 1 course (3 credits)
- Totals 11 courses (33 credits)

### Admission Requirements:

Undergraduate GPA: 3.0  
Work / Professional Experience: 5 years  
Special Course Requirements: Undergraduate-level Statistics

### Capstone or Special Requirements:

Students are required to complete a capstone project with a minimum grade of B as follows:

- OEL695 Capstone Seminar: The Capstone Seminar provides an opportunity for students to complete their research projects and present and receive feedback on their research projects. The projects will be evaluated by peers and faculty. It also provides students an opportunity to reflect upon and integrate their course learning with their life and work experiences and to relate their learning to effectiveness within their organizational work environments.

**Affiliations, Internships, Practical or Work Experience:** Not Applicable

**Curricular and Other Program Changes** (Please describe 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)

Not Applicable

**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.)

Not Applicable

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

- Application for accreditation is being submitted now for the following reasons:
  - Our first students are expected to graduate in Fall 2017.
  - If students submit a portfolio for graduate credit, there may be students who could be eligible for graduation

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

in Summer 2017.

- The program needs to be accredited so that Veteran's are able to utilize their VA benefits to pay for coursework in this program. Two potential students have not enrolled due to lack of accreditation and subsequent inability to utilize VA benefits.
- Since Licensure, a total of 62 students have enrolled and are actively participating in the program (Fall 2016 Semester Terms 1 and 2 and Spring 2017 Term 1 to date).

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

## Masters in Organizational Effectiveness and Leadership, Charter Oak State College, January, 2017

	First Term Year 1 Fall FY 2017		Second Term Year 1 Spring FY 2017		First Term Year 2 Fall FY 2018		Second Term Year 2 Spring FY 2018		First Term Year 3 Fall FY 2019		Second Term Year 3 Spring FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time				
Internal Transfers	0	0	0	0	0	0	0	0				
New Students	8	38	0	34	0	45	0	35	0	45	0	35
Returning Students	0	0	8	38	8	72	0	117	0	152	0	130
Actual Headcount Enrollment	8	38	8	72	8	117	0	152	0	197	0	165
Actual FTE per Year (FTE = 30 credits/year)	33				67				86			
Projected FTE at Licensing	37				60				60			
Actual - Projected FTE	(4)				7				26			
Size of First Credentialed Group					8							

### 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
Program Core Courses				Other Related/Special Requirements		
This Schedule Not Applicable						
Core Course Prerequisites				Elective Courses in the Field		

<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

Total Other Credits Required to Issue Credential (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.)  <b>Not Applicable</b>				
<b>Learning Outcomes - L.O.</b> (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced: No changes have been made to the Learning Outcomes. The Program Learning Outcomes are: Students will be able to: <ol style="list-style-type: none"> <li>1. Develop work and learning communities based on analysis of, reflection on, and application of organizational theories and concepts</li> <li>2. Evaluate their individual readership style and explain its effect on individuals, groups and the organization</li> <li>3. Develop professional communication skills based on an awareness of their individual leadership style, and that supports a culturally diverse environment</li> <li>4. Explain how one develops effective groups based on various theories, concepts and methods that will lead to a more productive and inclusive organization</li> <li>5. Construct an organizational leadership strategies based on individual personality and behavior styles necessary to lead others in a global and technologically driven environment</li> <li>6. Explain the complexities of organizational design and the interconnections between organizational structure and high performance organizations to achieve the vision and mission of the organization</li> <li>7. Design and implement organizational change processes that provide detailed diagnostics necessary to lead a strategic change initiative</li> <li>8. Create strategies to support intercultural/global inter-relationships within the organization that supports continual development of learning communities and creates an effective organization</li> <li>9. Develop strategies that support the advancement of the organization's vision and mission in a changing global environment utilizing financial and other organizational data</li> <li>10. Apply various nonprofit fundraising principles and practices to accomplish the organization's financial goals</li> <li>11. Formulate change strategies that supports a continually changing landscape for nonprofit organizations</li> </ol>				

# 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

*(Please complete the enclosed Resources and Cost Estimates spreadsheet and provide a one-paragraph narrative below regarding the financial sustainability of the program)*

Estimated Program Revenue	Year 1 – FY17		Year 2 – FY18		Year 3 – FY19	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>	101088	359424	22464	919620	0	1204632
Program Specific Fees	9432	68382	3144	163488	--	220473
Other Rev. <i>(Annotate in text box below)</i>	0		0		0	
<b>ACTUAL Program Revenue</b>	538326		1108716		1425105	
<b>PROJECTED Rev. (at Licensing)</b>	352200		1390800		1739250	
<b>Dif. ACTUAL-PROJECTED</b>	186126		(282084)		(314145)	

Estimated Expenditures*	Year 1 – FY17		Year 2 – FY18		Year 3 – FY19	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	1	130950	2	182820	3	272372
Faculty <i>(full-time, total for program)</i>	0	0	0	0	0	0
Faculty <i>(Total for program)</i>	15	254364	40	520361	54	665379
Course development	14	62160	0	0	0	0
Library Resources Program	0	10900	0	10900	0	10900
Equipment <i>(List if needed)</i>	0	0	0	0	0	0
Other (e.g. student services)	0	145500	0	149135	0	149274
Estimated Indirect Cost (e.g. student services, operations, maintenance)	0	0	0	0	0	0
<b>Total Annual Expenditures</b>		603874		863215		1097925

Please provide any necessary annotations:

Other Expenses Include:

	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Marketing / Advertising	140,000	140,000	140,000
Advisory committee	1,000	4,635	4,774
Travel (Mileage)	2,500	2,500	2,500
Catering	2,000	2,000	2,000
<b>Total Other Expenses</b>	<b>145,500</b>	<b>149,135</b>	<b>149,274</b>

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

- The program was originally scheduled to start in FY16 but actually started in FY17. To more accurately compare Actual Program Revenue versus Projected Revenue at Licensing the following comparisons are made in this analysis:
  - Actual FY 17 is compared to Projected FY16 (First year of program operation)
  - Actual FY18 is compared to Projected FY17 (Second year of program operation)
  - Actual FY19 is compared to Projected FY18 (Third year of program operation)
- For FY16, we had projected a \$ 120,869 deficit because of start-up costs, including the cost of a program coordinator, course development, and marketing and only a partial year of enrollments. The program was delayed until FY17, thus moving the start-up costs and a full year's revenue into FY17, decreasing the projected loss for the first year to \$ 65,548.
- Revenue projections have been adjusted based on actual experience and delayed program start. One time Course development costs, originally forecasted in FY16 are included in FY17. Following a conservative forecasting process, no tuition increase has been forecasted although we anticipate marginal increases in FY18 and FY19.

- Full-time clerical and advising personnel originally projected in FY17-FY19 are now being phased in as the program grows versus being included from the program start.

Forecasted program Operating Profit / (Loss) :	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Forecasted Revenues	538,326	1,108,716	1,425,105
Forecasted Expenses	603,874	863,215	1,097,925
Forecasted Profit / (Loss)	<u>(65,548)</u>	<u>245,501</u>	<u>327,180</u>

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Accreditation of an already Licensed Program

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a program in Health Information Management leading to an Associate of Science degree at Northwestern CT Community College for a period of time concurrent with the institutional accreditation.

A True Copy:

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

**ITEM**

Request for Accreditation for the Health Information Management [HIM] Associate Degree and Certificate at Northwestern Connecticut Community.

**BACKGROUND**Summary:

This program was licensed by the State of Connecticut in October 2014. Northwestern was a participant in the HIM Consortium that involved 4 community colleges [Capital, Middlesex, Northwestern, Norwalk], Charter Oak State College [COSC] and Eastern Connecticut State University. The curricula were designed to transfer seamlessly to [COSC]. This request is for the final, full accreditation from the State of Connecticut.

Curriculum:

The associate degree has 61 credits. In addition to 18 credits in health information management, the degree has 9 credits in the related field of medical assisting, a foundational course in computer applications, and 6 credits of directed electives in related fields and 25 credits of general education. The certificate has 15 credits in health information management, 10 credits in the related field of medical assisting and a 3 credit foundational course in computer applications, for a total of 28 credits.

Students:

There are currently 16 *Declared Majors* in the AS degree and 4 students in the certificate program. NCCC has had 5 graduates in the AS degree two of whom who have since earned their bachelor's degree from COSC. The initial students were Medical Assisting students who were able to add the additional credential because of the integration between the two programs.

Faculty:

The courses are taught by both full and part-time faculty.

Learning Resources:

No additional Learning Resources are needed at this time.

Facilities:

Facilities are in place and no additional costs are anticipated.

Fiscal Note:

Please see the *Application for Accreditation of a Licensed Program* for details. Ongoing costs are administrative and faculty costs.

Review of Documents:

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

Accreditation: Not seeking external accreditation.

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents



# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Northwestern CT Community College	<b>Date of Submission to BOR Office:</b> February 28, 2017	
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> Continued Accreditation January 23, 2014		
<b>Program Characteristics</b> <b>Name of Program:</b> Health Information Management <b>Degree: Title of Award (e.g. Master of Arts)</b> Associate in Science in Health Information Management <b>Certificate: (specify type and level)</b> Health Information & Reimbursement Specialist <b>Date of Program Initiation:</b> Fall 2013 <b>Anticipated Date of First Graduation:</b> Spring 2014 <b>Modality of Program:</b> On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 50% <b>Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):</b> Associate degree: 61 <b>Certificate:</b> 28	<b>Program Credit Distribution</b> # Cr in Program Core Courses: 15 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 13 <b>Total # Cr in the Program</b> (sum of all #Cr above): 31	<b>CERT.</b> 15 0 0 13 <hr/> <b>AS</b> 18 6 0 37 <hr/> <b>61</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 16    41
<b>CIP Code No.</b> 510713 <b>Title of CIP Code</b>		
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:</b> Division of Nursing, Allied Health & Veterinary Technology, NCCC, 2 Park Place, Winsted, CT 06098		
<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: N/A</li> <li>If program prepares graduates eligibility to state/professional license, please identify: N/A</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> Patricia Bouffard	<b>Title:</b> Dean of Academic & Student Affairs	<b>Tel.:</b> 860-738-6319 <b>e-mail:</b> pbouffard@nwcc.edu

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

<b>BOR Sequence Number (to be assigned):</b>	
<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>	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR ACCREDITATION 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 associate degree has 61 credits; the sole admission requirement is readiness for college level work as required by course pre-requisites. In addition to 18 credits in health information management, the degree has 9 credits in the related field of medical assisting, a foundational course in computer applications, and 6 credits of directed electives in the fields of HIM, MED, BMG, BBG, CSA, CSC, ENG, MAT, BIO and HIS. 25 credits of general education are also included.

The certificate has 15 credits in health information management, 10 credits in the related field of medical assisting and a 3 credit foundational course in computer applications, for a total of 28 credits.

**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)

**Curricular changes:**

1. 3 credits of Directed Elective were eliminated from the degree plan. Students are still able to achieve the program outcomes and meet degree requirements, even without the additional 3 credits. This also reduces the credit load from 64 to 61, in line with the credit normalization objective for the C SCU.
2. Upon inception, approximately 10% of degree courses were offered fully online. At this time approximately 50% of the courses are offered fully online. This change was instituted to increase student recruitment from a more diverse geographical region and to meet students' scheduling needs.

**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.)  
Not Applicable

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

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

ACTUAL Enrollment AS Degree and Certificate	Fall 14		Fall 15		Fall 16	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	5	4	0	2	1	6
Returning Students	1	7	4	10	3	10
ACTUAL Headcount Enrollment	6	11	4	12	4	16
ACTUAL FTE per Year	8.3		7.9		8.5	
PROJECTED FTE (at Licensing)	13.2		23.6		22.4	
ACTUAL-PROJECTED	-4.9		-15.7		-13.9	
Size of First Credentialed Group	AS Degree Spr 15: 2 grads Spr 16: 3 grads		Cert: Spr. 14: 2 grads Spr 15: 6 grads Spr 16: 7 grads		Date of Award of First Credential	
					Spring 2014	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Course Number and Name	L.O. #	Pre- or Co-Requisites	Cr Hrs.	Course Number and Name	L.O. #	Pre- or Co-requisites	Cr Hrs.
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>			
HIM 102 Introduction to Healthcare Systems * **	1, 3, 9		3	MED 250 Principles of Pharmacology		MED 125, BIO 110	3
MED 216 Electronic Medical Records Management(HIM 155)	2	MED 125, CSA 105, MED 112	3	CSA 105 Introduction to Software Applications			3
HIM 201 Health Information Management Principles	4, 7	HIM 155 HIM 102	3	MED 112 Medical Insurance and Billing	1, 4	MED 125	3
MED 115 Medical Coding (HIM 210)	8	HIM 101	3				
MED 215 Advanced Medical Coding (HIM 211)	5, 6, 7, 8, 10	MED 125 MED 115	3				
MED 125 Medical Terminology or (HIM 101)	10		3				
							9
<b>Total: 27 credits</b>			<b>18</b>				
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>			
MED 216 Electronic Medical Records Management (HIM 155) Pre-requisites: MED 125				Directed Electives HIM, MED, BMG, BBG, CSA, CSC, ENG, MAT, BIO, HIS	1-10		6
HIM 201 Health Information Management Prerequisites: HIM 155, HIM 102							
MED 115 (HIM 210) Medical Coding Prerequisites: HIM 101							
MED 215 (HIM 211) Advanced Medical Coding: Pre-requisites: HIM 210, BIO 110							
<b>Total Other Credits Required to Issue Credential (e.g. Gen Ed/Liberal Arts Core/Liberal Ed Program)</b>			<b>Cr. Hrs.</b>				
PSY 111 General Psychology			3				
BIO 110 Principles of the Human Body with Lab			4				
COM 173 Public Speaking			3				
MAT 167 Statistics <sup>1</sup>			3				
ENG 101 English Composition			3				
ENG 102 Literature and Composition			3				
PHL 112 Medical Ethics or PHL 256 Legal& Ethical Issues in HIM			3				
Social Science Elective			3				
Humanities or Art Elective			3				
<b>Total Associate Degree Credits</b>			<b>61</b>				

<sup>1</sup> Students who do not place into a transferable college-level mathematics course will be required to take MAT 137 Intermediate Algebra

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

**Learning Outcomes - L.O.** (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

1. Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues. (**Courses:** Introduction to Healthcare Systems, Medical Insurance and Billing, Legal and Ethical Issues in HIM)
2. Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements. (**Course:** Fundamentals of Clinical Informatics & EMR)
3. Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software. (**Course:** Introduction to Healthcare Systems)
4. Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC). (**Courses:** Medical Insurance and Billing, Health Information Management Principles)
5. Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure. (**Course:** Advanced Medical Coding)
6. Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS. (**Course:** Advanced Medical Coding) **CHANGED TO:** Apply coding knowledge utilizing current coding guidelines.
7. Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED). (**Courses:** Advanced Medical Coding, Health Information Management Principles)
8. Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes. (**Courses:** Medical Coding 1, Advanced Medical Coding)
9. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings. (**Course:** Introduction to Healthcare Management)
10. Utilize appropriate terminology, including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures. (**Courses:** Medical Terminology, Advanced Medical Coding)

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

## SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

### Program Resources and Cost Estimates

*(Please complete the enclosed Resources and Cost Estimates spreadsheet and provide a one-paragraph narrative below regarding the financial sustainability of the program)*

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Career Pathway

March 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the College of Technology Career Pathway that incorporates already approved certificates and degrees. The pathway meets the degree requirements for the Connecticut College of Technology's Technology Studies Associate of Science degree and implements a seamless career pathway that includes stackable credentials that provide multiple entry and exit options. Included in this career pathway is the Advanced Manufacturing Machine Technology Certificate that prepares graduates for the workforce and provides the opportunity for them to complete an associate degree that will transfer to Central Connecticut State University's B.S. degree in Industrial Technology – Technology Management as illustrated in the attached College of Technology Curriculum Crosswalk.

A True Copy:

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

**ITEM**

Approval of the College of Technology Career Pathway that incorporates already approved certificates and degrees. The pathway meets the degree requirements for the Connecticut College of Technology's Technology Studies Associate of Science degree and implements a seamless career pathway that includes stackable credentials that provide multiple entry and exit options. Included in this career pathway is the Advanced Manufacturing Machine Technology Certificate that prepares graduates for the workforce and provides the opportunity for them to complete an associate degree that will transfer to Central Connecticut State University's B.S. degree in Industrial Technology – Technology Management as illustrated in the attached College of Technology Curriculum Crosswalk.

**BACKGROUND**

The proposed resolution addresses the need for a seamless pathway from Certificate to Associate Degree to Bachelor Degree for students who complete the Advanced Manufacturing Machine Technology Certificate at a community college. Connecticut College of Technology Site Coordinators have approved a crosswalk that demonstrates seamless transfer of the certificate into the Technology Studies Associate of Science Degree offered at all twelve Connecticut community colleges. The certificate will satisfy the 30 Technology Core credits, leaving 36 General Education credits to be completed to earn the A.S. Degree. Upon completion of the A.S. Degree, students have the option to seamlessly transfer to Central Connecticut State University to complete a Bachelor of Science Degree in Industrial Technology-Technology Management. The pathway will allow for easier advising and transfer for students who wish to pursue a higher degree beyond the certificate.

**RATIONALE**

According to the "US Census & Bureau of Labor Statistics: Local Employment Dynamics," more than 35% of manufacturing employees are age 55 or over, which will result in additional hiring as these employees retire over the next five- seven years. Also, recently announced contracts for Electric Boat and Pratt & Whitney have a combined hiring need of over 12,000 employees over the next 15 years.

Institutions already have the certificate and Associate Degree in place. The purpose of the resolution is to demonstrate the transferability of credits. The pathway demonstrates the seamless transfer of credits from the certificate to the Associate Degree. This transfer pathway prevents the duplication of courses and will allow students to complete the degree required for a desired position without excessive time or cost.

The community colleges currently accept the certificate credits into the Technology Studies A.S. Degree. The Technology Studies Associate Degree currently transfers to Central CT State University and will continue to do so through this pathway.

The Advanced Manufacturing Machine Technology certificate will satisfy the 30 credits in the Technology Core of the Technology Studies Associate Degree. Upon completion of the certificate, students will only have to complete the 36 credits of General Education requirements to earn the Technology Studies Associate Degree. Students completing the Advanced Manufacturing

**STAFF REPORT****ACADEMIC & STUDENT AFFAIRS COMMITTEE**

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Certificate have an average 90% placement rate, thereby making it possible for many to continue to pursue further education.

**Previous Three Years Enrollment and Completion for the Program**

<b>ACTUAL Enrollment</b>	First Term, Year 2013-2014		First Term, Year 2014-2015		First Term, Year 2015-2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<i>Advanced Manufacturing Technology Certificate*</i>						
ACTUAL Headcount Enrollment	230		311		384	
<b>Size of Credentialed Group for Given Year</b>	197		259		477	

*\*Data shown is for the manufacturing certificate which demonstrates the number of students that will have the opportunity to seamlessly transfer to the Technology Studies AS Degree program upon completion of the Advanced Manufacturing Machine Technology certificate.*

March 17, 2017 – BOR Academic & Student Affairs Committee  
April 6, 2017 – Board of Regents



## College of Technology Pathway

### TECHNOLOGY STUDIES A.S. Degree Core Curriculum

	<i><b>Credits</b></i>
<i><b>Technology Core*</b></i>	
CAD Elective	3
<i>Directed Electives - Designated by advisor</i>	
Technology elective credits (12cr) <b>OR</b> combination of directed electives (12cr)	12
<i>Specialization Electives</i>	
Technical Electives	15
<p>*Technology Core electives are to be based on the approved Technology Studies Option as selected by the student. In the event that a specific Option is not chosen, the student, with supervision of an advisor, may select electives that best fit educational and career goals within the parameters of the Technology Core found above. Transcripts will show the major as "Technology Studies" without an Option.</p>	
<i><b>General Education</b></i>	
ENG 101 Composition	3
ENG 202 Technical Writing	3
COM 173 Public Speaking	3
History Elective <b>or</b> Economics Elective	3
Psychology Elective <b>or</b> Sociology Elective	3
Fine Arts Elective	3
Geography Elective <b>or</b> Political Science Elective <b>or</b> History Elective	3
<i>Science and Math</i>	
MAT 167 Principles of Statistics (3cr) <b>or</b> MAT 168 Elementary Statistics and Probability I (4cr)	3
MAT 186 Pre-Calculus	4
PHY 121 General Physics I <b>or</b> PHY 110 Introductory Physics	4
CHE 121 General Chemistry I w/ Lab <b>or</b> CHE 111 Concepts of Chemistry	4
<b>Total</b>	<b>66</b>

Approved 2/19/16 by College of Technology Site Coordinator Council

College of Technology Community College Certificate through B.S. Degree at CCSU Pathway Crosswalk

Approved 11/18/16 by College of Technology Site Coordinator Council

CSCU Community Colleges Advanced Manufacturing Machine Technology	Credits	CT State Colleges & Universities Technology Studies A.S. Degree	Credits	Central CT State University B.S. Degree in Industrial Technology - Technology Management	Credits	
		<b>Technology Core</b> - Manufacturing Machine Technology Certificate block transfers into A.S. Degree - satisfies the 30 Technology Studies Technology Core credits that are required		<b>Specialization Requirements</b>		
Advanced Manufacturing Machine Technology Certificates from: ACC, HCC, NVCC, QVCC	34	<b>Specialization Electives - Technical Electives</b>	15	All Directed and Specialization Electives in the Technology Core will be transferred in as a block of credits towards the B.S. in Industrial Technology - Technology Management. <i>Additional credits in technology and engineering disciplines can also be transferred as a block credit up to a total of 45 credits.</i>	31	
		<b>Directed Electives</b> -Designated by Advisor	12			
		<b>CAD Elective</b>	3	MFG 121 Technical Drafting and CAD	3	
Certificate: TOTAL 34 CR		Technology Core Transferred 30 cr		Technology Core Transferred 34 cr		
		<b>General Education</b>		<b>General Education</b>		
		ENG 101 Composition	3	ENG 110 English Composition	3	
		ENG 202 Technical Writing	3	ENGR 290 Engineering Technical Writing and Presentation	3	
		COM 173 Public Speaking	3			
		History Elective <b>or</b> Economics Elective	3	HIST 1XX	3	
		Psychology Elective <b>or</b> Sociology Elective	3	ANTH/SOC/PSY (see Study Area III)	3	
		Fine Arts Elective	3	ENG (Lit)/ ART/MUS/PHIL (Study Area I)	3	
		Geography Elective <b>or</b> Political Science Elective <b>or</b> History Elective	3	HIST/GEOG/PS/ECON Study Area II	3	
		<b>Science and Math</b>				
		MAT 167 Principles of Statistics (3cr) <b>or</b> MAT 168 Elementary Statistics and Probability I (4cr)	3	STAT 101 Elementary Statistics	3	
		MAT 186 Pre-Calculus	4	MATH 119 Precalc w Trigonometry	4	
		PHY 121 General Physics I <b>or</b> PHY 110 Introductory Physics	4	PHYS 121 General Physics I	4	
		CHE 121 General Chemistry I w/ Lab <b>or</b> CHE 111 Concepts of Chemistry	4	CHEM 161/162 General Chemistry w/lab	4	
		General Education 36 cr		General Education Transferred 33 cr		
		A.S. Degree: TOTAL 66 CR		HIST/GEOG/PS/ECON Study Area II <b>or</b> Free Elective in Specialization		3
				PHIL 144 Moral Issues OR ENG (Lit)/ ART/MUS/PHIL (Study Area I) <b>or</b> Free Elective in Specialization		3
				ENG (Lit)/ ART/MUS/PHIL (Study Area I)		3
				ANTH/SOC/PSY (see Study Area III)		3
				General Education 12 cr		
				<b>Business Requirements</b>		
				AC 210 Industrial Accounting		3
				MGT 295 Introduction to Management and Organizational Behavior		3
				MKT 295 Introduction to Marketing		3
				TM 190 Global Quality Management Systems		3
				TM 310 Environment, Health and Safety		3
				TM 362 Leading Project Teams		3
				TM 401 Industrial Internship		3
				Business Requirements 21 cr		
				Free Electives to meet Specialization Requirements (39 credits)		5
				Electives required to complete 122 credits		17
				B.S. Degree: TOTAL 122 CR		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for  
Eastern Connecticut State University

April 6, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and continue accreditation to Eastern Connecticut State University until June 30, 2021.

A True Copy:

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

**ITEM**

Institutional Accreditation of Eastern Connecticut State University

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless the Board finds cause not to rely upon such accreditation (C.G.S.).

**RATIONALE**

Eastern Connecticut State University was last accredited by the Board of Governors for Higher Education in 2011, and recently submitted an interim (fifth-year) report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. NEASC accepted the report and accreditation is continued. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

NEASC accepted the interim (fifth-year) report and confirmed the comprehensive evaluation scheduled for Fall 2020. In issuing its action, NEASC identified the following reasons:

- The report responded to the concerns raised by the Commission in its 2011 letter and addressed each of the eleven standards and included a reflective essay on student learning and success;
- The Commission commended the university for a thorough and well-written report and noted its significant progress in developing methods to assess ECSU's liberal arts core curriculum and using the results for improvement

The next scheduled comprehensive evaluation is due in Fall 2020. State Accreditation will be reconfirmed the following Spring.



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

PATRICIA MAGUIRE MESERVEY, Chair (2017)  
Salem State University

DAVID P. ANGEL, Vice Chair (2018)  
Clark University

JEFFERY R. GODLEY (2016)  
Groton, CT

JAY V. KAHN (2016)  
Keene State College

WILFREDO NIEVES (2016)  
Capital Community College

LINDA S. WELLS (2016)  
Boston University

KASSANDRA S. ARDINGER (2017)  
Concord, NH

THOMAS S. EDWARDS (2017)  
Thomas College

THOMAS CHRISTOPHER GREENE (2017)  
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)  
Three Rivers Community College

PETER J. LANGER (2017)  
University of Massachusetts Boston

DAVID L. LEVINSON (2017)  
Norwalk Community College

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Mount Holyoke College

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THOMAS L. G. DWYER (2018)  
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JOHN F. GABRANSKI (2018)  
Haydenville, MA

KAREN L. MUNCASTER (2018)  
Brandeis University

CHRISTINE ORTIZ (2018)  
Massachusetts Institute of Technology

JON S. OXMAN (2018)  
Auburn, ME

JACQUELINE D. PETERSON (2018)  
College of the Holy Cross

ROBERT L. PURA (2018)  
Greenfield Community College

DAVID QUIGLEY (2018)  
Boston College

ABDALLAH A. SFEIR (2018)  
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)  
Providence College

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TALA KHUDAIRI  
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December 28, 2015

Dr. Elsa M. Núñez  
President  
Eastern Connecticut State University  
83 Windham Street  
Willimantic, CT 06226-2295

Dear President Núñez:

I am pleased to inform you that at its meeting on September 25, 2015 the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Eastern Connecticut State University and voted to take the following action:

that the interim (fifth-year) report submitted by Eastern Connecticut State University be accepted;

that the comprehensive evaluation scheduled for Fall 2020 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2020 evaluation give emphasis to the institution's success in:

- 1) implementing its planning process which informs resource allocation;
- 2) meeting its goals for undergraduate enrollment, retention, and graduation rates;
- 3) using the results from the assessments of its academic and student support services programs for improvement.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Eastern Connecticut State University was accepted because it responded to the concerns raised by the Commission in its letter of May 31, 2011, addressed each of the eleven standards, and included a reflective essay on student learning and success.

The Commission commends Eastern Connecticut State University (ECSU) for a thorough and well-written report. The Commission notes with approval

the University's significant progress in developing methods to assess ECSU's liberal arts core curriculum and using the results for improvement. Notable efforts include the internal collaboration of the Liberal Arts Program Committee with the University Assessment Committee, analysis of results from core curriculum and First Year program assessments, and participation in the State Higher Education Executive Officers Association/American Association of Colleges and Universities: Multistate Collaborative through which faculty from other institutions objectively assess ECSU students' work. Improvements resulting from the use of assessment results include changes in the First Year Program/Experience in health and wellness, an increased emphasis on information literacy in introductory courses, and changes to requirements and policies in the liberal arts program. We also note with favor the steps taken by Eastern Connecticut State University to ensure that the size and composition of its faculty are appropriate for the mission of the University and sufficient to maintain and enhance the quality of the academic programs. The number of tenured and tenure-track faculty has increased by 12% in the last three years, while reliance on part-time faculty has decreased from 21% to 17%. We commend the University for its efforts to enhance and support faculty teaching and effectiveness by creating the Office of Professional Development. We note with favor the establishment of procedures to enhance the management and quality of online offerings, such as development of an online course policy, creation of an Online Course Subcommittee of the University Curriculum Committee, and implementation of online course approval and evaluation processes. We are pleased to learn of ECSU's efforts to effectively coordinate and implement evidence-based planning across the institution by aligning the strategic plan with campus-wide plans, using its intranet for collection and dissemination of evaluative data, and simplifying planning processes; this work is facilitated by the newly appointed Strategic Plan Assessment Coordinator. We are encouraged that ECSU reports it has been "strengthened" by the shift in funds from the system office to the campuses, as demonstrated by an increase in state funding for operations from \$38 million to \$46 million from FY2012 to FY2014 and budget lines for faculty in new majors and for positions in counseling and advising. We note with favor the financial stability of Eastern Connecticut State University with net assets of \$275 million in FY2014.

The Commission notes with approval the revision of ECSU's mission statement to better reflect its designation as the state's only public liberal arts institution and the "close alignment" of its institutional strategic plan with that being developed at the system level. We are pleased to learn that the University has implemented initiatives to enhance its student management system, increase the library's electronic resources, provide information literacy instruction in all introductory English classes and, in response to a student-faculty survey, has increased library weekend hours and the number of public-use computers. In addition, efforts to improve instructional and living space are underway as demonstrated by the anticipated opening of the Fine Arts building in 2016 and other as renovations to existing academic buildings and residence halls.

The Commission also commends Eastern Connecticut State University for its well-developed reflective essay detailing its attention to and prioritization of student success and its extensive use of data to support its claims, inform the allocation of resources, and improve its programs and services. Notably, the institution's six-year graduation rates have increased by six percentage points since 2010 with the current graduation rate at an "all time high" of 56%. We appreciate ECSU's candor in recognizing the need to improve first-year student retention rates and its strong commitment to a campus-wide approach to enhance student engagement. The University responded to detailed institutional data on attrition with considerable effort, devoting resources and establishing several focused initiatives. These include the creation of a centralized Academic Services Center in the library, a four-stage advising model, targeted advising cohorts, changes to the first-year program, discipline-specific learning communities, improved financial aid practices, a focus on student life, and an "exploratory major designation" that provides an

opportunity for undeclared students to explore different majors while working closely with an academic advisor.

The scheduling of a comprehensive evaluation in Fall 2020 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are three matters related to our standards on *Planning and Evaluation*, *Financial Resources*, *Students* and *The Academic Program*.

We commend Eastern Connecticut State University for its collaborative approach to the implementation of its five-year strategic plan which is aligned with resource allocation and budget processes. The oversight committee, co-chaired by the President and a faculty member, with input from the vice presidents, has helped improve communication on the progress of action steps and agreed-upon metrics, as well as decision-making that makes effective use of data to identify and prioritize strategic goals. The Fall 2020 report will afford the institution an opportunity to update the Commission on its continued progress in implementing its comprehensive planning and resource allocation processes. Our standards on *Planning and Evaluation* and *Financial Resources* provide guidance here:

Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts (2.1).

The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit (9.9).

As acknowledged in its interim report, Eastern Connecticut State University's demographic of incoming first-time students has remained unchanged, and the University is actively responding to the trend of declining enrollments seen at all the Connecticut state universities. We are pleased to learn of ECSU's efforts to attract and retain students by improving its admissions and financial policies, developing new undergraduate programs aligned with the strategic plan, implementing "best practices" retention initiatives, and reinvigorating the Enrollment Management Committee. We look forward in Fall 2020 to receiving evidence of the success of the institution's efforts to improve its enrollment, retention, and graduation rates. We remind you of our standard on *Students*:

Consistent with its mission, the institution sets and achieves realistic goals to enroll a student body that is broadly representative of the population the institution wishes to serve and addresses its own goals for the achievement of diversity among its students (6.1).

The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success (6.5).

The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (6.8).

Data on retention, graduation, and other measures of student success are regularly reviewed within the institution, with the results being used for planning, resource allocation, and improvement (6.9).

The Commission is gratified to learn of Eastern Connecticut State University's commitment to "refine the use of data and technology" to identify students' needs, for academic support and student services and to assess the effectiveness of those services. We ask that the Fall 2020 self-study give emphasis to the University's success with these initiatives in keeping with our standards on *Planning and Evaluation*, *The Academic Program*, and *Students*:

Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness (2.2).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

Institutions with stated goals for students' co-curricular learning systematically assess their achievement (6.20).

The Commission expressed appreciation for the report submitted by Eastern Connecticut State University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas Donofrio. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

  
Patricia Maguire Meserve

PMM/sjp

Enclosure

cc: Mr. Nicholas Donofrio



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for

Gateway Community College

April 6, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and grant reaccreditation to Gateway Community College until March 30, 2022.

A True Copy:

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

**ITEM**

Institutional Accreditation of Gateway Community College

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless the Board finds cause not to rely upon such accreditation.

**RATIONALE**

Gateway Community College was last accredited by the Board of Governors for Higher Education in 2011, and recently submitted a 10-year self-study report and underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

NEASC continued the College's regional accreditation having found the institution to be substantially in compliance with its *Standards for Accreditation*. In issuing its evaluation, some of the noteworthy findings identified by NEASC are:

- The candid, well-written self-study reflecting broad participation by the campus community
- The college's success in leveraging productive partnerships with educational institutions, civic organizations, and state agencies;
- The college strategically pursues grants to fund mission-related new and special programs;
- The College provides a full array of student services.....its clear mission and motivated, caring, and highly qualified faculty and staff;
- Gateway's commitment to building a culture of assessment
- The efforts to improve its graduation rate

Areas for follow-up due in an Interim Report in Spring 2018 include:

- Developing an integrated institutional strategic plan with measurable outcomes;
- Developing and implementing a college-wide approach to the assessment of student learning including implementation of academic program reviews;
- Demonstrating sufficiency of human, technological, and physical resources to support student success;
- Achieving its goals to improve retention and graduation rates

The next scheduled comprehensive evaluation is due in Spring, 2026 with an interim, fifth-year report due in Spring 2021. State accreditation will be reconfirmed in March, 2022.



Founded in 1885

# NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

DAVID P. ANGEL, Chair (2018)  
Clark University

DAVID QUIGLEY, Vice Chair (2018)  
Boston College

KASSANDRA S. ARDINGER (2017)  
Trustee Member, Concord, NH

THOMAS S. EDWARDS (2017)  
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Salem State University

G. TIMOTHY BOWMAN (2018)  
Harvard University

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Southern New Hampshire University

KAREN L. MUNCASTER (2018)  
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CHRISTINE ORTIZ (2018)  
Massachusetts Institute of Technology

JON S. OXMAN (2018)  
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College of the Holy Cross

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ABDALLAH A. SFEIR (2018)  
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)  
Providence College

HARRY EMMANUEL DUMAY (2019)  
Saint Anselm College

JEFFREY R. GODLEY (2019)  
Groton, CT

STEPHEN JOHN HODGES (2019)  
Hult International Business School

COLEEN C. PANTALONE (2019)  
Northeastern University

MARIKO SILVER (2019)  
Bennington College

GEORGE W. TETLER (2019)  
Worcester, MA

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tkhudairi@neasc.org

December 5, 2016

Dr. Dorsey L. Kendrick  
President  
Gateway Community College  
20 Church Street  
New Haven, CT 06510

Dear President Kendrick:

I am pleased to inform you that at its meeting on September 22, 2016, the Commission on Institutions of Higher Education took the following action with respect to Gateway Community College:

that Gateway Community College be continued in accreditation;

that the College submit a report for consideration in Spring 2018 that gives emphasis to the institution's progress in:

1. developing an integrated institutional strategic plan with measurable outcomes;
2. developing and implementing a College-wide approach to the assessment of student learning including the implementation of academic program reviews;
3. demonstrating sufficiency of human, technological, and physical resources to support student success;
4. achieving its goals to improve its retention and graduation rates;

that the College submit an interim (fifth-year) report for consideration in Spring 2021;

that the next comprehensive evaluation be scheduled for Spring 2026.

The Commission gives the following reasons for its action.

Gateway Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

Along with the visiting team, we commend Gateway Community College (GCC) for its candid and well-written self-study that reflects broad participation by the campus community and demonstrates the institution's commitment to its expanded mission with its five institutional "pillars" that anchor GCC in "credentialing, student success and inclusion, and economic and workforce development." We understand that GCC has relocated to its new 360,000 square-foot, two-building campus in downtown New Haven, a "defining event" which has had a "transformative effect" on the campus community. The Commission is pleased to learn of the College's success in leveraging productive partnerships with educational institutions, civic organizations, and state agencies in greater New Haven and note favorably that the College "strategically pursues" grants to fund mission-related new and special programs. We understand that during the past decade, the GCC student population increased by 45.6% to over 6,500 students, and we note with approval that the College provides a full array of student services that includes admissions, registration, advising, orientation, financial aid, career planning, disabilities and transfer services, and co-curricular activities that foster opportunities for students' personal development and growth. With its clear mission and "motivated, caring, and highly qualified" faculty and staff, along with the commitment to build on its strengths and address institutional challenges, Gateway Community College is well positioned to continue the momentum it has gained over the last decade to further its mission and achieve its goals into the future.

The four items the institution is asked to report on in Spring 2018 are related to our standards on *Planning and Evaluation*, *Educational Effectiveness*, *The Academic Program*, *Institutional Resources*, and *Students*.

The Commission concurs with the visiting team that Gateway Community College would benefit from the consolidation of its many tactical plans into a "coherent long-range strategic plan" that includes measurable goals and periodic assessment of the plan's effectiveness. We are pleased to learn that a strategic planning committee has been meeting biweekly since December 2015 and expects to submit a draft of Strategic Plan 2020 to the President this fall. The Commission looks forward to learning, through the Spring 2018 report, of the College's further progress in developing and implementing an integrated strategic plan with measurable outcomes. Our standard on *Planning and Evaluation* is pertinent here:

Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and include external perspectives. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts (2.1).

The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. The results of strategic planning are implemented in all units of the institution through financial, academic, enrollment, and other supporting plans (2.3).

The institution has a demonstrable record of success in implementing the results of its planning (2.5).

We note with approval Gateway Community College's commitment to building a culture of assessment as demonstrated by the appointment of an Assessment Coordinator in Fall 2016, the ongoing work of the Assessment Task Force Committee to refine assessment planning and procedures, and the development of the Program Review Summary tool designed to increase the effectiveness of the academic program review process. We congratulate GCC on being selected to participate in the Multi-State Collaborative to Advance Learning Outcomes Assessment. The Commission understands the College has developed a three-year assessment plan and expects to

launch the “first tier” of the plan this fall. We anticipate being apprised, in Spring 2018, of the College’s continued progress in developing a College-wide approach to the assessment of student learning, including further progress with academic program reviews, as informed by our standards on *Educational Effectiveness* and *The Academic Program*:

Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution’s academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution’s efforts to improve the learning opportunities and results for students (8.8).

The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters (4.6).

The Commission joins the visiting team in commending GCC for demonstrating “high resilience in the face of a long-standing structural deficit” in its budget. We take favorable note of the College’s commitment to its financial management and its efforts to build capacity through cost reductions, increasing efficiencies in a number of areas, and securing external grants, foundation gifts, and resources-in-kind to support academic programs and student services. We appreciate that state budgetary deficits have led to additional reductions, and are gratified to learn that the College is continuing to review its staffing patterns, departmental budgets, and technology needs. The Commission looks forward to receiving evidence, through the Spring 2018 report, of the success of GCC’s efforts to assure the sufficiency of human, technological, and physical resources to support student success. We remind you of our standard on *Institutional Resources*:

The institution employs sufficient and qualified personnel to fulfill its mission (7.1).

The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances (7.4).

All or substantially all of the institution’s resources are devoted to the support of its education, research, and service programs. The institution’s financial records clearly relate to its educational activities (7.9).

The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic programs are offered. It devotes sufficient resources to maintain and enhance its information, physical, and technological resources (7.21).

Finally, we are pleased to learn that Gateway Community College has recently begun a “number of efforts” to improve its graduation rate, most recently at 9.5%, and its retention rates, currently at 54.7% for full-time students and 43.8% for part-time students. These include enhanced support for students close to graduation, the New Student Advising and Retention system, new student orientation, mentoring programs for African-American and Latino male students, and “extensive” tutoring options. We also understand that the institution uses other retention and graduation metrics to track student success beyond the 150% IPEDS timeframe. The Spring 2018 report will afford the institution an opportunity to update the Commission on its progress in achieving its goals to improve its graduation and retention rates. This section of the report should be informed by our standards on *Educational Effectiveness* and *Students*:

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The institution demonstrates its ability to admit students who can be successful in the institution’s academic program, including specifically recruited populations. The institution’s goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6).

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. The purpose of the report submitted for consideration in Spring 2021 is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the Policy on Periodic Review.

The scheduling of a comprehensive evaluation in Spring 2026 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Gateway Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Pam Eddinger, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas M. Donofrio. The institution is free to release information about the evaluation and the Commission’s action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

Dr. Dorsey L. Kendrick  
December 5, 2016  
Page 5

If you have any questions about the Commission's action, please contact Barbara Brittingham,  
President of the Commission.

Sincerely,

A handwritten signature in cursive script, appearing to read "David P. Angel".

David P. Angel

DPA/jm

Enclosures

cc: Mr. Nicholas M. Donofrio  
Visiting Team

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Amendment of the Financial Aid Policy for CSCU Community Colleges**

**April 6, 2017**

WHEREAS, The Board of Trustees of Community Colleges on January 17, 1972 adopted a Tuition and Financial Aid Philosophy (2.6)

WHEREAS, The Board of Trustees of Community College on December 20, 1999 adopted a Financial Aid Policy (2.6.1)

WHEREAS, The Board of Trustees of Community Colleges on September 15, 2008 adopted a Financial Aid Code of Conduct (2.6.2)

WHEREAS, The Board of Trustees of Community Colleges on November 20, 1978 adopted a Financial Aid Policy on Distribution (4.16)

WHEREAS, The current collection of financial aid policies do not fully align with modern awarding methodology, therefore creating inconsistent application of financial aid dollars

WHEREAS, The CSCU Community Colleges are committed to the development of equitable practices, policies, and systems that maximize access, retention, and completion of degree and certificate programs, now therefore be it

RESOLVED, The CSCU Community Colleges will adopt a Financial Aid Policy consistent with equitable modern practice, which will provide colleges a more strategic use of financial aid in order to attract and retain students, encourage persistence and progress, and be responsive to the needs of our student body, and be it further

RESOLVED, That the Board of Regents adopt the revised Financial Aid Policy, to be implemented across the community colleges effective with the 2017-2018 financial aid award year.

A True Copy:

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



**ITEM**

## Approval of Financial Aid Policy for CSCU Community Colleges

**Intent**

The intent of this policy change is to maximize the available financial aid dollars our system community colleges have from federal, state, institutional, and other sources in order to attract and retain students while supporting the persistence and progress efforts of each college. Additionally, this policy will make our colleges more responsive to the financial needs of our student financial aid applicants.

**Rationale for the Change**

The community colleges award financial aid on a basis of Financial Need, which is a function of a Cost of Attendance (COA) less an Expected Family Contribution (EFC). An EFC is derived from completing the Free Application for Federal Student Aid (FAFSA) using the US Department of Education's Federal Methodology calculation to determine need-based financial aid eligibility. EFCs are calculated on a scale of 0 to 999,999, where zero represents the inability of a student/family to contribute toward the cost of higher education in a given year. In the most recently completed award year (2015-2016), 16,585 students (or 51%) of community college financial aid recipients had a 0 EFC. This represents 23% of the total community college population.

The COA, commonly referred to as a "student budget," is an estimate of what it costs a typical student to attend college for one academic year; this includes both Direct and Indirect Costs. Direct Costs are inclusive of tuition, fees, and books/supplies. Indirect Costs are estimated costs including but not limited to room and board, transportation, and personal miscellaneous expenses. In the Financial Aid Policy adopted by the Board of Trustees, community college financial aid offices must, to the extent funds are available, provide grant financial aid awards to meet a student's Direct Costs on a basis of Financial Need.

When a student completes a FAFSA, their "ability to pay" is calculated in the form of an EFC. When an EFC is deducted from a COA, Gross Need is derived. When financial aid is deducted from Gross Need, the resulting value is called Unmet Need. An illustration is below using actual data.

Student 1:	COA	\$11,511	Student 2:	COA	\$11,511
	-EFC	\$ 6,515		-EFC	\$ 0
	Gross Need	\$ 4,996		Gross Need	\$11,511
	-Aid	\$ 4,996		-Aid	\$ 5,775
	Unmet Need	\$ 0		Unmet Need	\$ 5,736

From this example, we are able to conclude that students with unequal EFC values, and by extension unequal income levels, are treated identically when packaging Direct Costs. Student 1, with an EFC of 6,515 is fully funded by US Department of Education standards since Unmet Need is zero. However, Student 2, who has a 0 EFC and by federal definition has no ability to contribute to the cost of college, is left with a remaining Unmet Need of \$5,736. On the surface,

this may seem reasonable since both students have available funding to be applied toward their Direct Costs. On the whole, however, Student 2 is left “underfunded” when considering Indirect Costs such as transportation, meals, and housing –things that are critically important to low-income students.

### **Financial Aid versus Direct Costs**

In 2015-2016, the maximum Pell Grant available for a student with a 0 EFC was \$5,775 (which assumes full-time enrollment; a Pell Grant is prorated according to enrollment). During this timeframe, full-time tuition and fee charges amounted to \$4,072 while book/supply costs are budgeted at \$1,200 for a full-time student. In essence, a student’s Direct Costs to attend a community college at a full-time rate was \$5,272 for the year. Of note, students with an EFC between 0 and 500 are able to have their full-time Direct Costs covered purely with a Pell Grant. In 2015-2016, 18,383 financial aid recipients (or 56%) met this criteria. This represents 25% of the community college population as a whole. As a point of reference, in 2015-2016 students with an EFC of 5,199 or greater are ineligible for a Pell Grant (6,582 students, representing 20% of financial aid recipients and 1% of the community college population). Using the same two students, we can see how financial aid impacts a student’s overall need for financial assistance.

Student 1:	Tuition/Fees	\$ 4,072	Student 2:	Tuition/Fees	\$ 4,072
	+ Books	\$ 1,200		+ Books	\$ 1,200
	Charges	\$ 5,272		Charges	\$ 5,272
	- Aid	\$ 4,996		- Aid	\$ 5,775
	Due	\$ 276		Refund	\$ 503

From this example, Student 1 is not entitled to a refund for Indirect Costs since their charges were greater than their available financial aid and had no remaining need. In fact, this student may owe \$276 to the college. Student 2, however, is refunded \$503 for living expenses while still facing an Unmet Need of \$5,736 to fulfill their student budget for attending college for one year.

### **Policy Effect**

This policy shift will allow for a more equitable spread of financial aid dollars wherever the college has control to do so. This may include reallocating funding toward our most needy Connecticut residents in order to appropriately provide eligible financial support and mitigate financial barriers to enrollment and retention. If approved, this proposed policy will be implemented in tandem with the Satisfactory Academic Progress Policy for CSCU Community Colleges which was approved by the Board in 2016.

Additionally, a new report from the Center for Community College Student Engagement (“Making Ends Meet,” February 2017) cited nearly half of community college students studied had reported that a lack of finances could cause them to withdraw from college. The report further details associated community college cost considerations for students that extend beyond tuition, such as overall financial insecurity and costs associated with housing, food, transportation, and child care. Adoption of this policy will assist in aligning our community colleges to be able to further meet the needs of those students (low-income students in particular)

who may be financially insecure and at risk of withdrawing from college due to financial reasons.

**Policy Sharing and Implementation**

This proposed policy has been shared with all community college Directors of Financial Aid with the support of the Provost and Senior Vice President for Academic and Student Affairs. The discussion and input that followed has resulted in adjustments and revisions to the policy to ensure a true support for change. This change will be effective with awarding and packaging efforts toward the 2017-2018 financial aid award year.

03/17/2017 – Academic & Student Affairs Committee

04/06/2017 – Board of Regents

# Financial Aid Policy for CSCU Community Colleges

## Philosophy

The Connecticut State Colleges and Universities (CSCU) system, with support from the Board of Regents, has developed an institutional packaging philosophy to ensure the consistent, fair, and equitable distribution of available funds in order to provide financial assistance to eligible students. To support the educational achievement of our students, each institution shall award financial aid funds from available resources to promote access to higher education, facilitate completion, enable personal and professional growth, and ultimately contribute to the prosperity of the State of Connecticut.

## Student Assistance Provision

To assist prospective students and financial aid applicants with their decision-making process, colleges must provide timely financial aid awards. The Board of Regents recommends that colleges require students provide only information consistent with the annual requirements provided by the US Department of Education and Federal Student Aid in an effort to remove barriers to entry and place students on a path to success.

## Awarding

Financial assistance is available from federal, state, and institutional sources; it is awarded to students that apply and meet certain eligibility criteria. Available funds shall be packaged based on Financial Need, as determined by federal methodology calculations resulting from completion of a Free Application for Federal Student Aid (FAFSA). Financial Need is defined as a student's Expected Family Contribution (EFC) as compared to a Cost of Attendance (COA). Financial aid awards shall not exceed a student's Cost of Attendance (COA). Aid eligibility which is contingent on Financial Need may be influenced by the presence of other forms of financial assistance available to students, as well as the colleges' policies for distributing their allocated resources.

To comply with federal regulations, each applicant must meet the Satisfactory Academic Progress standard as defined in the "Satisfactory Academic Progress Policy for Student Financial Aid Recipients at CSCU Community Colleges."

Financial aid awards are made throughout the year on a first-come, first-served basis that is subject to available funding. All students are initially awarded based on estimated full-time enrollment and full-time costs. Applicants whose financial aid applications are complete by college-specific priority deadlines will receive maximum consideration in the distribution of funding resources and according to funding criteria.

A student's financial aid award is subject to adjustment at any point in the academic year due to reasons including, but not limited to: a correction by the college, changes made to FAFSA information, the receipt of financial assistance from outside sources, and/or changes in federal, state, or institutional appropriations.

Financial aid funds shall be used to cover only those courses and related expenses required to complete a student's selected course of study. Previously passed coursework may only be repeated once and be counted as credit in determining a student's enrollment status for financial aid. A second repetition of a previously passed course may not count toward a student's enrollment for financial aid purposes.

### Disbursement

Financial aid is disbursed according to payment period, based on a student's enrollment measured in credit hours as defined by the US Department of Education. Each traditional semester, colleges shall take a census for the purpose of determining an official enrollment status used for institutional reporting purposes, and additionally for the purpose of financial aid recalculation in preparation for disbursement. The census/recalculation date is established by the system office. Since applicants are initially awarded on the estimation of full-time enrollment, a student who is enrolled at a less than full-time rate will have their financial aid award adjusted to reflect their official enrollment status. Disbursement amounts shall be finalized after the census date.

Financial aid disbursement is also contingent on a student's active engagement within each registered course as defined by the US Department of Education. Students who are not actively engaged in registered courses may have their financial aid reduced to reflect the courses in which active engagement was established.

*Adopted December 20, 1999*

*Revised April 6, 2017*

### Distribution of Information and Funding

Colleges shall maintain a responsibility to educate their students on making sound financial decisions related to paying for college and/or financing college costs. This may be achieved through embedding strategies designed to supply students with available information, which may include loan entrance/exit counseling, financial workshops, presentations, or other available resources.

The availability of federal, state, and institutional financial assistance is critical to student success efforts across our system, as it represents an investment in our students and a progressive economic impact to the State of Connecticut. Some unavoidable delays in the distribution of funding to students may occur due to student requirements toward the administration of certain financial aid programs. Colleges should exercise good judgment and care in order to mitigate any possible delay in distributing funds to students.

Therefore, the Board of Regents urges the financial aid offices within each community colleges to assign a high priority to the prompt verification and awarding of eligible financial aid applicants in order to provide assistance in recruitment efforts on behalf of the colleges and the system. Additionally, financial aid offices shall make every effort, consistent with its other essential responsibilities, to require only the information necessary to provide financial aid awards to students.

*Adopted November 20, 1978*

*Revised April 6, 2017*

## Financial Aid Code of Conduct

### **Purpose Statement**

This Code of Conduct is intended to ensure that the relationships between providers of education loans and other forms of financial aid to students of the Community Colleges within the Connecticut State Colleges and Universities (CSCU) system with whom they deal are free from all conflicts of interest, both actual and perceived. The students of our community colleges or, in appropriate cases their parents, shall be the sole beneficiaries of all forms of financial aid.

### **I. Definitions**

- A. “College” Shall mean any community college within the CSCU system, including the Board of Regents.
- B. “Lending Institution” or “Lender” shall mean any entity that itself, or through an affiliate, engages in the business of making or guaranteeing loans to students, parents or others for the purposes of financial higher education expenses. “Lending Institution” or “Lender” shall not include any community college in the CSCU system, the Board of Regents, the State of Connecticut or the Federal Government.
- C. “Compensation” shall mean anything of value, including but not limited to, money, credits, loans, discounts, payments, fees, forgiveness of principal or interest, reimbursement of expenses, charitable contributions, stock options, consulting fees, educational grants, vacations, prizes, gifts or other items of value, whether given directly or indirectly.
- D. “Trade Association” shall mean any higher education financial aid, lending or banking trade, industry, or professional association that has received compensation with the preceding 12-month period from any Lending Institution or Lender.
- E. “Outside Director” shall mean a member of a lender’s board of directors or board of trustees who receives compensation from such lender in connection with his or her service on the board of directors or board of trustees and who receives no other compensation from the lender as an officer, employee, or agent of the lender.
- F. “Agent” shall mean an employee or other person acting as a representative of and at the direction of or under the control of a college where such person’s responsibilities relate primarily to the college’s activities involving financial aid or higher education loans.
- G. “Affiliated Organization” shall mean an alumni association, booster club, foundation, athletic organization, social organization, academic organization, professional organization, or other organization which is affiliated with a college and which is not a separately existing legal entity.
- H. “Opportunity Loan” shall mean a loan to any student who, because of his/her credit history or lack of credit history, does not have access to student loans on reasonable terms.

### **II. Code of Conduct**

**A. Prohibition of Certain Compensation to College Employees**

1. No college trustee, director, officer, or agent, including any employee who is employed in the financial aid office of a college, or who otherwise has responsibilities with respect to higher education loans or other financial aid at the college, and no spouse or dependent child of any such person (“family member”) shall accept compensation of more than nominal value (not to exceed the gift limitations established in the State Code of Ethics), directly or indirectly, from or on behalf of a lending institution or trade organization. This provision shall not be construed to prohibit any trustee, director, agent, or employee of a college or any of their family members from receiving compensation for the conduct of non-college business with any lending institution or trade organization or from accepting compensation that is offered to the general public, provided receipt of such compensation is permitted by the State Code of Ethics.
2. Notwithstanding the prohibitions set forth in subsection II.A.1 above or any other prohibition of this Code of Conduct, (i) a college may hold a membership in any nonprofit professional organization; and (ii) a college trustee, director, officer, or employee who does not have responsibilities with respect to higher education loans or financial aid may serve as an outside director of a lending institution or trade association and receive compensation at the lending institution’s or trade association’s established compensation rates for outside directors, provided that any college trustee, director, officer, or employee service on the board of the lending institution or trade association is precluded from participating in such board’s discussions or decisions that might affect the interests of the college, and provided further that such college trustee, director, officer or employee complies with the Board of Regents Ethics Statement and receives annual written notice of this Code of Conduct and of the Board of Regents Ethics Statement.
3. Notwithstanding the prohibitions set form in subsection II.A.1 above, a trustee, director, officer or employee of a lending institution or trade association who does not have responsibilities with respect to higher education loans or financial aid shall not be prevented from serving on the Board of Regents of CSCU solely by virtue of his or her position with the lending institution or trade association, provided that any such person is precluded from participating in the Board’s discussions or decisions that might affect the interests of such lender or trade association.
4. Nothing in this Code of Conduct shall be construed to conflict with the requirements of Connecticut General Statutes §10a-201 et seq., including without limitation §10a-203(a), and §10a-221 et seq.
5. The prohibitions set forth in this subsection II.A shall also include, but not be limited to, a ban on any payment or reimbursement by a lending institution or trade association to a college employee or family member for lodging, meals, or travel to conferences or training seminars unless such payment or reimbursement is related solely to non-college business or is otherwise permitted pursuant to the State Code of Ethics, Connecticut General Statutes §1-84(k). College employees whose duties relate to financial aid may accept food or refreshments provided or paid for by a lender or trade association at a meeting, conference or seminar related to their professional development or training, as permitted under the State Code of Ethics. College employees are not precluded from attending any educational

or training program related to financial aid or higher education loans where no registration fee is charged to any attendee because of a lender's or trade association's sponsorship or support of the program, and provided that any registration fee is limited to covering the costs associated solely with the education or training component of the program, if permitted pursuant to the State Code of Ethics.

**B. Limitations on Participation on Lender Advisory Boards**

No college trustee, director, officer, agent or employee, or any of their family members shall serve on an advisory board unless such service is unrelated in any way to financial aid or higher education loans. Lenders can obtain advice and opinions of financial aid officials on financial aid products and service through trade associations, industry surveys or other mechanisms that do not require service on lender advisory boards.

**C. Prohibition of Certain Compensation to a College**

1. No college or any of its affiliated organizations may accept any compensation from any lending institution or trade association related to the lending institution's or trade association's financial aid or education loan activity. This prohibition shall include, but not be limited to: (i) revenue sharing by a lending institution or trade association with a college or affiliated organization; (ii) the receipt by a college or affiliated organization from any lending institution or trade association of any equipment or supplies, including, without limitation, computer hardware or software, for which the college or affiliated organization pays below-market prices; and (iii) printing costs or services provided that a college or affiliated organization shall not be prohibited from accepting a lender's or trade association's own standard printed brochures or informational material that does not contain the college logo or otherwise identify the college.

2. Notwithstanding anything else in this subsection II.C, a college may accept assistance comparable to the kinds of assistance provided by the Secretary of the US Department of Education to schools under or in furtherance of the Federal Direct Loan Program.

3. Nothing in this subsection shall prohibit a college or affiliated organization from accepting endowment gifts, capital contributions, scholarship funding, or other financial support from a lender or trade association, so long as the college gives no competitive advantage or preferential treatment to the lender or trade association related to its education loan activity in exchange for such support.

**D. Preferred Lender Lists**

In the event that a college promulgates a list of preferred or recommended lenders or similar ranking or designation ("preferred lender list"), then:



1. Every brochure, web page or other document that sets forth a preferred lender list must clearly disclose, textually or by clearly designated hyperlink, the process by which the college selected lenders for said preferred lender list, including but not limited to the criteria used in compiling said list and the relative importance of those criteria; and
2. Every brochure, web page or other document that sets forth a preferred lender list or identifies any lender as being on said preferred lender list shall state in the same font and same manner as the predominant text on the document that students and their parents have the right and ability to select the education loan provider of their choice, are not required to use any of the lenders on said preferred lender list, and will suffer no penalty from the college for choosing a lender that is not on said preferred lender list;
3. A college's selection of preferred lenders and decision as to where or how prominently on the list the lending institution's name appears shall be based solely on the best interests of the student and parent borrowers, utilizing stated criteria that are limited to benefits provided to borrowers (such as competitive interest rates and repayment terms, quality of loan servicing, and whether loans will be sold) and the ability to work efficiently and effectively with the college to process loans, without regard to the pecuniary interest of the college or to any benefits provided by lending institutions to the college or any of the college's trustees, officers, directors, agents or employees or their family members or to its affiliated organizations. A college's selection of any preferred lender shall be limited to the types of loans for which that lender has been selected, based on the benefits to the borrower for those types of loans, and the college's preferred lender list shall indicate the types of loans for which each lender has been selected as a preferred lender. Nothing in this provision is intended to restrict a college's ability to exercise its discretion in making its own, final judgment about which lenders best meet the college's criteria and the needs of its student and parent borrowers.
4. Colleges shall review their preferred lender lists at least annually;
5. Colleges shall require that all preferred lenders commit, in writing to disclose to the borrower, at the time a loan is issued: (i) whether the loan may be sold to another lender; (ii) that the loan terms and benefits will not change if the loan is sold to another lender; and (iii) that the loan benefits may change if the borrower chooses to consolidate his or her loans.
6. Colleges shall ensure that any preferred lender list that they publish to students contains no fewer than three (3) lending institutions.

**E. Prohibition of Lenders' Staffing of a College Financial Aid Office**

1. No employee or other agent of a lending institution may staff a college financial aid office at any time. Colleges shall ensure that no employee or other representative of a lending institution is ever identified to students or prospective students of the college or their parents as an employee or agent of the college. The foregoing prohibitions notwithstanding, if a college believes that it would benefit students, the college may allow representatives of lenders to conduct informational sessions, such as exit interviews and presentations on loan payment and loan consolidation options, so long as: (i)

student attendance is voluntary; (ii) a college representative explains that other lenders may provide similar services; (iii) the affiliation of the lender representative is disclosed at the start of the presentation; (iv) the lender representative does not promote the products or services of any lender; and (v) the college takes reasonable steps to ensure compliance with the requirements of this paragraph.

2. In the event that a college permits a lender to conduct information sessions or exit interviews as set forth in subsection II.E.1 above, the college must retain control of any such session or interview conducted by the lender. Control of an in-person information session or exit interview conducted by a lender may be evidenced by: (i) a college employee attending such interview or presentation; or (ii) the college recording or videotaping the session or interview. Control of an information session or exit interview conducted electronically, via the Internet, may be evidenced by the college creating or approving in advance the content of such a session or interview.

**F. Proper Execution of Master Promissory Notes**

Colleges shall not link or otherwise direct potential borrowers to any electronic master promissory note or other loan agreement unless the master promissory note or agreement allows borrowers to enter the lender code or name for any lender offering the relevant loan, or unless the college's link to the electronic master promissory note or agreement informs borrowers of alternative means of entering into a master promissory note or agreement with any lender of the borrower's choice. Any information that a college provides to borrowers about completing a master promissory note or agreement with a preferred lender must provide the information required in subsections II.D.1 and II.D.2 above.

**G. Requirements for Opportunity Loans**

Colleges may enter into arrangements with lender to provide opportunity loans to students whose credit rating would otherwise preclude them from obtaining loans with reasonable rates and terms. Such arrangements may be made with a preferred lender after a college has selected preferred lenders in accordance with the provisions in subsection II.D above. Colleges shall not request, accept, solicit or consider a lending institution's offer to provide opportunity loans in exchange for a college's providing concessions, benefits or promises to the lender.

**H. Revolving Door Prohibition**

1. In the event a college hires an employee who will be employed in the financial aid office of the college or who otherwise will have responsibilities with respect to higher education loans or other financial aid and such employee was employed by a lender during the 12-month period prior to the date of hire by the college, such employee shall be prohibited from having any dealings or interactions with such lender on behalf of the college for a period of twelve (12) months from the date of such employee's employment with the lender was terminated.

2. In the event a lender hires an employee who was employed by a college during the 12-month period prior to the date of such employee's hire by the lender, the college shall be prohibited from having any dealings or interactions with such employee for a period of twelve (12) months from the date such employee's employment with the college was terminated.

**I. Miscellaneous Provisions**

All provisions of this Code of Conduct should be read in conjunction with the Board of Regents Ethics Statement and with the Code of Ethics for Public Officials, CGS section 1-79 et seq. and with any amendments thereto.

*Adopted September 15, 2008*  
*Revised April 6, 2017*

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Nominations for Faculty Awards

April 6, 2017

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2016-17 academic year, and be it further

RESOLVED: That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2016-17 academic year.

A True Copy:

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

**ITEM**

The Board of Regents Faculty Awards

**RECOMMENDED MOTIONS FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2016-17 academic year.

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2016-17 academic year.

**BACKGROUND**

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

**PROCESS**

For the 2016-17 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted 26 of a possible 49 nominations within the five award categories, for the Board's consideration. Subsequently, the five selection committees have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached:

03/17/17 – BOR-Academic and Student Affairs Committee

04/06/2017 – Board of Regents

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

**2016-17 Academic Year**

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

### **Teaching Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Teaching Awards<sup>1&2</sup>**

(Connecticut Community Colleges)

### **Research Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Scholarly Excellence Awards<sup>1&2</sup>**

(Connecticut Community Colleges)

### **Adjunct Faculty Teaching Awards<sup>3</sup>**

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Teaching Awards**

(Connecticut State Universities)

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Central	Dr. Barbara Clark	Associate Professor / Literacy, Elementary, and Early Childhood Education
Eastern	Dr. Maureen McDonnell	Associate Professor / English
Southern	Dr. Melissa Talhelm	Associate Professor / English
Western	Dr. Christine Hegel-Cantarella	Assistant Professor / Social Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

### **System's Teaching Award** (Connecticut State Universities)

**Dr. Christine Hegel-Cantarella**  
**Western Connecticut State University**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Teaching Awards**

(Connecticut Community Colleges)

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Asnuntuck	Joseph Finckel	Associate Professor / English
Capital	Dr. Daniela Ragusa	Associate Professor / Math
Gateway	Elizabeth Keefe	Associate Professor / English & College Advancement Studies
Housatonic	Laura Turiano	Assistant Professor / Psychology and Human Services
Middlesex	Dr. Eva Jones	Associate Professor / English
Quinebaug Valley	Janet Hall	Assistant Professor / Computer Science
Tunxis	Amy Feest	Associate Professor / Business and Technology

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

### **System's Teaching Award (Connecticut Community Colleges)**

**Amy Feest  
Tunxis Community College**



# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Research Awards**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Central	Dr. Linda Reeder	Associate Professor / Manufacturing & Construction Management
Eastern	Dr. Martin Mendoza-Botelho	Associate Professor / Political Science
Southern	Dr. Corinne Blackmer	Associate Professor / English
Western	Dr. Michelle Monette	Assistant Professor / Biological and Environmental Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

### **System's Research Award**

**Dr. Linda Reeder**  
**Central Connecticut State University**

**BOARD OF REGENTS**  
**FACULTY AWARDS**  
**Scholarly Excellence Awards**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Asnuntuck	Amely Cross	Assistant Professor / Chemistry & Physics
Naugatuck Valley	Burton Tedesco	Assistant Professor / Theater
Norwalk	Dr. Rachel Milloy	Assistant Professor / English
Quinebaug Valley	Heath Hightower	Associate Professor / Human Services

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

**System's Scholarly Excellence Award**

**Dr. Rachel Milloy**  
**Norwalk Community College**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **System's Adjunct Faculty Teaching Awards**

**Dr. Leonardo Kurachi-Ubé – Gateway Community College**

Adjunct Faculty - Biology

**&**

**Dr. Kate Miller – Middlesex Community College**

Adjunct Lecturer - Biology

The Adjunct Faculty Teacher Awards are system-wide awards only. Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above.

The other nominees were:

Lorie Woodson	Asnuntuck Community College
Vangella Buchanan	Capital Community College
Dr. Donald Rogers	Central Connecticut State University
Karl Stoker	Eastern Connecticut State University
Mary Madden	Quinebaug Valley Community College
Dr. Lisa Nakamura	Southern Connecticut State University
Kelli Mann	Tunxis Community College

# BOARD OF REGENTS

## FACULTY AWARDS

### Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Celeste Arrieta Three Rivers Community College	Maria Buchta Norwalk Community College	Dr. Jane Carey Quinebaug Valley Community College
Dr. Neeta Connally Western Connecticut State University	Dr. Surekha Davies Western Connecticut State University	Dr. Megan DeLivron Gateway Community College
Michael Demers Asnuntuck Community College	Dr. James Diller Eastern Connecticut State University	Nancy Fleming Norwalk Community College
Dr. Nicholas Greco Western Connecticut State University	Dr. Jess Gregory Southern Connecticut State University	Dr. Khaled Hammad Central Connecticut State University
Dr. Hannah Moeckel-Rieke Norwalk Community College	Julia Petitfrere Naugatuck Valley Community College	Teresa Russo Gateway Community College
Dr. Kristalyn Salters-Pedneault Eastern Connecticut State University	Dr. Monica Sousa Western Connecticut State University	Michael Stutz Three Rivers Community College
Christopher Tuccio Naugatuck Valley Community College	Dr. Christine Unson Southern Connecticut State University	Jennifer Wittke Tunxis Community College
Heidi Zenie Three Rivers Community College		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

Concerning

CSU-AAUP Faculty Research Grants

April 6, 2017

RESOLVED, that the Board of Regents for Higher Education approve the funding recommendations of the Selection Committee for the CSU-AAUP Faculty Research Grants for the 2017-2018 program year.

A True Copy:

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

**ITEM**

CSU-AAUP Faculty Research Grants

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2017-18 program year.

**BACKGROUND**

Section 9.10 of the CSU-AAUP Collective Bargaining Agreement mandates that funds, as set forth in Article 12.101.1, be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

**RATIONALE**

The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. The grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

**RESOURCES**

A total of \$911,887 has been allocated for the 2017-18 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of \$52,171 in residual funds from previous years is available for distribution this year. A grand total of \$964,058 is available for research projects to be recommended for funding during the 2017-18 program year.

**RECOMMENDATION**

The CSU institutions received a total of 240 proposals, including 24 partnership applications, from a total of 268 individual faculty members; requesting funds totaling \$1,132,107 – 17 percent more than what is available for distribution.

Per the program's guidelines, the applicants classify their research proposals within three academic groupings – the distributions of these groupings by institution are presented in the attached Summation – Table 1. Additionally, the applicants are asked to declare the focus of their proposed research within four categories which are presented in the attached Summation – Table 2.

Institutional rosters of the grant applications are also attached.

03/17/17 – BOR Academic and Student Affairs Committee

04/06/2017 – Board of Regents

# CSU-AAUP Faculty Research Grant Program Spring 2017 Competition

## Summations

**Table 1: Research Grant Applications – Disciplinary Grouping by Institution**

Disciplinary Grouping	Central		Eastern		Southern		Western		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Fine Arts and Humanities	15	15.3	5	21.7	25	31.6	6	15.0	51	21.3
Social Science, Business and Education	38	38.8	8	34.8	31	39.2	13	32.5	90	37.5
Life and Physical Sciences, Mathematics, Computer Science, and Engineering Technology	45	45.9	10	43.5	23	29.1	21	52.5	99	41.3
<b>TOTAL</b>	<b>98</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>79</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>240</b>	<b>100.0</b>

**Table 2: Research Grant Applications – Research Focus by Institution**

Research Focus	Central		Eastern		Southern		Western		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Creation of New Knowledge	78	79.6	14	60.9	60	78.1	31	77.5	183	76.3
Application of Knowledge	11	11.2	5	21.7	10	13.7	7	17.5	33	13.8
Production of Creative Works	4	4.1	4	17.4	8	6.8	0	0.0	16	6.7
Research in Student Learning	5	5.1	0	0.0	1	1.4	2	5.0	8	3.3
<b>TOTAL</b>	<b>98</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>79</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>240</b>	<b>100.0</b>

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of Nominations for Honorary Degrees

April 6, 2017

RESOLVED, That the nominees for an honorary degree, as presented below, be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

**Honorary Degree Nominations for 2017 Commencements:**

Institution	Recipient	Commencement Date
Charter Oak State College	<b>Dr. Shyamala Raman</b>	June 4, 2017
Eastern CT State University	<b>Donald E. Graham</b>	May 16, 2017
Gateway Community College	<b>Thomas Griggs</b>	May 25, 2017
Manchester Community College	<b>Barry Kelly</b>	May 25, 2017
Naugatuck Valley Community College	<b>Felipe Karam Domingues Alves</b>	May 25, 2017
Norwalk Community College	<b>Craig Kelly</b>	May 18, 2017
Southern CT State University	<b>Suzanne Collins James C. Smith</b>	May 18, 2017

A True Copy:

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



**ITEM**

Approval of Nominations for Honorary Degrees

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED, That the nominees for an honorary degree, as presented below, be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

**BACKGROUND**

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with approval of the Academic & Student Affairs Committee and the Board of Regents. The candidates below have been recommended by the college or university president and approved by the Academic & Student Affairs Committee for conferral of an honorary degree at commencement.

**RATIONALE**

The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the Connecticut State Colleges and Universities.

The university or college president shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, a thorough discussion of the potential recipient's background and an assessment of the benefits and possible concerns.

The following list are the 2017 candidates for an honorary degree. The presidents' letters of description are attached.

**Honorary Degree Nominations for 2017 Commencements:**

Institution	Recipient	Commencement Date
Charter Oak State College	<b>Dr. Shyamala Raman</b>	June 4, 2017
Eastern CT State University	<b>Donald E. Graham</b>	May 16, 2017
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Naugatuck Valley Community College	<b>Felipe Karam Domingues Alves</b>	May 25, 2017
Norwalk Community College	<b>Craig Kelly</b>	May 18, 2017
Southern CT State University	<b>Suzanne Collins James C. Smith</b>	May 18, 2017

## **Staff Report: Approval of Candidate for Honorary Doctoral Degree Charter Oak State College**

### Background Information

The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team and Linda Larkin, Director of Academic Services.

In November, the Committee met to discuss recipients and the Committee selected **Dr. Shyamala Raman** as its recommendation to the full Board of Regents for this year's Honorary Degree candidate.

Shyamala Raman is Professor Emerita of Economics and International Studies at the University of Saint Joseph (USJ) in West Hartford, Connecticut. She joined the faculty in September 1983, as an assistant professor of Economics and as Project Coordinator of the Traveler's Computer Grant to the then Department of Economics and Business. She retired on May 20th, 2016, after serving the University for thirty-three years.

She has a doctorate in Economics and an MBA in Finance from the University of Connecticut, a Master's degree in Liberal Studies (with a concentration in Economics) from Wesleyan University and a Master's degree in Economics from the University of Madras, India.

Dr. Raman has and still actively promotes international, multicultural and human rights understanding to students, colleagues, and the community-at-large. At St. Joseph University, she helped design the first global awareness course for general education and a new major in International Studies. She was the Founding Director of the Office of International Studies and Programs, established a Study Abroad program, and coordinated international exchanges and partnerships.

Dr. Raman visited the United Arab Emirates University in Al Ain, as a member of an American partnership of three institutions of higher education that was awarded one of the Middle Eastern Partnership Initiative [MEPI] Grants. She presented on teaching about Human Rights/Children's Rights at the International Conference in Early Childhood held at the Sultan Qaboos University, Muscat, Sultanate of Oman, and jointly sponsored by the University of Saint Joseph and the UNICEF Office in Oman. She has been closely involved since 1993 with the relationship between the University of Saint Joseph and HAN University in Nijmegen, The Netherlands. She has also served as a speaker/workshop leader on the Millennium Development Goals at nine of the Annual Intergenerational Leadership Forums held each August by the UNESCO Chair in Comparative Human Rights at the University of Connecticut. She was also invited by the UNESCO Chair for Comparative Human Rights at UCONN to speak on the Millennium Development Goals at the International Leadership Program: A Global Intergenerational Forum, held in Kigali, Rwanda.

Shyamala Raman is currently an Honorary Director of the Board of the World Affairs Council where she served for ten years on the Board. She has served the Connecticut Council for Interreligious Understanding, Inc. since its founding in 1995. She is a Trustee of the Mercy Housing and Shelter Corporation. Formerly, she was a Trustee of the Hill Center for World Studies [Ashfield, MA] and the National Conference on Community and Justice, Connecticut/Western MA chapter. In 2015, she was named as a co-coordinator of a newly forming group, Connecticut Human Rights Partnership. In November 1983, Shyamala Raman founded the first South Asian women's organization in the United States—SNEHA, Inc. She is an active member of Volunteers in Service to Education in India, Inc. She has been recognized by several community organizations for her work on women.

Dr. Raman has also brought her love for economics and human rights advocacy to the K-12 community. She served as the co-designer of a Professional Development Institute for Educators on *Integrating Human Rights into the High School Curriculum* sponsored by the UNESCO Chair of Comparative Human Rights at the University of Connecticut (UConn). She participated in the development of the sixth grade curriculum on *Cities as Windows into World History* for the Hartford Humanities Alliance. She served as the academic director of the Capitol Region Education Council (CREC) Summer Institute in International/Global Studies for rising juniors and seniors in Connecticut public schools held each summer at the University of Saint Joseph, and she served as the Director for the CREC/USJ Summer Institute in Psychology and Politics. She has taught a wide variety of courses in economics, international studies and finance. She is the recipient of the 2001 Father John J. Stack Award for Teaching Excellence. She is also the recipient of the 2010 Winifred Coleman Award for Service at the University of Saint Joseph.

Dr. Raman has also been very generous with her time and expertise while serving Charter Oak's staff and its students. Since 2003, Shyamala Raman has served as a Core Faculty Member of the Business Committee. In 2009, she was appointed as Chair and also began her service on our Academic Council where she served until last year. Her guidance helped us to move our business concentration to a major. And she participated in a number of student events, sharing her "story" on women's rights and human rights.

For her, education is a spiritual exercise, and the pursuit of life of the mind is a vocation. She cherishes her more than three decades at the University of Saint Joseph and her time serving Charter Oak.

The Charter Oak Honorary Doctorate Committee, after reviewing Dr. Raman's accomplishments, leadership, and commitment to higher education, recommend that she receive the 2016 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 5th graduation.

#### Action Recommended

That the Board of Regents approve the selection of **Dr. Shyamala Raman** for the 2017 Doctor of Humane Letters honorary degree from Charter Oak State College.



## EASTERN CONNECTICUT STATE UNIVERSITY

*A Liberal Education. Practically Applied.*

*Office of the President*

February 22, 2017

Mr. Mark Ojakian, President  
Connecticut State Colleges and Universities  
Board of Regents for Higher Education  
61 Woodland Street  
Hartford, CT 06105

Dear President Ojakian:

Eastern Connecticut State University wishes to award an honorary doctorate to Mr. Donald E. Graham, chairman of Graham Holdings Company and former publisher of the Washington Post, has a long and distinguished career and exemplary leadership in the publishing industry and with his ongoing commitment to higher education and for access to students of all socio-economic and ethnic backgrounds.

A graduate of Harvard College, Mr. Graham served in the U.S. Army during the Vietnam War, and later served as a patrolman on the Washington, D.C., police force before joining the staff at the Washington Post in 1971 as a reporter. This was the first of several positions Mr. Graham held at the Post and at Newsweek magazine; in 1974, he joined the board of directors of the Washington Post Company, and became publisher of the newspaper in 1979. In 1993, Mr. Graham took over leadership as chairman of the Washington Post Company.

Mr. Graham and his wife, Pulitzer Prize-winning journalist Amanda Bennett, have joined Carlos Gutierrez, former U.S. Secretary of Commerce, and Henry R. Munoz III, chairman of Munoz & Company, to co-found TheDream.US, a national scholarship fund that helps undocumented immigrant youth get access to a college education. As you know, through Mr. Graham's support and the diligence of the staff at TheDream.US, 47 students with Deferred Action for Childhood Arrivals status (DACA) were able to enroll at Eastern Connecticut State University in the fall of 2016. These "Opportunity Scholars" are receiving four-year scholarships covering their tuition, fees, room & board to attend Eastern and earn their bachelor's degree.

In addition to his duties with Graham Holdings, Mr. Graham is a trustee of the Federal City Council. He also has served as a director of the College Success Foundation, KIPP-DC, The Summit Fund of Washington, and Facebook and was a member of the Pulitzer Prize Board.

Page 2

Mr. Mark Ojakian, President

February 22, 2017

Mr. Graham co-founded and served as chairman of the District of Columbia College Access Program; he remains a member of the board. The program has helped double the number of District of Columbia public high school students going on to college and has helped triple the number graduating from college.

Eastern seeks approval from the Board of Regents to award Mr. Donald E. Graham an Honorary Doctorate of Humane Letters at its 2017 Commencement.

Sincerely,



Elsa M. Núñez

President

EMN/cld

c: Dr. Jane Gates, Provost & Senior Vice President for Academic & Student Affairs, CSU  
Dr. Dimitrios S. Pachis, Provost and Vice President for Academic Affairs, ECSU

Mr. Thomas Griggs  
Director of Development  
International Festival Arts and Ideas  
195 Church St. 12<sup>th</sup> Floor  
New Haven, CT 06510

Thomas Griggs is the Director of Development for the International Festival of Arts & Ideas. He served on the Board for seven years before joining the staff. Griggs is most proud of the community engagement activities he supports as part of his work with the Festival, highlighting the rich cultural assets of New Haven while bringing diverse communities together to experience visionary thought leaders and enjoy world class and local talent.

Prior to working with the Festival, Griggs oversaw Corporate and Foundation Giving in the Yale-New Haven Hospital Office of Development.

For over 20 years, Griggs enjoyed a highly successful banking career. He worked in various branch and management positions at People's Bank, including director of Community Relations and Corporate Contributions, branch manager of several downtown New Haven branches, Manager of Telephone Banking and Vice President of People's Corporate University. He earned his Real Estate license from Gateway Community College, and enjoyed a successful realty career built on his extensive knowledge of mortgage banking and the community.

Always active in the community, Griggs joined the board of the Gateway Community College Foundation in 2009 and served as the Chair of the Finance Committee from 2009 to 2011, he also Co-Chaired the "Your College, Your Future" capital campaign to fund the new equipment for the new downtown New Haven campus and served as the Master of Ceremonies for the Campaign's public kickoff on October 7<sup>th</sup>, 2011. Griggs chaired the 2012 and 2013 Gateway Community College Hall of Fame Awards and was Chair of the Foundation Board of Directors from 2014 until December 2016.

Griggs also served on the Board of The Connecticut Alliance for Arts Education from 1996 through 2004 and as President from 1998 through 2003. He was appointed to the National Governance Committee of The Kennedy Center Alliance for Arts Education Network in Washington D.C. from 2001 through 2003.

Griggs served on the Board of Creative Arts Workshop from 1990 until 2015, and as President from 1995 through 2006. He has also dedicated his time to the New Haven Preservation Trust, New Haven Symphony Orchestra, Long Wharf Theater, Shubert Theater, Greater New Haven Chamber of Commerce, as well as serving as a Mayor's Appointee on the Cultural Affairs Commission for the City of New Haven from 2001 through 2007. He is an associate Fellow of Yale University's Branford College.

Griggs holds a bachelor's degree from the University Of Connecticut School Of Business, and an MBA from the University of New Haven.



Office of the President

Gena Glickman

tel: 860.512.3100

fax: 860.512.3101

e-mail: [gglickman@commnet.edu](mailto:gglickman@commnet.edu)

March 15, 2107

Academic & Student Affairs Committee  
Board of Regents  
39 Woodland Street  
Hartford, CT 06105

Dear Academic and Student Affairs Committee:

Enclosed please find our request for an honorary degree for Barry Kelly.

Mr. Kelly is not only a strong community partner to MCC but he, and his organization, Kelser Corporation, support numerous initiatives throughout the Greater Hartford region, giving both time and financial support to those in need.

In honor of Barry's commitment to community service and engaging in strong public-private partnerships, Manchester Community College would like to honor him with an honorary degree at the 53<sup>rd</sup> commencement ceremony on May 25, 2017.

I respectfully ask for the committee's approval of this honor.

Sincerely,

A handwritten signature in black ink, appearing to read "Gena Glickman", with a long horizontal flourish extending to the right.

Gena Glickman, PhD  
President



## **Manchester Community College 2017 Honorary Degree Candidate**

### **Barry Kelly, President & CEO, Kelser Corporation**

Barry Kelly has worked for Kelser Corporation for more than 30 years, beginning in 1981 as a founding member. In 2010 he was appointed president of the organization. Prior to joining Kelser, Barry held various positions with KLT Company and Pratt & Whitney. In addition to his role as President of Kelser, Barry also serves on the Connecticut Technology Council, the MCC Evening of Fine Wines Corporate Committee, the American Lung Association, and the Irish American Home Society. Barry lives in Amston, CT with his wife and children.

Through Kelser (and the Kelser Foundation) more than \$869,000 in funds, food, clothing and other goods have been donated to individuals in need. Manchester Community College is just one of those benefactors, having received financial funding for academic programs (computer technology) and signature events (Evening of Fine Wines), as well as volunteer hours from several Kelser staff members. Most recently, Kelser, at the request of Barry Kelly donated more than 300 pounds of food to MCC's newly established food pantry. In addition to MCC, Kelser supports organizations such as the American Lung Association, We are the Children, Muscular Dystrophy Association, Big Brothers/Big Sisters, and more. It is for this commitment to the community that MCC would like to recognize Barry Kelly and the Kelser Corporation with an honorary degree.



*Office of the President*

March 1, 2017

President Mark E. Ojakian  
Connecticut State Colleges and Universities  
61 Woodland Street  
Hartford, CT 06105

Dear President Ojakian:

It is a pleasure to submit for your approval and that of the Board of Regents, the nomination of Felipe Karam Domingues Alves as a recipient of an honorary associate in arts degree from Naugatuck Valley Community College (NVCC). We hope to present him with an honorary degree at our commencement on May 25, 2017.

Felipe is a talented musician, composer, performer and educator with more than a decade of professional experience. I offer below a summary of his qualifications and his contributions this past academic year as our third Fulbright Scholar-In-Residence.

**Felipe Karam Domingues Alves**

**Biography and Contributions to the Arts:**

Felipe Karam Domingues Alves, known professionally as Felipe Karam, is a multi-instrumentalist, performer and educator with more than a decade of experience and knowledge in the arts and a range of music including folk, traditional and world music. His specialty and love is musical improvisation.

**Contributions to Naugatuck Valley Community College:**

In 2016, Felipe was invited to be the Fulbright Scholar-In-Residence at Naugatuck Valley Community College where he has taught History and Music Appreciation of Music in Latin American and the Caribbean and has taught performance-based lessons in the beginner's-level Jazz Ensemble. In his classes students have gained an understanding of and appreciation for the historical and cultural influences that helped form the music traditions from several Latin American and Caribbean countries and how those influences are evident in the Latin music in the United States.

Felipe is currently developing his legacy project to the College—an original music composition inspired by his teaching and community experiences. The legacy performance will feature Felipe and include NVCC music students, and other guest performers. Through his teaching and leadership at the College, Felipe has strengthened cultural life on campus, in particular, in the arts and humanities. His performance will be the keystone for the opening of NVCC's International Center for the Arts, an effort that will connect the local to the global through a multi-disciplinary approach to the arts and humanities intended to enrich the intellectual, cultural and personal lives of students and the surrounding communities. The Center will celebrate and encourage the creative process in the arts.

**His additional NVCC-based contributions include:**

- Playing selections during major meetings and Confluencia gatherings
- Complementing music lectures and events with live music related to the topic or gathering.
- Joining students in the NVCC Music Society
- Performing improvisational selections in the Student Center to encourage the music arts.
- Recommending books, materials, and music to be added to the NVCC library holdings.

**Contributions to the Community:**

As a Fulbright Scholar-In-Residence, Felipe has been an active leader for the arts in the communities we serve. His primary collaboration has been with the Waterbury Symphony Orchestra, particularly with Bravo Waterbury!, youth-based, after-school music program for community students who benefit from music studies and performances complemented by personal leadership classes. Felipe also will perform in a special program in collaboration with the Symphony, a partner in the NVCC Fulbright program.

**Other community and regional contributions:**

- Performance and lecture as part of the area's Arts Collaborative annual event.
- Lectures and performances at area schools, by invitation.
- Lecture and performance at Bluefield State College in West Virginia
- Performances in area social venues, by invitation.

Felipe's contract with NVCC ends on May 18, 2017 after which he will no longer be a College employee, therefore he is eligible to receive an honorary degree from NVCC.

Thank you for consideration of this request. I understand that this nomination is confidential until such time as approval is received from the Board of Regents.

Sincerely,

  
Daisy Cocco De Filippis, Ph.D.  
President

## **NORWALK COMMUNITY COLLEGE**

On behalf of President David Levinson and Norwalk Community College, the individual named below has been nominated to receive the Honorary Degree from NCC. The nominee has been approved by President Levinson and vetted by the College's Awards Committee.

### **Mr. Craig Kelly**

Mr. Craig Kelly is curator and founder of *Original Ancestors, Inc.* a project, which collects, preserves, documents and promotes all artifacts related to the African Holocaust, and to understand, educate, honor, respect, empower, and celebrate the struggles of Africans brought to America. Mr. Kelly holds a Masters in Counseling from the University of Bridgeport, is a Licensed Professional Counselor (LPC) and a retired 27-year Bridgeport Firefighter.

Through his work with *Original Ancestors, Inc.*, Mr. Kelly has collaborated with institutions, colleges and universities, including Norwalk Community College, and foundations to promote the legacy and understanding of the African Holocaust also known as MAAFA (*Swahili word that means the great disaster, the word is used to memorialize and pay homage and respect to the more than sixty million enslaved African slave trade*). Mr. Kelly has traveled to several African countries: South Africa, Zimbabwe, Zambia, Senegal, Gambia, Ghana and Nigeria. He has made several presentations regarding the African Holocaust and has conducted research in several Caribbean Islands, including Havana and Santiago in Cuba. He is a member of the Schomburg Center for Research in Black Culture, The Black Memorabilia Society, NYC, and The Greater New Haven African American Historical Society.

Mr. Kelly is a life member of Omega Psi Phi Fraternity, Inc.



Southern Connecticut  
State University

Office of the President

March 3, 2017

Dear Members of the Board of Regents,

I wish to submit the name of internationally bestselling children's author Suzanne Collins as the recipient of an honorary doctorate from Southern Connecticut State University.

Ms. Collins, a Newtown resident, is best known for her series *The Hunger Games Trilogy*, which has spent more than six years to date on The New York Times bestseller list since publication in September 2008. It has been sold in 56 countries and territories in 51 languages and saw Ms. Collins named to the TIME 100 list as well as the Entertainment Weekly Entertainers of the Year list.


Ms. Collins began her professional career in 1991, writing for children's television. She worked on the staffs of several Nickelodeon shows, including the Emmy-nominated hit *Clarissa Explains it All* and *The Mystery Files of Shelby Woo*. She then successfully moved into children's literature with a five-part, fantasy/war series, *The Underland Chronicles*, which became a New York Times bestseller.

*The Hunger Games* was adapted as a movie by Lionsgate in 2012 and broke multiple box office records on the way to becoming the 14th highest-grossing North American release of all time, generating almost \$700 million at the worldwide box office. Subsequent sequels have also been winners at the box office.

Ms. Collins has been praised by the U.N.'s World Food Programme for her support of their cause, noting that she "writes as though she understands hunger in the world." She was also recently honored by the Authors Guild with their Award for Distinguished Service to the Literary Community.

Ms. Collins' books have sold more than 87 million copies globally, and in doing so, have drawn many non-reading youngsters to the world of literature. Given the rich literary history of Connecticut, and the prominence of Southern's own Creative Writing Program, I believe that Suzanne Collins would be a fitting and worthy recipient of an honorary doctorate of humane letters from Southern.

Sincerely,



Joe Bertolino  
President



Southern Connecticut  
State University

Office of the President

March 3, 2017

Dear Members of the Board of Regents,

I wish to submit the name of James C. (Jim) Smith, Chief Executive Officer of Webster Bank, as the recipient of an honorary doctorate from Southern Connecticut State University.

Mr. Smith serves as Chairman and Chief Executive Officer of Webster Financial Corporation and Webster Bank, positions he has held since 1995 and 1987, respectively. He also serves as Vice Chairman of the Midsize Banks Coalition of America, is highly active in community service and an increasingly prominent figure in Connecticut's political environment.

Mr. Smith joined Webster in 1975 and was elected president, chief operating officer, and a director of Webster Bank in 1982 and of the holding company at its inception in 1986. He served as president of Webster and Webster Bank until 2000, and again from 2008 through 2011.


Currently the Vice Chairman of the Midsize Banks Coalition of America, Mr. Smith is a past member of the board of directors of the American Bankers Association and served several years as co-chairman of the ABA's American Bankers Council for midsize banks. He is also a past member of the board of directors of the Financial Services Roundtable.

Mr. Smith served as a member of the Federal Advisory Council, which advises the deliberations of the Federal Reserve Board of Governors, and also was a member of the board of directors of the Federal Reserve Bank of Boston. He served on the board of directors of the Federal Home Loan Bank of Boston and on the executive committee of the Connecticut Bankers Association.

As a leader in volunteerism, Mr. Smith supports numerous civic organizations including the Trinity Strategic Planning Committee, the Palace Theater and Saint Mary's Health System board in Waterbury. He earned his bachelor's degree in psychology from Dartmouth College.

For his financial acumen, his commitment to community service and his leadership in advancing one of Connecticut's prominent banking institutions – which already has strong ties with our business program – I believe that James C. Smith would be a fitting and worthy recipient of an honorary doctorate of business administration from Southern.

Sincerely,



Joe Bertolino  
President

# **BOARD OF REGENTS FOR HIGHER EDUCATION**

## **RESOLUTION**

**regarding**

### **USE OF A PREFERRED FIRST NAME AND EXECUTION OF CHANGES TO LEGAL NAME BY STUDENTS AND EMPLOYEES**

**in the**

### **CONNECTICUT STATE COLLEGES & UNIVERSITIES SYSTEM**

- WHEREAS,** The Board of Regents acknowledges the significance of a name as it embodies the term in which a personal identity is cast; and, to that end the ability to change a name or to use a preferred first name is a matter of great significance to students and employees during their enrollment or employment at the System's institutions, and
- WHEREAS,** The Board of Regents recognizes a need to expedite requests for modification of names by students and employees; therefore, be it
- RESOLVED,** That the attached Policy Statement regarding Use of a Preferred First Name and Execution of Changes to Legal Name by Students and Employees is hereby adopted, and be it further
- RESOLVED,** That the CSCU institutions that have not done so are to incorporate appropriate institutional policies and/or establish procedures to facilitate students' and employees' requests for a preferred name or change of legal name in those instances noted in the Policy.



## **Board of Regents for Higher Education**

### **Policy on Use of a Preferred First Name and Execution of Changes to Legal Name by Students And Employees**

#### Statement of Policy

The Board of Regents for Higher Education is committed to providing an educational and employment environment where all are welcome and free to express the manner in which they choose to identify themselves. In this vein the BOR is issuing this policy so that individuals may be identified by a preferred first name or used name as well as understand procedures to change their legal names for the purposes of their education or employment records.

Connecticut State Colleges & Universities (CSCU) shall use a preferred or used name on all documents and records other than official documents, such as diplomas, transcripts and employment records. Documents and records that may display a preferred or used name include, among others, course rosters, identification cards, email addresses, and honors, awards and prizes issued by the institution.

The Board of Regents for Higher Education directs CSCU institutions to establish appropriate forms, procedures and timelines to facilitate students' and employees' request for usage of a preferred first name or used name. The institutions are to incorporate advisement regarding the ramifications of preferred first name or used name usage into their process.

CSCU institutions must use students' and employees' legal names in all official documents, despite requests for the usage of preferred or used names. Legal names are to appear on all external use reports and documents including, but not limited to employment paper work, paychecks, tax forms, student billings, financial aid forms, scholarships, transcripts, diplomas, and other documents required by law.

The Board of Regents for Higher Education directs CSCU institutions are to establish appropriate forms, procedures and timelines to facilitate students' and employees' request to change their legal name. Within such a request, the student or employee must present an original or certified copy of the court order. After the request has been processed, only the new legal name should be reflected in the institution's official documents, unless the individual request in writing that such documents include reference to his or her former name (e.g. Heather Pauline Armstrong formerly known as John Joseph Doe).



In the event of a typographical or other error in institutional records or documents, the individual's request to correct the name will be granted after verification that the correct is due to an error. Documents that may provide sufficient verification for determination of the correction include birth certificates, social security cards, driver's licenses, and other documents issued by federal, state and local governmental agencies.

### Definitions

**Preferred First Name:** A preferred first name or used name is not a legal first name, but is generally used to change the manner in which others refer to the individual. For example, student Mathew Allan Smith may prefer the name Matt or employee Susan Elaine Taylor may choose to be referred to as Sue or Elly rather than Susan. Note that preferred first names or used names are not limited to variations or derivatives of a given or legal name; for example, student Margaret Ann Parker may request the preferred name Robert or employee Lawrence Peterson may choose to be called Sarah due to gender identity or transgender status, respectively, without court-ordered documentations.

**Legal Name:** A legal name is the person's official name in accordance with the law. Legal names can only be changed on official documents when a student or employee acquires a court order. Such a court order may arise in a number of different contexts, including a name change proceeding, an adoption, a divorce decree, individual choice, witness protection program. Additionally, a marriage certificate should be treated like a court order.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12**

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Norwalk Community College	<b>Date of Submission to BOR Office</b> October, 2016
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b>	
<b>Characteristics of Below-Threshold Offering</b> <b>Name of Offering:</b> Business Administration Program Type of Offering (e.g. Grad Certificate, Minor, Option) <b>Program</b> <b>Anticipated Initiation Date:</b> Sep. 2016 <b>Anticipated Date of First Completion (if applicable):</b> May 2017 <b>Modality of Program:</b> On ground    Online    X    Combined If "Combined", % of fully online courses 85% (available)	<b>Credit Distribution of the Offering</b> <b># Cr in Core Courses:</b> 28 <b># Cr of Electives:</b> 6 <b># Cr of Other:</b> 24 <b># Cr Special Requirements (e.g. internship):</b> 3 <b>Total # Cr the Institution Requires to Award the Credential</b> 61
<b>Suggested CIP Code No. (if applicable)</b>	<b>Title of CIP Code</b>
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:</b> Business Department, Main Campus	
<b>Description of Offering, Context and Justification</b> (Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)  The Business Administration program is designed for students who plan to earn a bachelor's degree in business. This program provides a liberal arts background consisting mostly of courses normally taken in the first two years at a baccalaureate college or university. In addition, students will take courses in accounting and business. Advanced business courses should be taken at the institution to which the student wishes to transfer to obtain the baccalaureate degree.  Upon successful completion of an option within the Business Administration degree, graduates will: 1. Prepare and interpret financial statements; 2. Understand and discuss financial issues involving finance; 3. Understand the American legal system and its impact on the operations of American and international business. Understand and apply principles of tort law, contract law, the uniform commercial code, law and government regulation; 4. Examine and assess the role of fiduciary duties and ethical and social responsibilities; 5. Analyze principles, techniques and major functions (planning, organizing, leading and controlling) of business enterprise management, improve decision-making, problem-solving and team-related skills; 6. Understand marketing methods and institutions, including analysis and interrelationship of the marketing mix with consumer behavior; 7. Demonstrate computer skills in word processing, electronic spread sheet general ledger accounting system and presentation software. Use the Internet for business purposes, including research, marketing and stock market analysis; 8. Demonstrate an understanding of the United States economic system, its functions and the manner it impacts the global economy; and 9. Demonstrate proficiencies in all aspect of business communication, professional business etiquette and business presentations  This revised program offers students more flexibility to complete degree requirements while addressing the BOR mandate for the normalization of program credits.	
<b>Cost Effectiveness and Availability of Adequate Resources</b> (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) There is no need for any additional resources than those currently utilized in the Business Administration Program.	
<b>Institutional Contact for this Proposal:</b> Thomas Jackson	<b>Title:</b> Business Dept. Chair <b>Tel.:</b> 203-857-7152 <b>e-mail:</b> TJackson@norwalk.edu

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

**BOR Sequence Number (to be assigned):**  
**Approved 2010 CIP Code No. (if applicable)** <sup>2</sup>                      **Title of CIP Code**

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

Log of BOR Steps:
Date for Inclusion in BOR-ASA Meeting Package:
Comments

### SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

#### Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk \* and attach descriptions. Mark any courses that are delivered fully online with a double asterisk \*\*. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Core Courses</b>				<b>Other Requirements</b>		
<b>Business</b>				ENG101 Composition	Gen. Ed.	3
ACC113 Principles of Financial Accounting	1		3	ENG 102 Literature & Composition	"	3
ACC117 Managerial Accounting	1		3	MAT172 College Algebra or MAT201 Statistics	"	3
BMK201 Principles of Marketing	1		3	Liberal Arts elective	"	3
BMG202 Principles of Management	1		3	Science elective	"	3
BFN201 Principles of Finance	1		3	COM173 Public Speaking	"	3
BBG231 Business Law I	2		3	Humanities elective	"	3
BBG232 or BBG240 Business Law II or Business Ethics	2		3	ECN101 Macroeconomics	"	3
BBG210 Business Communications	1		3	Business Electives	3	6
BBG114 Business Applications Software	1		4	BMG295 Co-operative Work Experience	3	3
<b>Prerequisites</b>						
Entry into the Program requires eligibility for ENG 101.						
<b>Total Other Credits Required to Issue Credential</b>						<b>61</b>

#### Other Details

**Learning Outcomes - L.O.** *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Understand the basic business principles of accounting, finance, management and marketing.
2. Understand basic ethical and legal principles of business.
3. Understand advanced business principles.

<sup>2</sup> If needed, CIP assignment will be done by BOR staff in consideration of suggested number 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**  
**BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12**

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Norwalk Community College	<b>Date of Submission to BOR Office</b> October, 2016
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b>	
<b>Characteristics of Below-Threshold Offering</b> <b>Name of Offering:</b> Business Administration Program Options in Finance, Management and Marketing <b>Type of Offering</b> (e.g. Grad Certificate, Minor, Option) <b>Options</b> <b>Anticipated Initiation Date:</b> Sep. 2016 <b>Anticipated Date of First Completion</b> (if applicable) : May 2017 <b>Modality of Program:</b> On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses 85 % (available)	<b>Credit Distribution of the Offering</b> <b># Cr in Core Courses:</b> 6 (in each option) <b># Cr of Electives:</b> 3 <b># Cr of Other:</b> 52 <b># Cr Special Requirements</b> (e.g. internship): <b>Total # Cr the Institution Requires to Award the Credential</b> 61
<b>Suggested CIP Code No.</b> (if applicable)	<b>Title of CIP Code</b>
<b>Institution's Unit</b> (e.g. School of Business) and <b>Location</b> (e.g. main campus) Offering the Program: Business Department, Main Campus	
<b>Description of Offering, Context and Justification</b> (Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)  <p>The Business Administration program with options is designed for students who plan to earn a bachelor's degree in business and have an interest in studying finance, management or marketing. This program provides a liberal arts background consisting mostly of courses normally taken in the first two years at a baccalaureate college or university. In addition, students will take courses in accounting and business. Advanced business courses should be taken at the institution to which the student wishes to transfer to obtain the baccalaureate degree.</p> <p>Upon successful completion of an option within the Business Administration degree, graduates will:</p> <ol style="list-style-type: none"> <li>1. Prepare and interpret financial statements;</li> <li>2. Understand and discuss financial issues involving finance;</li> <li>3. Understand the American legal system and its impact on the operations of American and international business. Understand and apply principles of tort law, contract law, the uniform commercial code, law and government regulation;</li> <li>4. Examine and assess the role of fiduciary duties and ethical and social responsibilities;</li> <li>5. Analyze principles, techniques and major functions (planning, organizing</li> <li>lending and controlling) of business enterprise management, improve decision-making, problem-solving and team-related skills;</li> <li>6. Understand marketing methods and institutions, including analysis and interrelationship of the marketing mix with consumer behavior;</li> <li>7. Demonstrate computer skills in word processing, electronic spread sheet general ledger accounting system and presentation software. Use the Internet for business purposes, including research, marketing and stock market analysis;</li> <li>8. Demonstrate an understanding of the United States economic system, its functions and the manner it impacts the global economy; and</li> <li>9. Demonstrate proficiencies in all aspect of business communication, professional business etiquette and business presentations; and</li> <li>10 Understand the banking system and investment techniques, and their respective rules and regulations: OR</li> <li>11. Understand the planning and controlling of operating processes and working activities and the human factor in business management: OR</li> <li>12. Understand the process involved in effective selling and the impact and role of advertising in marketing, business and society.</li> </ol> <p>The benefits of offering options to the Business Administration degree are as follows. Rather than offer the three different programs Insurance and Financial Service, Management: Marketing and Management: Career, these programs are now options in the Business Administration degree. Consolidating these programs under one degree creates a guided pathway for business in which all courses taken during the first semesters apply to all of the options as well as toward transfer to a four-year university. The Business Administration degree with options focuses students' early coursework on completing general education and business core courses and improves articulation with four-year colleges universities.</p>	
<b>Cost Effectiveness and Availability of Adequate Resources</b> (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) There is no need for any additional resources than those currently utilized in the Business Administration Program.	

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12**

Institutional Contact for this Proposal: Thomas Jackson	Title: Business Dept. Chair	Tel.: 203-857-7152 e-mail: TJackson@norwalk.edu
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**BOR REVIEW STATUS** *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* <sup>2</sup>

Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

**SECTION 2: DETAILS OF NEW OFFERING** *(Community Colleges)*

**Curriculum**

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk \* and attach descriptions. Mark any courses that are delivered fully online with a double asterisk \*\*. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Courses</b>				<b>Course in Each Option</b>		
<b>College and Business Core</b>				<b>Finance Option</b>		
ENG101 Composition	Gen. Ed.		3	BFN125 Principles of Banking	1	3
ENG 102 Literature and Composition	"		3	BFN201 Investment Principles	1	3
MAT172 College Algebra or MAT201 Statistics	"		3	Business Elective		3
Liberal Arts elective	"					
Science elective	"			<b>Management Option</b>		
COM173 Public Speaking	"		3	BMG210 Organization Behavior	2	3
Humanities elective	"		3	BMG220 Human resources Management	2	3
BBG210 Business Communications	See Bus. Admin. Degree		3	Business Elective		3
BBG114 Business Applications Software	"		4			
ECN101 Macroeconomics	"			<b>Marketing Option</b>		
ACC113 Principles of Financial Accounting	"		3	BMK106 Principles of Selling	3	3
ACC117 Managerial Accounting	"		3	BMK241 Principles of Advertising	3	3
BMK201 Principles of Marketing	"		3	Business Elective		3
BMG202 Principles of Management	"		3			
BFN201 Principles of Finance	"		3			
BBG231 Business Law I	"		3			
BBG232 or BBG240 Business Law II or Business Ethics	"		3			
<b>Prerequisites</b>						
Entry into the Program requires eligibility for ENG 101.						
<b>Total Other Credits Required to Issue Credential</b>					<b>61</b>	

<sup>2</sup> If needed, CIP assignment will be done by BOR staff in consideration of suggested number 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**  
***BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12***

**Other Details**

**Learning Outcomes - L.O.** *(Please list up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Understand the banking system and investment techniques, and their respective rules and regulations.
2. Understand the planning and controlling of operating processes and working activities and the human factor in business management
3. Understand the process involved in effective selling and the impact and role of advertising in marketing, business and society.