CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

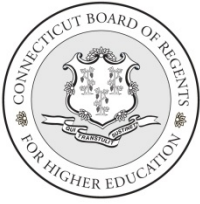## BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Thursday, March 24, 2016 – 9:30 a.m.
61 Woodland Street, Htfd., CT - BOR Conference Room [ground floor]

1. Approval of Minutes – March 8, 2016

2. CONSENT ITEMS
   a. Terminations
      i. Marketing Career – AS – Three Rivers CC
      ii. Small Business Entrepreneurial Studies – AS – Three Rivers CC
      iii. Finance and Banking – AS – Three Rivers CC
      iv. Hospitality Management: Hotel Management Option – AS – Three Rivers CC
      v. Hospitality Management: Restaurant Management Option – AS – Three Rivers CC
      vi. Hospitality Management: Casino Management Option – AS – Three Rivers CC
      vii. Computer Applications – Certificate – Three Rivers CC
      viii. Networking Technology – Certificate – Three Rivers CC
      ix. Computer Technology – Certificate – Capital CC
      x. Insurance and Financial Services – AA – Capital CC
      xi. Business Office Technology: Computer Application Specialist – AA - CCC
      xii. Business Office Technology: Computer Application Specialist Certificate – CCC
      xiii. Business Office Technology: Word Information Processing – AA – Capital CC
      xiv. Computer & Information Systems:Network Administrator Asst.Degree Option–AA–CCC
      xv. Computer and Information Systems: Network Administrator Certificate – CCC
      xvi. Accelerated Computer Programming – Certificate – Capital CC
      xvii. Medical Assisting – Certificate – Capital CC
      xviii. Medical Assisting: Administrative Medical Insurance Option – AS – Capital CC
   b. Approval of Schedule for 2015-16 Academic Program Review

3. ACTION ITEMS
   a. Modifications
      i. Business Administration – AS – Three Rivers CC
      ii. Computer Game Design – AS – Manchester CC
      iii. Graphic Design – AS – Manchester CC
      iv. Health and Exercise Science – AS – Manchester CC
   b. Accreditation
      i. Sport & Entertainment Management – MS – Southern CSU
   c. New Program
      i. Liberal Arts – BA – Western CSU
   d. Satisfactory Academic Progress Policy
   e. CSU Faculty Research Grants
   f. Honorary Degree – QVCC
   g. Shared Governance Award

4. INFORMATION ITEMS
   a. Below-Threshold Item - Medical Coding Certificate (HIM) – Charter Oak SC
   b. NEASC Letter – Northwestern CT CC
   c. NEASC Letter – Charter Oak SC

5. OTHER BUSINESS

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting March 8, 2016
9:30 a.m.– 61 Woodland Street, Hartford

<u>MINUTES</u> - DRAFT

Regents Present:	Merle Harris, Stephen Adair, Naomi Cohen, Lawrence DeNardis (by conf.)
Regents Absent:	Catherine Smith
Staff Present:	Estela Lopez, Candace Barrington, Jason Ebbeling, William Gammell Ken Klucznik, Maureen McClay, Steve McDowell, Arthur Poole, Karen Stone, Brenda Zanta
Other Attendees:	Shirley Adams (COSC), Allan Anderson (TRCC), Ann Branchini (TRCC), Mark Comeau (TRCC), Ilene Crawford (SCSU), Daisy Cocco De Filippis (NVCC), Lisa Dresdner (NVCC), Monique Durant (CCSU) Sandra Eddy (NVCC), Gary Fuerstenberg (CSCE/CALS), Jane Gates (WCSU), Eric Gribin (TxCC), Mitch Holmes (NVCC), Mary Ellen Jukoski (TRCC), Carl Lovitt (CCSU), Jennifer Messering (TRCC student), Dimitrios Pachis (ECSU), Ryan Pierson (CCC), Darryl Reome (TxCC), Irene Rios-Knauf (NVCC), Marie Shaw (TRCC), Bennett Stackpole (TRCC student)

The meeting was called to order by Chair Harris at 9:34 a.m.

1. Approval of Minutes – January 8, 2016. **N. Cohen moved to approve, seconded by L. DeNardis and unanimously approved.**

2. Consent Items – a motion to remove items v, vi., and vii from the Consent agenda was made by N. Cohen, seconded by L. DeNardis and unanimously approved. The remaining items were then **moved for approval by L. DeNardis, seconded by N. Cohen and unanimously approved.** The items approved were:
   a. Terminations
      i. Information Systems Technology – AS – Asnuntuck CC
      ii. General Engineering Technology – AAS – Gateway CC
      iii. Allied Health Administration – AS – Northwestern CT CC
      iv. Health Career Pathways – Cert – Northwestern CT CC
      viii. E-Commerce – AS and Cert – Three Rivers CC
      ix. Business Information Systems – AS and Cert – Three Rivers CC

The other three items were then considered.

    a. v. Architectural Design Technology – AS – Three Rivers CC

          vi Civil Engineering Technology – AS – Three Rivers CC

          vii.Construction Management Technology – AS – Three Rivers CC

Provost Lopez introduced these terminations noting the campus program review, thoughtful consideration, careful teach-out period, and the thorough process that followed Board policy. She introduced the president and noted other colleagues from Three Rivers. President Jukoski provided further input on the process and introduced Academic Dean Ann Branchini, and colleagues Mark Comeau and Allan Anderson. They reviewed the process the college followed to establish the new program and terminate these programs, noting the low number of graduates and transfers in the last ten years. They also mentioned the research done in creating the program reorganization, reaching out to many constituents, looking at needs, examining courses, reviewing graduates, transfer rates, ABET accreditation requirements, extensive due diligence and cooperation with UConn and CCSU. Teach-out process details were also discussed.

Chair Harris noted those who had attended to speak in opposition and provided the opportunity for a spokesperson to speak. Gary Fuerstenberg spoke providing comments that the present civil engineering was more rigorous and noting that they had cited another model they thought was better. He offered further comments and views. President Jukoski then noted faculty had reviewed both models. Additionally, after their thorough review and discussions with outside firms they felt the model chosen was more competitive in the workforce. Some further discussion and comments followed. **A motion to approve was then made by N. Cohen, seconded by L. DeNardis and unanimously approved.**

3. Action Items

    a. Modifications

        i. Library Technology – Certificate – Three Rivers CC. **A motion to approve was moved by N. Cohen, seconded by L. DeNardis.** Provost Lopez gave an overview and introduced Dean Branchini and Marie Shaw. Dean Branchini provided further remarks noting the full assessment done in the last year. Ms. Shaw gave further details, noting the need for online delivery. The program will be ALA reaccredited in June (it is in process now). **The vote was taken and unanimously approved.**

        ii. Communication – BS – Southern CSU. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Provost Lopez introduced the program noting the thorough modification, alignment with TAP and the 120 credits. Dr. Crawford provided details also noting the program review process, assessment and TAP. Chair Harris commented on the thoughtful approach. **The vote was taken and unanimously approved.**

        iii. Bioinformatics Minor – Eastern CSU. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Dr. Lopez introduced the program. Dr. Pachis provided details noting the pathway, science needs and ample number of students. **The vote was taken and unanimously approved.**

b. New Programs
   i. Energy Management – AAS – Tunxis CC. **A motion to approve made by L. DeNardis, seconded by N. Cohen.** Provost Lopez provided an introduction noting it was within normalization. Dean Reome gave an overview and introduced Eric Gribin who provided details. He noted this particular program was the first in CT, noting the rating from the American Council for Energy Efficient Economy and the growing market. He provided more details on jobs and careers, long-term goals, online access, best practices and marketing, also noting coordination with some of our other community colleges. He also noted because of the lab component the online model will be a hybrid. There was some discussion. **The vote was taken and unanimously approved.**
   ii. Cybersecurity – AS – Naugatuck Valley CC. **A motion to approve made by N. Cohen, seconded by L. DeNardis.** Dr. Lopez introduced the program noting its creativity and innovation. President De Filippis provided details on the process, industry partners, articulation and cost efficiency. Dean Rios discussed further information on industry partners, program reviews, the collaborative effort with criminal justice and computer science, the demand and the partnership with CSUs. In response to a question information on faculty background was provided. **The vote was taken and unanimously approved.**
   iii. Accounting – MS – Central CSU. **A motion to approve made by N. Cohen, seconded by L. DeNardis.** Provost Lopez introduced the program and Provost Lovitt and Dr. Durant from CCSU. Dr. Lovitt provided details noting the primarily hybrid delivery, the need for sitting for the CPA exam and the strong employment prospect. Students will primarily be CCSU's own graduates. Chair Harris asked about admission requirements and the path was described. It was noted these credits are needed to become a CPA. **The vote was taken and unanimously approved.**

c. TAP Pathways Approvals. Co-Managers Candace Barrington and Ken Klucznik. Dr. Barrington gave preliminary remarks on the marketing efforts and showed the developing website. They will be doing a soft roll-out of the website and the new pathways.
   A motion to approve the pathways was made by N. Cohen, seconded by L. DeNardis. Dr. Klucznik gave an overview of the programs and the faculty process. He noted they will be reviewed yearly. He provided some details on particular programs and showed the process on the website. T**he vote was taken and unanimously approved.**
   There was further discussion with Dr. Klucznik offering information on disciplines and some discussion on core community college programs transferring to all CSUs and COSC. Dr. Barrington offered information on pathways coming forward in the Fall. There were comments offering accolades for the work done thus far with additional comments on pursuit of a liberal arts pathway and marketing. Dr. Barrington remarked a two-year marketing plan has been developed.

d. Honorary Degrees – **a motion to approve was made by N. Cohen, seconded by L. DeNardis. The vote was taken and unanimously approved.** Chair Harris mentioned the high standard of selections this year.

e. BOR Faculty Awards – **a motion to approve was made by N. Cohen, seconded by L. DeNardis. The motion was unanimously approved.**

4. Information Items
   a. Sabbaticals – CSUs – the item was noted.
   b. NEASC Letters
      i. ECSU's 5th Year Report – noted
      ii. TRCC's Progress Report – noted
      iii. COSC – Master's program letter – details were requested. Dr. Lopez gave preliminary information on the program and NEASC's denial. Provost Shirley Adams provided explanation of the process followed, noting the differences in the new NEASC Standard just implemented. They have explained the process, noting their very rigorous process in place and have presented the document to NEASC. They also presented information on other well-known universities who use the same procedure. They have talked extensively with NEASC and have their agreement on what to present. The whole Board will be voting on it, however. They also provided other information and additional updates. In the meantime they are preparing for marketing, course development and faculty searches.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by M. Harris and unanimously approved.** The meeting adjourned at 12:18 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Terminations

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the terminations of the programs listed below leading to an Associate of Science degree at Three Rivers Community College with a phase out period until June 1, 2018:
- – Marketing Career
- – Small Business Entrepreneurial Studies
- – Finance and Banking
- – Hospitality Management: Hotel Management Option
- – Hospitality Management: Restaurant Management Option

A True Copy:

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

ITEM
The Marketing Career, Small Business Entrepreneurial Studies, Finance and Banking, Hospitality Management: Hotel Management Option, and Hospitality Management: Restaurant Management Option, Associate of Science (AS) degrees at Three Rivers Community College will be terminated as stand-alone associate degrees and will be re-instated under the umbrella of the Associate of Science Business Administration with Options AS degree. Students will have the choice of taking the Business Administration degree with an option of Management, Marketing, Small Business & Entrepreneurial Studies, Finance and Banking, Hospitality Hotel Management, or Hospitality Restaurant Management. The phase-out period for the stand-alone AS degrees will end May 31, 2018.

BACKGROUND
Summary
The current stand-alone business Associate of Science degrees will be merged into one business degree with options in specific business fields.

Rationale
The program discontinuance was initiated by the Academic Program Review for all of the business programs resulting in the merging of programs into one degree with options.

Phase Out/Teach Out Strategy
Since this program is a merging into a degree program with options, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees in the stand-alone programs.

Resources
No special resources are needed for the termination of this program.

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: Three Rivers Community College   Date of Submission to BOR Office:

Discontinued Program: **Finance and Banking A.S. Degree**   CIP: **520803**   DHE# (if available): **04276**
Accreditation Date: **11/18/1998**

Phase Out /Teach Out Period **Fall 2016 – Spring 2018**   Expected Date of Program Termination **5/31/2018**

Program Characteristics

Name of Program: **Finance and Banking**

Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science**

Certificate: *(specify type and level)*

Modality of Program: **X** On ground   **X** Online   Combined

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

Institutional Contact for this Proposal: **Edwin Muenzner**	Title: **Business Department Chair**	Tel.: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

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 program discontinuance was initiated by the Academic Program Review for all of the business programs resulting in the merging of programs into one degree with options.

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.)

Since this program is merging into a degree program with options, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees.

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: Three Rivers Community College   Date of Submission to BOR Office:

Discontinued Program: **Hospitality Management: Hotel Management Option A.S. Degree** CIP: **520901**
DHE# (if available): **09723**   Accreditation Date: **10/17/2001**

Phase Out /Teach Out Period **Fall 2016 – Spring 2018**   Expected Date of Program Termination **5/31/2018**

Program Characteristics

Name of Program: **Hospitality Management: Hotel Management Option**

Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science**

Certificate: *(specify type and level)*

Modality of Program: **X** On ground **X** Online   Combined

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

Institutional Contact for this Proposal: **Edwin Muenzner**	Title: **Business Department Chair**	Tel.: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

The program discontinuance was initiated by the Academic Program Review for all of the business programs resulting in the merging of programs into one degree with options.

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.)

Since this program is merging into a degree program with options, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees.

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: Three Rivers Community College | Date of Submission to BOR Office:

Discontinued Program: **Marketing Career A.S. Degree** CIP: **521401** DHE# (if available): **01760**
Accreditation Date: **01/01/1976**

Phase Out /Teach Out Period **Fall 2016 – Spring 2018** Expected Date of Program Termination **5/31/2018**

Program Characteristics

Name of Program: **Marketing Career**

Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science**

Certificate: *(specify type and level)*

Modality of Program: **X** On ground **X** Online Combined

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

Institutional Contact for this Proposal: **Edwin Muenzner**	Title: **Business Department Chair**	Tel.: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

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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 program discontinuance was initiated by the Academic Program Review for all of the business programs resulting in the merging of programs into one degree with options.

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.)

Since this program is merging into a degree program with options, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees.

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: Three Rivers Community College | Date of Submission to BOR Office:

Discontinued Program: **Hospitality Management: Restaurant Management Option A.S. Degree**   CIP: **520905**
DHE# (if available): **09724** Accreditation Date: **10/17/2001**

Phase Out /Teach Out Period **Fall 2016 – Spring 2018**   Expected Date of Program Termination **5/31/2018**

Program Characteristics

Name of Program: **Hospitality Management: Restaurant Management Option**

Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science**

Certificate: *(specify type and level)*

Modality of Program: **X** On ground   **X** Online   Combined

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

Institutional Contact for this Proposal: **Edwin Muenzner**	Title: **Business Department Chair**	Tel.: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

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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 program discontinuance was initiated by the Academic Program Review for all of the business programs resulting in the merging of programs into one degree with options.

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.)

Since this program is merging into a degree program with options, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees.

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: Three Rivers Community College | Date of Submission to BOR Office:

Discontinued Program: **Small Business Entrepreneurial Studies A.S. Degree**   CIP: **520701**   DHE# (if available): **14950**
Accreditation Date: **11/19/2008**

Phase Out /Teach Out Period **Fall 2016 – Spring 2018**   Expected Date of Program Termination **5/31/2018**

Program Characteristics

Name of Program: **Small Business Entrepreneurial Studies**

Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science**

Certificate: *(specify type and level)*

Modality of Program: **X** On ground **X** Online   Combined

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

Institutional Contact for this Proposal: **Edwin Muenzner**	Title: **Business Department Chair**	Tel.: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

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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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

The program discontinuance was initiated by the Academic Program Review for all of the business programs resulting in the merging of programs into one degree with options.

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.)

Since this program is merging into a degree program with options, the individual classes will remain the same and continue to be offered. This will have no impact on students taking the classes or finishing their degrees.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Hospitality Management: Casino Management Option leading to an Associate of Science degree at Three Rivers Community College with a phase out period until June 1, 2018:

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 Hospitality Management: Casino Management Option leading to an Associate of Science (AS) degree, and Certificate at Three Rivers Community College, with a phase out-period ending May 31, 2018.

BACKGROUND
Summary
The Hospitality Management: Casino Management Option, Associate in Science degree was initially offered at TRCC in 2002.

Rationale
Enrollment in the program has been low and steadily declining. Over the past five years we have gone from 4 enrolled students in 2011 to 3 enrolled students in 2016. It has been concluded that this program is not meeting a need for the community or for our students.

Phase Out/Teach Out Strategy
The program coordinator/department chair will work with the 3 students currently registered in the program to meet their educational needs for the degree program by means of course substitutions and independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources
No special resources are needed for the termination of this program.

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: Three Rivers Community College	Date of Submission to BOR Office:

Discontinued Program: **Hospitality Management: Casino Management Option A.S. Degree   CIP: 520901**
DHE# (if available): **09718**   Accreditation Date: **10/17/2001**

Discontinued Program: **Casino Management Certificate Degree**   CIP: **520908**   DHE# (if available): **09722** Accreditation Date: **XXXXXXX**

Phase Out /Teach Out Period **Fall 2016 – Spring 2018**   Expected Date of Program Termination **5/31/2018**

Program Characteristics

Name of Program: **Hospitality Management: Casino Management Option**

Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science, and Certificate**

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

Modality of Program: **X** On ground **X** Online   Combined

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

Institutional Contact for this Proposal: **Edwin Muenzner**	Title: **Business Department Chair**	Tel.: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

The Hospitality Management: Casino Management Option, Associate in Science Degree and Certificate were initially offered at TRCC in 2002. Based upon information obtained from EMSI (an online economic modeling program available to TRCC) in 2015 casino management jobs in New London County are predicted to decline by 2% over the next 10 years.

In addition, enrollment in the program has been low and steadily declining. Over the past five years we have gone from 4 enrolled students in 2011 to 2 enrolled students in 2015.

It has concluded that this program is not meeting a need for the community or for our students. The interests of the college and of our students would be better served focusing our available resources on programs that provide greater employment potential for our graduates.

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.)

As of the fall of 2015 there were 2 students registered in the associate degree program and no students registered in the certificate program. As of spring 2016 there are 3 students registered in the associate degree program. These students have been contacted regarding the discontinuation of the program and the program coordinator/department chair will work with the 3 students over the next two years to meet their educational needs for the degree program by means of course substitutions and independent studies. Currently all 3 students have less than 12 credits and 1 student will be withdrawing and moving to Florida. Once the discontinuation has been approved for both the degree and certificate, the phase-out plan will begin.

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Computer Applications leading to a Certificate at Three Rivers Community College with a phase out period until June 1, 2018:

A True Copy:

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

ITEM
Termination of a program in Computer Applications leading to Certificate at Three Rivers Community College, with a phase out-period ending May 31, 2018.

BACKGROUND
Summary
The Computer Applications program leading to a Certificate was initially offered at TRCC in 1997.

Rationale
Enrollment in the program has varied from a high of 12 in Fall 2000 to a low of 0 in Fall 2015. Currently there are 3 students registered in the program but only two enrolled for Spring 2016. Graduation rates have averaged around 1 although there were no graduates in 2014-2015. It has been concluded that this program is not meeting a need for the community or for our students.

Phase Out/Teach Out Strategy
The program coordinator/department chair will work with the 3 students currently registered in the program to meet their educational needs for the degree program by means of course substitutions and independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources
No special resources are needed for the termination of this program.

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:	Date of Submission to BOR Office:

Discontinued Program: CIP: DHE# (if available):   Accreditation Date:
Phase Out /Teach Out Period Fall 2016 –Spring 2018   Expected Date of Program Termination May 2018

Program Characteristics
Name of Program: **Computer Applications**
Degree: Title of Award *(e.g. Master of Arts)* **Certificate**
Certificate: *(specify type and level)* Community College Certificate
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: Technologies Department

Institutional Contact for this Proposal: Joseph Johnson	Title: Assistant Professor/Program Coordinator	Tel.: 860-215-9440 e-mail: jjohnson@trcc.commnet.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 Computer Applications Certificate program was initially offered at TRCC in the Fall 1997 semester. The program was created to provide strong foundation skills in computer applications support, introductory skills in accounting and general computer support, and a broad background in general education. The program was intended to prepare graduates to apply for entry-level computer support positions in a variety of work environments. Many of the skills which this certificate addresses are now common place in the professional work environment and therefore these entry-level job positions have largely disappeared.

Enrollment in the program has varied from a high of 12 in Fall 2000 to a low of 0 in Fall 2015. Currently there are 3 students registered in the program but only two enrolled for Spring 2016. Graduation rates have averaged around 1 although there were no graduates in 2014-2015.

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.)

There are currently 3 students registered in the program. Once the discontinuation has been approved the phase-out will begin.

A spreadsheet has been created for each of the 3 students indicating which courses are currently needed to complete their degree. Here is the breakdown for those courses:3-Financial Accounting, 2-Software Applications, 2-Advanced Applications, 3-Web Development and Design, 3-Communications and Networking, 2-Composition, 3-Technical Writing, 2-Contemporary Math, 1-Open Elective. Once the students have been notified of the discontinuation, they will be advised accordingly on course completion actions including the possibility of changing majors. Student progress monitoring will continue until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Networking Technology leading to a Certificate at Three Rivers Community College with a phase out period until June 1, 2018:

A True Copy:

_____

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

ITEM
Termination of a program in Networking Technology leading to Certificate at Three Rivers Community College, with a phase out-period ending May 31, 2018.

BACKGROUND
Summary
The Networking Technology program leading to a Certificate was initially offered at TRCC in 2002.

Rationale
Enrollment in the program has varied from a high of 8 (Fall 2010 and 2013) to a low of 1 (Fall 2003 and 2008). Currently there are 9 students registered in the program but only 5 are enrolled for Spring 2016. Graduation rates have averaged around 2 and there were 2 graduates in 2014-2015.   It has been concluded that this program is not meeting a need for the community or for our students.

Phase Out/Teach Out Strategy
The program coordinator/department chair will work with the 9 students currently registered in the program to meet their educational needs for the degree program by means of course substitutions and independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources
No special resources are needed for the termination of this program.

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:	Date of Submission to BOR Office:

Discontinued Program: CIP: DHE# (if available):   Accreditation Date:

Phase Out /Teach Out Period Fall 2016 –Spring 2018   Expected Date of Program Termination May 2018

Program Characteristics

Name of Program: **Networking Technology**

Degree: Title of Award *(e.g. Master of Arts)* **Certificate**

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

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: Technologies Department

Institutional Contact for this Proposal: Joseph Johnson	Title: Assistant Professor/Program Coordinator	Tel.: 860-215-9440 e-mail: jjohnson@trcc.commnet.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 Networking Technology Certificate program was initially offered at TRCC in the Fall 2002 semester. The program was created to provide students with hands-on skills in networking technologies and a broad background in general education. The program was intended to prepare graduates to be eligible to take Network+ certification exams as well as to apply for entry-level network support positions in a variety of work environments. Many of these entry-level job positions have disappeared as companies have moved to server virtualization technologies and/or cloud based computing models.

Enrollment in the program has varied from a high of 8 (Fall 2010 and 2013) to a low of 1 (Fall 2003 and 2008). Currently there are 9 students registered in the program but only 5 are enrolled for Spring 2016. Graduation rates have averaged around 2 and there were 2 graduates in 2014-2015.

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.)

There are currently 9 students registered in the program. Once the discontinuation has been approved the phase-out will begin.

A spreadsheet has been created for each of the 9 students indicating which courses are currently needed to complete their degree. Here is the breakdown for those courses: 9-Network Administration, 8-Internet Technologies, 6-Composition, 5-Contemporary Math, 9-Server Technologies, 9-Information Security, 8-Technical Writing. Once the students have been notified of the discontinuation, they will be advised accordingly on course completion actions including the possibility of changing majors. Student progress monitoring will continue until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Terminations

March 29, 2016

Resolved: That the Board of Regents for Higher Education approve the terminations of the programs listed below leading to an <u>Associate</u> degrees at Capital Community College with a phase out period until June 1, 2017:
- Insurance and Financial Services - AA
- Business Office Technology: Computer Applications Specialist – AA
- Business Office Technology: Word Information Processing – AA
- Computer and Information Systems: Network Administrator Assistant Degree Option – AA
- Medical Assisting: Administrative Medical Insurance Option – AS

And be it Further Resolved: That the Board of Regents for Higher Education approve the terminations of the programs listed below leading to <u>Certificates</u> at Capital Community College with a phase out period until June 1, 2017.
- Computer Technology
- Business Office Technology: Computer Applications Specialist
- Computer and Information Systems: Network Administrator
- Accelerated Computer Programming
- Medical Assisting

A True Copy:

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

EXECUTIVE SUMMARY
Termination of Academic Programs at Capital Community College:

Title of Program	Certificate or Degree	Termination Effective Date
1. Computer Technology	Certificate	Fall 2016
2. Insurance And Financial Services	Associate of Arts Degree	Spring 2017
3. Business Office Technology: Computer Application Specialist	Associate of Arts Degree	Fall 2016
4. Business Office Technology: Computer Application Specialist	Certificate	Fall 2016
5. Business Office Technology: Word Information Processing	Associate of Arts Degree	Fall 2016
6. Computer And Information Systems: Network Administrator Assistant Degree Option	Associate of Arts Degree	Spring 2017
7. Computer And Information Systems: Network Administrator	Certificate	Spring 2017
8. Accelerated Computer Programming	Certificate	Fall 2016
9. Medical Assisting	Certificate	Fall 2016
10. Medical Assisting: Administrative Medical Insurance Option	Associate in Science	Fall 2016

BACKGROUND:
Summary
The above delineated Capital Community College Academic Programs are submitted for Termination.

Rationale
Each of the aforementioned Academic Programs currently have either no students enrolled or very few. Any remaining active students are being transitioned to another compatible program which will ensure greater employment opportunities.
Phase Out/Teach Out Strategy
For the programs with no enrollment, no Teach Out Strategy is needed and For programs with extremely minimal enrollment, no Teach Out Strategy is needed because the students are entering existing viable alternative programs.
Resources
No fiscal or personnel resources are impacted.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 1110202 DHE# (if available):   Accreditation Date:
Phase Out /Teach Out Period   Expected Date of Program Termination: Fall 2016

Program Characteristics

Name of Program: **Accelerated Computer Programming Certificate**

Degree: Title of Award *(e.g. Master of Arts)*

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

Modality of Program: On ground   Online   Combined X

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

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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.

This certificate is being discontinued due to low enrollment.

There are currently no students enrolled in this certificate. The College has determined that this certificate is no longer in demand, and therefore, should be terminated.

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.)

Since there are no students in this certificate, a "Phase Out/Teach Out Strategy" is not necessary. In the event that a former student returns to the College looking for courses in this program, the student will be advised of alternate courses that might be of use to the student.

This certificate can be terminated effective Fall 2016. .

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 52.0401 DHE# (if available): Accreditation Date:
Phase Out /Teach Out Period Expected Date of Program Termination: Fall 2016

Program Characteristics

Name of Program: **Business Office Technology: Computer Application Specialist Certificate**

Degree: Title of Award *(e.g. Master of Arts)*

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

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:

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

This certificate is being discontinued due to low enrollment.

There are currently no students enrolled in this certificate. The College has determined that this certificate is no longer in demand, and therefore, should be terminated.

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.)

Since there are no students in this certificate, a "Phase Out/Teach Out Strategy" is not necessary. In the event that a former student returns to the College looking for courses in this program, the student will be advised of alternate courses that might be of use to the student.

This certificate can be terminated effective Fall 2016. .

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION	
Institution: Capital Community College	Date of Submission to BOR Office:
Discontinued Program: CIP: 52.0401 DHE# (if available): Accreditation Date:	
Phase Out /Teach Out Period Expected Date of Program Termination: Fall 2016	

Program Characteristics

Name of Program: **Business Office Technology: Computer Application Specialist**

Degree: Title of Award *(e.g. Master of Arts)* **Associate of Arts Degree**

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:

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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.

This degree is being discontinued due to low enrollment.

There are currently no students enrolled in this degree program. The College has determined that this degree program is no longer in demand, and therefore, should be terminated.

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.)

Since there are no students in this degree program, a "Phase Out/Teach Out Strategy" is not necessary. In the event that a former student returns to the College looking for courses in this program, the student will be advised of alternate courses that might be of use to the student.

This degree program can be terminated effective Fall 2016.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 52.0401 DHE# (if available): Accreditation Date:

Phase Out /Teach Out Period Expected Date of Program Termination: Fall 2016

Program Characteristics

Name of Program: **Business Office Technology: Word Information Processing**

Degree: Title of Award *(e.g. Master of Arts)* **Associate of Arts Degree**

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:

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

This degree is being discontinued due to low enrollment.

There are currently no students enrolled in this degree program. The College has determined that this degree program is no longer in demand, and therefore, should be terminated.

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.)

Since there are no students in this degree program, a "Phase Out/Teach Out Strategy" is not necessary. In the event that a former student returns to the College looking for courses in this program, the student will be advised of alternate courses that might be of use to the student.

This degree program can be terminated effective Fall 2016. .

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 110901   DHE# (if available):   Accreditation Date:
Phase Out /Teach Out Period   Expected Date of Program Termination: Spring 2017

Program Characteristics

Name of Program: **Computer and Information Systems: Network Administrator Certificate**

Degree: Title of Award *(e.g. Master of Arts)*

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

Modality of Program: On ground   Online   Combined X

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

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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.

This certificate is being discontinued due to the College's recent development of a more robust "Computer Networking" certificate that is better aligned with industry needs.

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.)

The College started working with the existing students in this "Computer and Information Systems: Network Administrator Certificate" on their individual "Phase Out/Teach Out Strategies" a year ago in preparation for this anticipated program discontinuation. As of Spring 2016, one student remains in this program.

This student has been advised to switch to the College's new "Computer Networking" certificate in order to improve his/her employability. However, if this student chooses not to do so, he/she will still be able to complete the "Computer and Information Systems: Network Administrator" certificate since all the required courses will continue to be offered with the new "Computer Networking" certificate.

This degree program can be terminated effective Spring 2017.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 110401   DHE# (if available):   Accreditation Date:

Phase Out /Teach Out Period   Expected Date of Program Termination: Spring 2017

Program Characteristics

Name of Program: **Computer and Information Systems: Network Administrator Assistant Degree Option**

Degree: Title of Award *(e.g. Master of Arts)* **Associate of Arts Degree (Option)**

Certificate: *(specify type and level)*

Modality of Program: On ground   Online   Combined X

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

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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.

This degree is being discontinued due to the College's recent development of a more robust "Computer Networking" degree that is better aligned with industry needs as well as transfer options into the "Networking Information Technology" baccalaureate degree at Central Connecticut State University. (The new "Computer Networking" degree was approved by the BOR this past summer and available to students as of Fall 2015.)

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.)

The College started working with the existing students in this "Computer and Information Systems: Network Administrator Assistant Degree Option" on their individual "Phase Out/Teach Out Strategies" a year ago in preparation for this anticipated program discontinuation. As of Spring 2016, 13 students remain in this program.

These students are being advised to switch their major to the College's new "Computer Networking" degree in order to improve their employability and transferability. However, if these students chose to not do so, they will still be able to complete their "Computer and Information Systems: Network Administrator Assistant Degree Option" since all the required courses in the program will continue to be offered with the new "Computer Networking" program (as well as various advanced Networking and Cyber Security courses that were not previously available).

Many of the remaining students in this program have expressed a desire to switch their major to the new "Computer Networking" but have yet to do so.

This certificate program can be terminated effective Spring 2017.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 15.1201 DHE# (if available): Accreditation Date:
Phase Out /Teach Out Period Expected Date of Program Termination: Fall 2016

Program Characteristics

Name of Program: **Computer Technology Certificate**

Degree: Title of Award *(e.g. Master of Arts)*

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

Modality of Program: On ground Online Combined X

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

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

This certificate is being discontinued due to low enrollment.

There are currently no students in this certificate. The College has determined that this certificate is no longer in demand, and therefore, should be terminated.

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.)

Since there are no students in this certificate, a "Phase Out/Teach Out Strategy" is not necessary. In the event that a former student returns to the College looking for courses in this program, the student will be advised of alternate courses that might be of use to the student.

This certificate can be terminated effective Fall 2016. .

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM**(Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 520804   DHE# (if available):   Accreditation Date:
Phase Out /Teach Out Period   Expected Date of Program Termination   Spring 2017

Program Characteristics

Name of Program: **Insurance and Financial Services**

Degree: Title of Award *(e.g. Master of Arts)* **Associate of Arts Degree**

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:

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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.

This degree is being discontinued due to low enrollment and recent declines in industry demand.

<u>Low Enrollment</u>: Since this IFS degree program was first available to students in Fall 2008, a total of only 39 students declared this program as their major over the seven year period. Moreover, in that period, only three students graduated from the program. As of Spring 2016, only four students remain declared as IFS majors.

<u>Declining Industry Demand</u>: When this program was originally proposed in 2006, the Connecticut Department of Labor (CT DOL) estimated the Finance and Insurance sector would add 8.8% new jobs. However, in their December 2012 report, the CT DOL reported a 1.8% loss of jobs instead. According to the CT DOL, the following describes employment projections for a sample of positions in the IFS industry between 2010 and 2020.

Position	Projected Change 2010-20	Growth in Positions
Claims Adjusters, Examiners, and Investigators	-2.0%	0
Insurance Appraisers, Auto Damage	-13.9%	0
Underwriters	-1%	4
Financial Advisors	30%	144

Though moderate growth is anticipated in the Financial Advisors sector, students with an AS degree are often no longer considered qualified applicants for professional entry-level jobs in many of these employment areas.

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.)

The College is working with the four remaining students in the degree program to advise them of the planned discontinuation of the degree and scheduling remaining program courses for them to complete. If and/or when courses are no longer available, the College: a) works with the students to locate other academic institutions where the course can be taken and transferred back to complete their degree, b) advises students of other courses offered by the college that can be substituted for the originally required course(s), and c) advises students of other degree programs offered by the College that they might consider switching to in order to improve their employment prospects.

The College started working with these remaining students on their individual "phase out/teach out strategies" a year ago in preparation for this anticipated program discontinuation.

This degree program can be terminated effective Spring 2017.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION	
Institution: Capital Community College	Date of Submission to BOR Office:

Discontinued Program:	CIP: 51.0801 DHE# (if available):	Accreditation Date: 1998

Phase Out /Teach Out Period   Expected Date of Program Termination: Fall 2016

Program Characteristics

Name of Program: **Medical Assisting Certificate**

Degree: Title of Award *(e.g. Master of Arts)*

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

Modality of Program: On ground **X** Online   Combined

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

Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

In 2014, the Medical Assisting Program-Certificate stopped accepting new students into the program. Students who were enrolled and active in the program at that time have received their certificates or switched to the Associate Degree Program. Accreditation of the Certificate Program was withdrawn in April 2004. Graduates of the Certificate Program were then ineligible to sit for the National Certification. The recent change in the healthcare delivery system and hiring demand for Certified or Registered Medical Assistants greatly diminished the employability of the graduates of the Certificate Program.

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.)

Currently, there are no active students in the Certificate Program due to graduation, attrition or transition to the Degree option.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions)*

SECTION 1: GENERAL INFORMATION		
Institution: Capital Community College	Date of Submission to BOR Office:	
Discontinued Program: CIP: 51.0801 DHE# (if available): Accreditation Date:		
Phase Out /Teach Out Period Expected Date of Program Termination: Fall 2016		
Program Characteristics Name of Program: **Medical Assisting: Administrative Medical Insurance Option** Degree: Title of Award *(e.g. Master of Arts)* Certificate: *(specify type and level)* **Associate in Science** Modality of Program: On ground Online Combined X		
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program:		
Institutional Contact for this Proposal: Dr. Debbie G. Thomas	Title: Dean of Academic Affairs	Tel.: 860-906-5010 e-mail: dthomas@ccc.commnet.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.

In 2014, the Medical Assisting Program: Administrative Medical Insurance Option stopped accepting new students to the Program. The courses required for this option are quite similar to the Medical Assisting Degree Program and seem to lack the emphasis on aspects of Medical Insurance. The implementation of the new Capital Community College Health Information Program (HIM) better prepares the enrolled students to work in areas of the healthcare industry especially third-party payers, billing and coding, as well as clinical informatics and electronic health records. There is also no information available that this option was accredited.

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.)

There are currently no active students in this program. Students who are actively enrolled in the College have been provided information on Medical Assisting Degree Program and Health Information Management (HIM).

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION

Concerning

Academic Program Review Schedule

March 29, 2016

RESOLVED, that the Board of Regents for Higher Education approve ratification of the schedule
for Academic Program Reviews at each CSCU institution for the 2015-16 academic
year.

A True Copy:

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

ITEM
Academic Program Review

RECOMMENDED MOTIONS FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education ratify the schedule for Academic Program Reviews at each CSCU institution for the 2015-16 academic year.

BACKGROUND
The Board of Regents Academic Program Review Policy was established by a Board resolution on August 21, 2014. This Policy established a process wherein the System Office's Provost and Senior Vice President for Academic and Student Affairs will confirm with the institutions' Presidents and Chief Academic Officers to inventory a schedule of academic programs to be reviewed over the course of the academic year. Subsequently, that schedule is to be presented to the Board's Academic and Student Affairs Committee for its consideration. Upon the Committee's approval, the schedule is to be presented to the Board for its ratification.

PROCESS
Per the guidelines approved by the Board; the System Office's Interim Provost and Senior Vice President for Academic and Student Affairs and the institutions' Chief Academic Officers have collaboratively set a schedule for Academic Program Reviews for the 2015-16 academic year, which is attached.

Annually, the results from the academic program review process will be presented to the Board of Regents at a September/October meeting. If warranted, appropriate Board action which may include further study will ensue.

03/24/2016 – BOR-Academic and Student Affairs Committee

Connecticut State Colleges & Universities
Academic Program Review Process
2015-16 Academic Year Schedule

Institution	Academic Program	Means of Review
Asnuntuck Community College	Accounting	Internal
	Communication	Internal
	Technology Studies: Manufacturing: Welding	Internal
Capital Community College	Communication Media	Internal
	Computer Support Specialist	Internal
	Construction Management	Internal
	General Studies	Internal
	Health Information Management	Internal
	Liberal Arts	Internal
	Medical Assisting	External
	Nursing	External
	Paramedic Studies	External
	Radiologic Technology	External
Gateway Community College	Computer Engineering Technology	Internal
	Electrical Engineering Technology	Internal
	Environmental Science & Toxicology	Internal
	Railroad Engineering Technology	Internal
	Railroad Engineering Technology: Signaling & Communications	Internal
Housatonic Community College	Human Services	Internal
	Occupational Therapy Assistant	Internal/External
Manchester Community College	Business Office Technology	Internal
	Communications	Internal
	Criminal Justice	Internal
	Disability Specialist	Internal
	Drug & Alcohol Recovery Counselor	Internal
	English	Internal
	Foreign Language	Internal
	Hotel Tourism Management	Internal
	Liberal Arts & Science	Internal
	Philosophy	Internal
	Radiology	Internal/External
	Social Service	Internal

Institution	Academic Program	Means of Review
Middlesex Community College	Biotechnology	Internal
	Business Administration	Internal
	Communication	Internal
	English	Internal
	Environmental Science	Internal
	Freshman Seminar	Internal
	Human Services	Internal
	Modern Languages	Internal
	Multimedia	Internal
	Philosophy	Internal
	Sciences	Internal
Naugatuck Valley Community College	Aviation Science (Flight Curriculum)	Internal
	Behavioral Science	Internal
	Biology	Internal
	Business Finance	Internal
	Chemistry	Internal
	Economics	Internal
	First Year Experience	Internal
	Geography	Internal
	Marketing	Internal
	Physics	Internal
Northwestern Connecticut Community College	Deaf Studies	Internal
	Interpreter Preparation ASL/English	Internal/External
Norwalk Community College	Design for the Web	Internal
	Graphic Design	Internal
	Physical Therapist Assistant	Internal/External
Quinebaug Valley Community College	Allied Health: Health Careers Pathways	Internal
	Allied Health: HIM Coding	Internal
	Allied Health: Medical Office Skills	Internal
	Allied Health: Patient Care Technician	Internal
	Allied Health: Phlebotomy	Internal
Three Rivers Community College	Construction Management Tech	Internal
	General Engineering Technology	Internal
	General Studies	Internal
	Laser and Fiber Optic Technology	Internal
	Liberal Arts and Sciences	Internal
	Technology Studies (COT Pathway)	Internal
	Tech Studies: Biomolecular Science	Internal

Institution	Academic Program	Means of Review
Three Rivers Community College (continued)	Tech Studies: Electrical	Internal
	Tech Studies: Engineering Technology	Internal
	Tech Studies: Lean Manufacturing. & Supply Chain Management	Internal
	Tech Studies: Technology and Engineering Education	Internal
Tunxis Community College	Engineering Science	Internal
	General Studies	Internal
	Human Services	Internal
	Technology Studies	Internal
	Visual Fine Arts	Internal
Charter Oak State College	American Studies	Internal
	Business Administration	Internal
	Cyber Security	Internal
	Health Care Administration	Internal
	Health Studies	Internal
	Human Resources	Internal
	Information Systems	Internal
	Judaic Studies	Internal
	Organizational Leadership	Internal
	Project Management	Internal
Central Connecticut State University	Biological Sciences Anesthesia,	Internal/External
	Civil Engineering	Internal/External
	Civil Engineering Technology	Internal/External
	Computer Engineering Technology	Internal/External
	Computer Information Technology	Internal/External
	Computer Science	Internal/External
	Construction Management	Internal/External
	Data Mining, online	Internal/External
	Early Childhood Education	Internal/External
	Educational Studies	Internal/External
	Elementary Education	Internal/External
	Manufacturing Engineering Technology	Internal/External
	Mathematics	Internal/External
	Mathematics Education Leadership	Internal/External
	Mechanical Engineering	Internal/External
	Mechanical Engineering Technology	Internal/External
	Nursing	Internal/External
	Robotics and Mechatronics Engineering Technology	Internal/External

Institution	Academic Program	Means of Review
Eastern Connecticut State University	African American / Third World Studies	Internal
	Asian Studies	Internal
	Labor Relations & Human Resource Management	Internal
	Latin American Studies	Internal
	New England Studies	Internal
Southern Connecticut State University	Biology	Internal/External
	Communication Disorders	Internal/External
	Computer Science	External
	Honors Program	Internal/External
	Journalism	Internal/External
	Marriage and Family Therapy	External
	Nursing	Internal
	Philosophy	Internal/External
	Public Health	External
	Social Work	External
Western Connecticut State University	Applied Behavior Analysis	Internal
	Communication	Internal
	Counselor Education	Internal/External
	Education	Internal/External
	Elementary Education	Internal/External
	English	Internal
	Health Education	Internal/External
	Health Promotion Studies	Internal
	Instructional Leadership	Internal/External
	Media Arts	Internal
	Psychology	Internal
	Secondary Education	Internal/External
	Social Work	Internal/External
	Visual Arts	Internal/External

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a
program in Business Administration Management leading to an Associate of
Science degree (AS) at Three Rivers Community College changing the name
to <u>Business Administration</u>, with Options in Management, Marketing, Small
Business and Entrepreneurial Studies, Finance and Banking, Hospitality Hotel
Management, Hospitality Restaurant Management.

A True Copy:

_____

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

ITEM
Modification: We have modified the Business Administration Associate in Science degree at Three Rivers Community College. The following degrees are now options in the Business Administration Degree: Management, Marketing, Small Business and Entrepreneurial Studies, Finance and Banking, Hospitality Hotel Management, and Hospitality Restaurant Management. These options were previously separate career degrees.

BACKGROUND
Summary

Due to the feedback from the program review in 2015, TRCC faculty, with the support of administration, combined the above mentioned business degrees under the umbrella of Business Administration. This modification takes the existing separate degrees and combines them under a Business Degree with Options. This results in a streamlined process with no duplication of efforts while still maintaining the same curriculum, graduation requirements and mode of delivery.

Need for the Program: The need for the programs will remain the same

Curriculum: The Curriculum will remain the same

Students: We believe that the students will benefit significantly from this change. As mentioned above, the curriculum will not change. However, we are in the process of arranging the programs of study to simplify the ability of a student to move between majors (if desired) with little or no increase to classes taken, which will reduce graduation time.

Faculty: We will continue with the same faculty as the same classes will be offered.

Learning Resources: There will be no need for additional learning resources.

Facilities: There will be no need for additional facilities.

Fiscal Note: No additional resources will be needed.

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

March 9, 2016 – Academic Council
March 24, 2016 – BOR-Academic and Student Affairs Committee
March 29, 2016 – 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

Institution: **Three Rivers Community College**	Date of Submission to BOR Office:

This form has been modified for the proposal to combine various business degrees with concentrations. The Modified Program will be titled: Business Administration with Options: Management, Marketing, Small Business & Entrepreneurial Studies, Finance and Banking, Hospitality Hotel Management, Hospitality Restaurant Management

Most Recent NEASC Institutional Accreditation Action and Date:

Original Program Characteristics

CIP Code No. **520101** Title of CIP Code: **Business Administration** CIP Year: 2000 or 2010

Name of Program: **Business Administration**

Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science**

Certificate: *(specify type and level)* **N/A**

Date Program was Initiated: **07/01/1977**

Modality of Program: On ground Online **x** Combined

    If "Combined", % of fully online courses? **1 Class**

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **60**

Original Program Credit Distribution

Cr in Program Core Courses: **MGMT 22 / MRKT 22 / SBES 22 / FNC BNK 22 / HSP HTL MGT 22 / HSP RST MGT 21**

Cr of Electives in the Field: **MGMT 16 / MRKT 16 / SBES 16 / FNC BNK 16 / HSP HTL MGT 16 / HSP RST MGT 16**

Cr of Free Electives: **MGMT 0 / MRKT 0 / SBES 0 / FNC BNK 0 / HSP HTL MGT 0 / HSP RST MGT 0**

Cr Special Requirements *(include internship, etc.)*: **MGMT 22 / MRKT 22 / SBES 22 / FNC BNK 22 / HSP HTL MGT 22 / HSP RST MGT 23**

Total # Cr in the Program *(sum of all #Cr above)*: **60**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60**

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

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Modified: **Business Administration Management, A.S.** CIP: **520101** DHE# (if available): **01758** Accreditation Date: **07/01/1977**

Phase Out Period: **Fall 2016 – Spring 2018** Date of Program Termination: **5/31/2018**

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional license, please identify: **N/A**

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

Institutional Contact for this Proposal: Edwin Muenzner	Title: **Business Department Chair**	Telephone: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: **Marketing Career, A.S.** CIP: **521401** DHE# (if available): **01760** Accreditation Date: **01/01/1976**

Phase Out Period: **Fall 2016 – Spring 2018**   Date of Program Termination: **5/31/2018**

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional license, please identify: **N/A**

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

Institutional Contact for this Proposal: Edwin Muenzner | Title: **Business Department Chair** | Telephone: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: **Small Business & Entrepreneurial Studies, A.S.** CIP: **520701** DHE# (if available): **14950** Accreditation Date: **11/19/2008**

Phase Out Period: **Fall 2016 – Spring 2018**   Date of Program Termination: **5/31/2018**

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional license, please identify: **N/A**

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

Institutional Contact for this Proposal: Edwin Muenzner | Title: **Business Department Chair** | Telephone: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: **Finance and Banking, A.S.** CIP: **520803** DHE# (if available): **04276** Accreditation Date: **11/18/1998**

Phase Out Period: **Fall 2016 – Spring 2018**   Date of Program Termination: **5/31/2018**

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional license, please identify: **N/A**

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

Institutional Contact for this Proposal: Edwin Muenzner | Title: **Business Department Chair** | Telephone: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: **Hospitality Management: Hotel Management Option, A.S.** CIP: **520901**
DHE# (if available): **09723**   Accreditation Date: **10/17/2001**

Phase Out Period: **Fall 2016 – Spring 2018**   Date of Program Termination: **5/31/2018**

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional license, please identify: **N/A**

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

Institutional Contact for this Proposal: Edwin Muenzner	Title: **Business Department Chair**	Telephone: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: **Hospitality Management: Restaurant Management Option, A.S.**   CIP: **520905**
DHE# (if available): **09724**   Accreditation Date: **10/17/2001**

Phase Out Period: **Fall 2016 – Spring 2018**   Date of Program Termination: **5/31/2018**

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **N/A**
- If program prepares graduates eligibility to state/professional license, please identify: **N/A**

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

Institutional Contact for this Proposal: Edwin Muenzner	Title: **Business Department Chair**	Telephone: **860.215.9456** E-mail: **EMuenzner@trcc.commnet.edu**

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. [1] (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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[1] 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.

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)* ****<mark>*Business Administration with Management Option*</mark>****

As part of the Connecticut State Colleges and Universities Academic Program Review Schedule and the normalization of the career degrees to 60 credits it was suggested that programs be consolidated. Based on that advice, we have combined our degree programs under a business administration degree with options.

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.)* **Based upon information obtained from EMSI (an online economic modeling program available to TRCC), there is 1 regional institution (TRCC) which provided 27 program completions (3 certificate degrees and 24 Associate Degrees) and there were 258 openings in the field of general business/commerce in New London County, CT. The most recent data available is from 2013 and 2015.**

- 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 will continue to use the existing faculty and mode of delivery to provide students with career degrees. It should be noted that many of the faculty are or were professionals in the field.**

- 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.)* **N/A as the transfer degrees are not affected by this change.**

- Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided **The degree does exist in the system. However, since this is a modification and we are only taking the existing separate degrees and combining them under a Business Degree with Options, there will be no duplication of efforts and the process should be streamlined.**

- Please provide a description/analysis of employment prospects for graduates of this proposed program. **Based upon information obtained from EMSI (an online economic modeling program available to TRCC) in 2015 there were 5,437 management related jobs in New London County. This included all management jobs, both employees and self-employed. There is a projected 2% growth in this field in New London County, 5.5% growth in Connecticut, and 11.3% growth in the United States over the next 10 years. Due to a workforce containing a high percentage of individuals between the ages of 45 and 65, the next 20 years will see a greater demand for individuals trained in this field. Please see Appendix A for further support.**

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.)*
Since the degree already exists and this is merely a name change, there will be no changes to the curriculum, graduation requirements or mode of delivery.

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.)*
Since this is merely a name change, clearly no additional resources will be needed.

Other Considerations

[2] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Previous Three Years Enrollment and Completion for the Program being Modified
Business Administration Management, A.S.

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	4	5	8	6	5	7
New Students	9	7	12	11	12	13
Returning Students	17	79	22	69	27	56
ACTUAL Headcount Enrollment	30	91	42	86	44	76
ACTUAL FTE per Year	120		131		142	
Size of Credentialed Group for Given Year	14		12		14	

*See Appendix B for certificate enrollment data

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

As part of the Connecticut State Colleges and Universities Academic Program Review Schedule and the normalization of the career degrees to 60 credits it was suggested that programs be consolidated. Based on that advice, we have combined the following programs under a business administration degree with options.

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.)* **Based upon information obtained from EMSI (an online economic modeling program available to TRCC), there is 1 regional institution (TRCC) which provided 12 program completions (1 certificate degrees and 11 Associate Degrees) and there were 21 annual openings in the field of marketing in New London County, CT. The most recent data available is from 2013 and 2015.**

- 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 will continue to use the existing faculty and mode of delivery to provide students with career degrees. It should be noted that many of the faculty are or were professionals in the field.**

- 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.)* **N/A as the transfer degrees are not affected by this change.**

- Please indicate what similar programs exist in other institutions within your constituent unit, and how unnecessary duplication is being avoided. **The degree does exist in the system. However, since this is a modification and we are only taking the existing separate degrees and combining them under a Business Degree with Options, there will be no duplication of efforts and the process should be streamlined.**

- Please provide a description/analysis of employment prospects for graduates of this proposed program. **Based upon information obtained from EMSI (an online economic modeling program available to TRCC) in 2015 there were 840 marketing related jobs in New London County. This included all marketing jobs, both employees and self-employed. There is a projected 2.9% growth in this field in New London County, 8.4% growth in Connecticut, and 19.2% growth in the United States over the next 10 years. Due to a workforce containing a high percentage of individuals between the ages of 45 and 65, the next 20 years will see a greater demand for individuals trained in this field. Please see Appendix A for further support.**

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.*

Since the degree already exists and this is merely a name change, there will be no changes to the curriculum, graduation requirements or mode of delivery.

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)*

Since this is merely a name change, clearly no additional resources will be needed.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified
Marketing Career, A.S.

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	1	1
New Students	4	0	3	1	2	2
Returning Students	1	9	4	5	3	9
ACTUAL Headcount Enrollment	5	9	7	6	96	12
ACTUAL FTE per Year	16		19		21	
Size of Credentialed Group for Given Year	5		2		3	

*See Appendix B for certificate enrollment data

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)* ****Business Administration with Small Business and Entrepreneurial Option****

As part of the Connecticut State Colleges and Universities Academic Program Review Schedule and the normalization of the career degrees to 60 credits it was suggested that programs be consolidated. Based on that advice, we have combined the following programs under a business administration degree with options.
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.)* **Based upon information obtained from EMSI (an online economic modeling program available to TRCC), there is 1 regional institution (TRCC) which provided 1 program completion (1 certificate degree and 0 Associate Degrees) and there were 82 annual openings in the field of small business and entrepreneurship in New London County, CT. The most recent data available is from 2013 and 2015.**

- 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 will continue to use the existing faculty and mode of delivery to provide students with career degrees. It should be noted that many of the faculty are or were professionals in the field.**

- 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.)* **N/A as the transfer degrees are not affected by this change.**

- Please indicate what similar programs exist in other institutions within your constituent unit, and how unnecessary duplication is being avoided. **The degree does exist in the system. However, since this is a modification and we are only taking the existing separate degrees and combining them under a Business Degree with Options, there will be no duplication of efforts and the process should be streamlined.**

- Please provide a description/analysis of employment prospects for graduates of this proposed program. **Based upon information obtained from EMSI (an online economic modeling program available to TRCC) in 2015 there were 3,355 small business and entrepreneurial related jobs in New London County. This included both employees and self-employed individuals. There is a projected 3.2% growth in this field in New London County, 6.7% growth in Connecticut, and 11.3% growth in the United States over the next 10 years. Due to a workforce containing a high percentage of individuals between the ages of 45 and 65, the next 20 years will see a greater demand for individuals trained in this field. Please see Appendix A for further support.**

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.*

Since the degree already exists and this is merely a name change, there will be no changes to the curriculum, graduation requirements or mode of delivery.

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)*

Since this is merely a name change, clearly no additional resources will be needed.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified
Small Business and Entrepreneurial Studies, A.S.

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	2	1	2	0	0	2
New Students	6	8	3	2	5	3
Returning Students	4	10	7	19	6	17
ACTUAL Headcount Enrollment	12	19	12	21	11	22
ACTUAL FTE per Year	37		35		37	
Size of Credentialed Group for Given Year	0		2		6	

*See Appendix B for certificate enrollment data

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)* ****Business Administration with Finance and Banking Option****

As part of the Connecticut State Colleges and Universities Academic Program Review Schedule and the normalization of the career degrees to 60 credits it was suggested that programs be consolidated. Based on that advice, we have combined the following programs under a business administration degree with options.

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.)* **Based upon information obtained from EMSI (an online economic modeling program available to TRCC), there is 1 regional institution (TRCC) which provided 3 program completions (0 certificate degrees and 3 Associate Degrees) and there were 21 openings in the field of finance and banking in New London County, CT. The most recent data available is from 2013 and 2015.**

- 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 will continue to use the existing faculty and mode of delivery to provide**

students with career degrees. It should be noted that many of the faculty are or were professionals in the field.

- 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.)* **N/A as the transfer degrees are not affected by this change.**

- Please indicate what similar programs exist in other institutions within your constituent unit, and how unnecessary duplication is being avoided. **The degree does exist in the system. However, since this is a modification and we are only taking the existing separate degrees and combining them under a Business Degree with Options, there will be no duplication of efforts and the process should be streamlined.**

- Please provide a description/analysis of employment prospects for graduates of this proposed program. **Based upon information obtained from EMSI (an online economic modeling program available to TRCC) in 2015 there were 559 finance and banking related jobs in New London County. This included all finance and banking jobs, both employees and self-employed. There is a projected 3.4% decline in this field in New London County, 2.8% decline in Connecticut, and 7.4% growth in the United States over the next 10 years. Despite the decline in jobs in the local area, over 45% of the workforce is comprised of individuals who are over the age of 45. The next 20 years will see a greater demand for individuals trained in this field as the demographic continues to age and retire. Please see Appendix A for further support.**

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.*

Since the degree already exists and this is merely a name change, there will be no changes to the curriculum, graduation requirements or mode of delivery.

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)*

Since this is merely a name change, clearly no additional resources will be needed.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified
Finance and Banking, A.S.

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	1	0	0	0	0
New Students	3	0	2	0	6	0
Returning Students	7	7	5	6	3	8
ACTUAL Headcount Enrollment	10	8	7	6	9	8
ACTUAL FTE per Year	25		19		22	
Size of Credentialed Group for Given Year	3		1		2	

*See Appendix B for certificate enrollment data

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)* ****Business Administration with Hotel Management Option****

As part of the Connecticut State Colleges and Universities Academic Program Review Schedule and the normalization of the career degrees to 60 credits it was suggested that programs be consolidated. Based on that advice, we have combined the following programs under a business administration degree with options.

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.)* **Based upon information obtained from EMSI (an online economic modeling program available to TRCC), there are 2 regional institutions (TRCC and Mitchell College) which provided 23 program completions (2 certificate degrees, 7 Associate Degrees and 14 Bachelor Degrees) and there were 6 openings in the field of Hotel Management in New London County, CT. The most recent data available is from 2013 and 2015.**

- 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 will continue to use the existing faculty and mode of delivery to provide students with career degrees. It should be noted that many of the faculty are or were professionals in the field.**

- 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.)* **N/A as the transfer degrees are not affected by this change.**

- Please indicate what similar programs exist in other institutions within your constituent unit, and how unnecessary duplication is being avoided. **The degree does exist in the system. However, since this is a modification and we are only taking the existing separate degrees and combining them under a Business Degree with Options, there will be no duplication of efforts and the process should be streamlined.**

- Please provide a description/analysis of employment prospects for graduates of this proposed program. **Based upon information obtained from EMSI (an online economic modeling program available to TRCC) in 2015 there were 280 hotel management related jobs in New London County. This included all hotel management jobs, both employees and self-employed. There is a projected .7% decline in this field in New London County, 2.6% decline in Connecticut, and 4.8% growth in the United States over the next 10 years. The area has become saturated with hotels during the past years due to the growth of local casinos, resulting in the decline in hotel jobs in the area. However, over 40% of hotel management jobs are held by individuals over the ages of 45. Even with a decline in jobs, the next 20 years will see a need to replace this aging workforce as they retire. Please see Appendix A for further support.**

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.*

Since the degree already exists and this is merely a name change, there will be no changes to the curriculum, graduation requirements or mode of delivery.

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)*

Since this is merely a name change, clearly no additional resources will be needed.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified
Hospitality Management: Hotel Management Option, A.S.

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	2	1	0	1	0	1
New Students	0	5	1	4	1	3
Returning Students	6	6	4	9	3	9
ACTUAL Headcount Enrollment	8	12	5	14	4	13
ACTUAL FTE per Year	26		18		20	
Size of Credentialed Group for Given Year	2		5		2	

*See Appendix B for certificate enrollment data

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)* ****Business Administration with Restaurant Management Option****

As part of the Connecticut State Colleges and Universities Academic Program Review Schedule and the normalization of the career degrees to 60 credits it was suggested that programs be consolidated. Based on that advice, we have combined the following programs under a business administration degree with options.
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.)* **Based upon information obtained from EMSI (an online economic modeling program available to TRCC), there is 1 regional institution (TRCC) which provided 0 program completions (0 certificate degrees and 0 Associate Degrees) and there were 5 openings in the field of restaurant management in New London County, CT. The most recent data available is from 2013 and 2015.**

- 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 will continue to use the existing faculty and mode of delivery to provide students with career degrees. It should be noted that many of the faculty are or were professionals in the field.**

- 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.)* **N/A as the transfer degrees are not affected by this change.**

- Please indicate what similar programs exist in other institutions within your constituent unit, and how unnecessary duplication is being avoided. **The degree does exist in the system. However, since this is a modification and we are only taking the existing separate degrees and combining them under a Business Degree with Options, there will be no duplication of efforts and the process should be streamlined.**

- Please provide a description/analysis of employment prospects for graduates of this proposed program. **Based upon information obtained from EMSI (an online economic modeling program available to TRCC) in 2015 there were 240 restaurant management related jobs in New London County. This included all restaurant management jobs, both employees and self-employed. There is a projected 1.7% growth in this field in New London County, 2% decline in Connecticut, and 5.8% growth in the United States over the next 10 years. Due to a workforce containing a significant percentage of individuals between the ages of 45 and 65, the next 20 years will see a greater demand for individuals trained in this field. Please see Appendix A for further support.**

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.*

Since the degree already exists and this is merely a name change, there will be no changes to the curriculum, graduation requirements or mode of delivery.

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)*

Since this is merely a name change, clearly no additional resources will be needed.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified
Hospitality Management: Restaurant Management Option, A.S.

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	2	1	1	1
New Students	3	1	0	2	1	0
Returning Students	5	13	4	8	1	7
ACTUAL Headcount Enrollment	8	14	6	11	3	8
ACTUAL FTE per Year	27		21		15	
Size of Credentialed Group for Given Year	5		3		1	

*See Appendix B for certificate enrollment data

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)[3]*

Course Number and Name [4]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
ENG101 Composition	4	ENG096	4	ACC118 Managerial Accounting	1,2,3	4
COM173 Public Speaking	4	ENG101	3	BBG294 Business Internship	4,5	3
MAT123 Elementary Statistics	4	MAT095	3	BBG232 Business Law II	1,2,3	3
ECN101 Prin of Macroeconomics	4	ENG096	3	BBG210 Business Communication	1,2,3	3
XXX Natural Science Elective	4	ENG*MAT*	3-4	BFN201 Principles of Finance	1,2,3	3
XXX Fine Arts Elective	4	ENG*	3	BMG220 Human Resource Mgmt.	1,2,3,4	3
IDS105 First Year Experience	4	ESL063	3	BMG218 Operations Management	1,2,3,4	3
				BMG228 Labor and Employm. Law	1,2,3	3
				BMG210 Organizational Behavior	1,2,3	3
				BMK106 Principles of Selling	1,2,3	3
				BMK123 Principles of Cust. Service	1,2,3	3
				BMK235 Public Relations	1,2,3,4	3
				BMK241 Principles of Advertising	1,2,3,4	3
				HSP100 Intro to Hospitality Industry	1,2,3,4	3
				HSP108 Sanitation and Safety	1,2,3	3
				HSP111 Basic Food Preparation	1,2,3	4
				HSP112 Advanced Food Prep	1,2,3	4
				HSP117 Beverage Management	1,2,3	3
				HSP241 Hotel Operations	1,2,3,5	4
				ECN102 Principles of Microecon	1,2,3	3
				BFN110 Personal Finance	1,2,3	3
				BES118 Small Business Mgmt	1,2,3	3
				BES218 Entrepreneurship	1,2,3,4	3
				BES239 Business Plan Devlpmnt	1,2,3,4	3
Core Course Prerequisites				**Elective Courses in the Field**		
ACC115 Financial Accounting			4	Business Elective	1,2,3	3
BBG115 Business Software Applications			3			
BBG231 Business Law I			3			
BMG202 Principles of Management			3			
BMK201 Principles of Marketing			3			

Total Other Credits Required to Issue Modified Credential

Learning Outcomes - *(List up to seven of the most important student learning outcomes for the program, and any changes introduced)*

1. Students will interpret the knowledge of general business vocabulary and vocabulary specific to the field of business.
2. Students will apply knowledge of principles and skills applicable to general business and those specific to the field.
3. Students will evaluate and apply learned principles and skills to unique factual settings using correct vocabulary.
4. Students will effectively employ oral and communication skills in both group and individual projects.
5. Students will demonstrate the ability to work with and lead a diverse team toward goal accomplishment.

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[3] 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.

[4] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

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)

There will be no additional revenues or expenditures resulting from this program modification.

Appendix A

Business Administration

Occupation Age Breakdown ⊘

	Age	2015 Jobs	2015 Percent	
🟢	14-18	3	0.1%	
🔵	19-24	91	1.7%	
🔵	25-34	677	12.5%	
🔵	35-44	1,183	21.8%	
🔵	45-54	1,759	32.4%	
🔵	55-64	1,324	24.4%	
🔵	65+	399	7.3%	
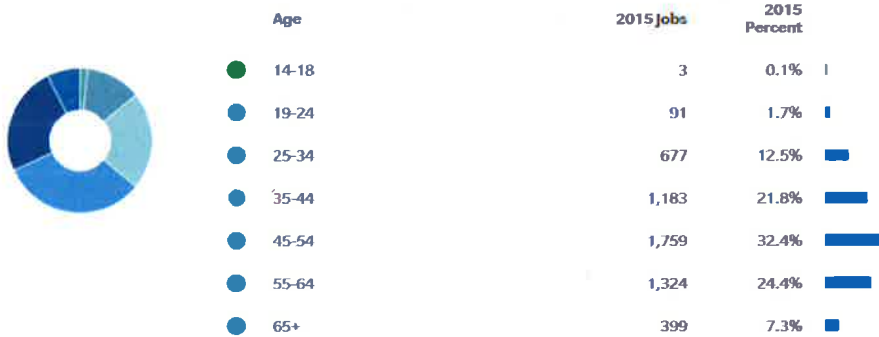
Marketing

Occupation Age Breakdown ⊘

	Age	2015 Jobs	2015 Percent	
🟢	14-18	1	0.1%	
🔵	19-24	34	4.0%	
🔵	25-34	167	19.8%	
🔵	35-44	222	26.4%	
🔵	45-54	239	28.5%	
🔵	55-64	143	17.1%	
🔵	65+	35	4.1%	
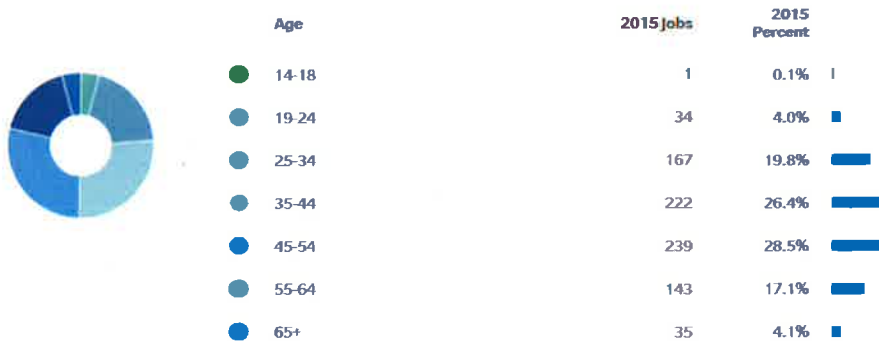
Small Business and Entrepreneurship

Occupation Age Breakdown ⊘
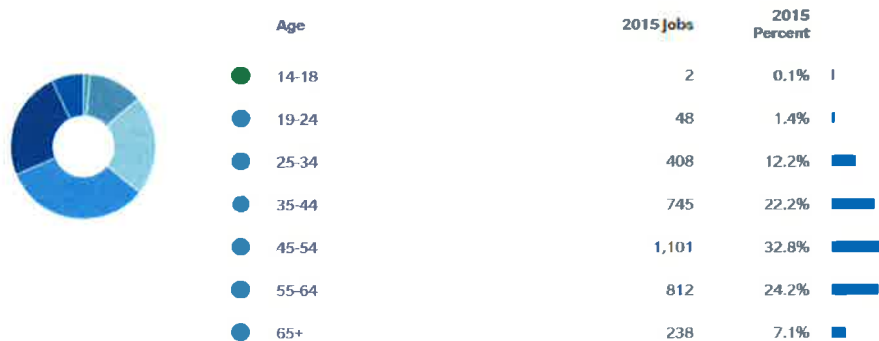
	Age	2015 Jobs	2015 Percent	
🟢	14-18	2	0.1%	
🔵	19-24	48	1.4%	
🔵	25-34	408	12.2%	
🔵	35-44	745	22.2%	
🔵	45-54	1,101	32.8%	
🔵	55-64	812	24.2%	
🔵	65+	238	7.1%	

Finance and Banking

Occupation Age Breakdown ❓
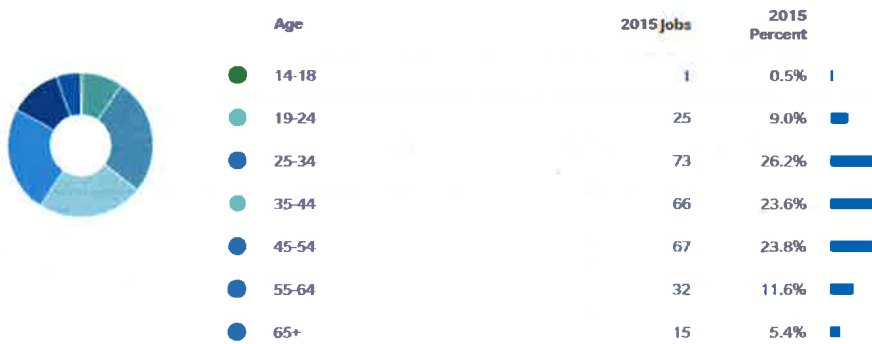
Age	2015 Jobs	2015 Percent	
14-18	9	1.6%	▮
19-24	70	12.5%	▬
25-34	132	23.7%	▬▬▬
35-44	96	17.2%	▬▬
45-54	137	24.4%	▬▬▬
55-64	95	17.1%	▬▬
65+	19	3.5%	▮

Hotel Management

Occupation Age Breakdown ❓

Age	2015 Jobs	2015 Percent	
14-18	1	0.5%	▮
19-24	25	9.0%	▬
25-34	73	26.2%	▬▬▬
35-44	66	23.6%	▬▬
45-54	67	23.8%	▬▬
55-64	32	11.6%	▬
65+	15	5.4%	▮

Restaurant Management

Occupation Age Breakdown ❓
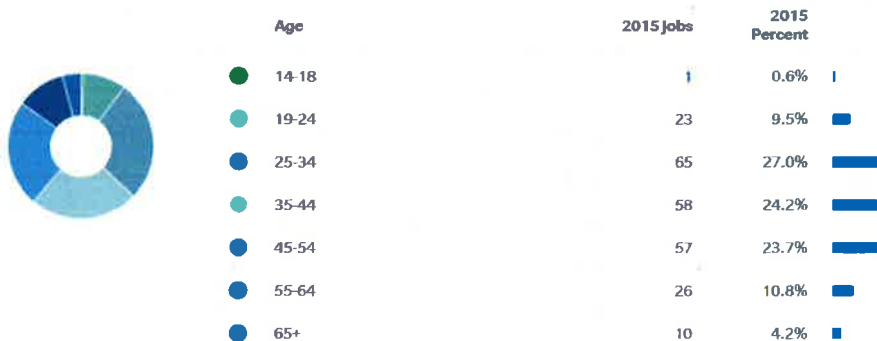
Age	2015 Jobs	2015 Percent	
14-18	1	0.6%	▮
19-24	23	9.5%	▬
25-34	65	27.0%	▬▬▬
35-44	58	24.2%	▬▬
45-54	57	23.7%	▬▬
55-64	26	10.8%	▬
65+	10	4.2%	▮

Appendix B

Previous Three Years Enrollment and Completion for the Program being Modified
Advertising/Public Relations Certificate

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	0	1	0	0	0	0
Returning Students	0	0	0	0	0	0
ACTUAL Headcount Enrollment	0	1	0	0	0	0
ACTUAL FTE per Year	0		0		0	
Size of Credentialed Group for Given Year	0		1		0	

Basic Business Skills Certificate

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	0	0	1	0	1	1
Returning Students	0	1	0	1	0	0
ACTUAL Headcount Enrollment	0	1	1	1	1	1
ACTUAL FTE per Year	0		2		1	
Size of Credentialed Group for Given Year	0		2		3	

Business Administration Certificate

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	1	0	0	1
New Students	0	1	0	0	0	1
Returning Students	0	1	1	1	0	3
ACTUAL Headcount Enrollment	0	2	2	1	0	5
ACTUAL FTE per Year	3		3		5	
Size of Credentialed Group for Given Year	3		4		4	

Restaurant Management Certificate

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	1
New Students	0	0	0	0	0	2
Returning Students	0	2	0	0	0	1
ACTUAL Headcount Enrollment	0	2	0	0	0	4
ACTUAL FTE per Year	1		1		3	
Size of Credentialed Group for Given Year	0		0		0	

Small Business & Entrepreneurial Studies Certificate

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	0	1	0	1	0	1
Returning Students	0	3	0	2	0	2
ACTUAL Headcount Enrollment	0	4	0	3	0	3
ACTUAL FTE per Year	3		3		2	
Size of Credentialed Group for Given Year	1		2		2	

Business Administration with Options

Plans of Study

Universal Requirements

General Education Credits

CR#	Course Description	Credits
ENG101	Composition	3
COM173	Public Speaking	3
MAT123	Elementary Statistics	3
ECN101	Principles of Macroeconomics	3
XXXX	Natural Sciences Elective	3-4*
XXXX	Fine Arts Elective	3**
IDS105	First Year Experience	3
	Total with 3 credit science	21
	Total with 4 credit science	22

Business Core Credits

CR#	Course Description	Credits
ACC115	Financial Accounting	4
BBG115	Business Software Applications	3
BBG231	Business Law I	3
BMG202	Principles of Management	3
BMK201	Principles of Marketing	3
		16

Legend

* All options have a 4 credit natural science except Restaurant Management Option which has a 3 credit natural science.

** Marketing Option has directive elective of GRA140 Publication Design.

Options

Management Option

CR#	Course Description	Credits
ACC118	Managerial Accounting	4
BMG218	Operations Management	3
BMG228	Labor and Employment Law	3
	Choose one:	3
BBG294	Business Internship	
XXXX	One Elective from: ACC, BBG, BES, BFN, BMG, BMK, HSP	
	Choose two:	6
BBG232	Business Law II	
BBG210	Business Communication	
BFN201	Principles of Finance	
	Choose one:	3
BMG210	Orgainizational Behavior	
BMG220	Human Resource Management	
	Total specialized credits	22
	Total Gen Ed, core & specilized credits	60

Finance & Banking Option

CR#	Course Description	Credits
ACC118	Managerial Accounting	4
BFN110	Personal Finance	3
BFN201	Principles of Finance	3
BBG232	Business Law II	3
ECN102	Principles of Microeconomics	3
	Choose one:	3
ACC292	Practicum in Accounting	
XXXX	One Elective from: ACC, BBG, BES, BFN, BMG, BMK, HSP	
	Choose one:	3
BBG210	Business Communication	
BMG210	Orgainizational Behavior	
	Total specialized credits	22
	Total Gen Ed, core & specilized credits	60

Marketing Option

CR#	Course Description	Credits
ACC118	Managerial Accounting	4
	Choose one:	3
BMK292	Practicum in Marketing	
XXXX	One Elective from: ACC, BBG, BES, BFN, BMG, BMK, HSP	
	Choose two:	6
BMG210	Orgainizational Behavior	
BBG232	Business Law II	
BBG210	Business Communication	
	Choose three:	9
BMK106	Principles of Selling	
BMK123	Principles of Customer Service	
BMK235	Public Relations	
BMK241	Principles of Advertising	
	Total specialized credits	22
	Total Gen Ed, core & specilized credits	60

Restaurant Management Option

CR#	Course Description	Credits
HSP100	Intro to the Hospitality Industry	3
HSP108	Sanitation & Safety	3
HSP111	Basic Food Preparation	4
HSP112	Advanced Food Preparation	4
HSP117	Beverage Management	3
	Choose one:	3
HSP296	Cooperative Education	
XXXX	One Elective from: ACC, BBG, BES, BFN, BMG, BMK, HSP	
	Choose one:	3
BMG210	Orgainizational Behavior	
BBG232	Business Law II	
BBG210	Business Communication	
	Total specialized credits	23
	Total Gen Ed, core & specilized credits	60

Small Business & Entrepreneurial Option

CR#	Course Description	Credits
ACC118	Managerial Accounting	4
BES118	Small Business Management	3
BES218	Entrepreneurship	3
BES239	Business Plan Development	3
	Choose one:	3
BMG220	Human Resource Management	
BMG210	Organizational Behavior	
	Choose two:	6
BBG232	Business Law II	
BBG210	Business Communication	
BFN110	Personal Finance	
	Total specialized credits	22
	Total Gen Ed, core & specilized credits	60

Hotel Management Option

CR#	Course Description	Credits
HSP100	Intro to the Hospitality Industry	3
HSP108	Sanitation & Safety	3
HSP243	Hotel Operations	4
HSP117	Beverage Management	3
BMK106	Principles of Selling	3
	Choose one:	3
HSP296	Cooperative Education	
XXXX	One Elective from: ACC, BBG, BES, BFN, BMK, HSP	
	Choose one:	3
BMG210	Orgainizational Behavior	
BBG232	Business Law II	
BBG210	Business Communication	
	Total specialized credits	22
	Total Gen Ed, core & specilized credits	60

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a
program in Computer Game Design leading to an Associate of Science degree at
Manchester Community College to substantially change the curriculum.

A True Copy:

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

ITEM: Modification of a program in Computer Game Design leading to an Associates of Science degree at Manchester Community College.

BACKGROUND
Summary

The program coordinator was granted a sabbatical for the purpose of investigating baccalaureate programs in Graphic Design and Computer Game Design to align MCC's programs and to be sure that it reflected the most current industry design standards using hardware and software that graduates would use in their employment. MCC's Computer Game Design Program is changing course content and adding new courses to reflect changes in the industry standards especially around digital technologies and platforms. There will be a new 15-credit core of courses that provides students with a foundation in the design and development practices of digital image creation, animation, 3D modeling and previzualization. In addition to the 15-credit core, students may choose from among four concentrations of 21 credits each: Concept Art, Game Animation, 3D Generalist, or Game Level Design. The **Concept Art** track will provide students with digital drawing and painting skills for conceptualization of films, games, and animation. The **Game Animation** track will provide students with a traditional and digital workflow foundation to producing effective animated objects and characters in both 2D and 3D formats for films and games. The **3D Generalist** track will provide students with a digital foundation to the construction techniques of organic and in-organic objects, characters, and environments and implementation techniques for films and games. The **Game Level Design** track will provide students with a foundation to the documentation practices, layout design, and implementation techniques of both 2D and 3D interactive virtual spaces for games.

Need for the Program

Connecticut does not have a significant game design industry at present but the skills acquired in this program present students with a variety of pathways to related fields. According to the most recent Connecticut Board of Labor 2012-2020 employment projections the field of Multimedia Artists and Animators is tagged with an "In-Demand Growth" indicator with an expected growth of 12.9% by 2020. Many firms involved in entertainment and other media production have benefited from the Connecticut Entertainment Tax Credit that includes game companies on its list of applicable media.

An article in U.S. News and World Report (*Jan., 2016*) details the valuable work skills acquired by students in computer game design at community colleges that include team-building, design skills, cooperation and consultation. A salary survey of computer game design workers (*Gamasutra.com salary survey, 2014*) shows that an average entry-level worker could expect to earn $50,000 per year. Our students can expect to see average salaries such as $74,000 (artist/animator), $74,000 (game designer) and $54,000 (quality assurance testers). The survey also revealed that a breakdown of salaries by region shows that the Eastern U.S. has the second-highest average salaries topped only by the West Coast where there are many game companies so the competition for skilled workers is highest. Current national trends demonstrate a high demand for animators, illustrators and interaction designers.

Another important consideration for our students, our program and the state is the growing trend of entrepreneurship within the game industry. Our graduates may not necessarily look for work with an established company but instead may partner with each other or other skilled individuals to form their own companies to produce games for the extremely lucrative mobile game market. Because of the availability of the necessary tools and the training that we provide the old paradigm of gravitating to an employer is being turned on its head. It is worth noting that Rovio, the company that produced "Angry Birds", was started by three designers and programmers.

Curriculum

Curriculum Details for a Program Modification[1]

Course Number and Name	L.O. #	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program General Education Courses			**Core Program Courses**		
These Courses are the Same for All Concentrations					
ENG*101: Composition		3	DGA*111: Introduction to Computer Graphics	3,4,5	3
ENG*110: Introduction to Literature		3	DGA* 113: Drawing For Anim & Games	1,3	3
GEN ED: ARTS: DGA* 109: Introduction to Games	1,2,3,5	3	DGA* 220: Visual Storytelling & Sequential Art	1,2	3
GEN ED: Mathematics		3	DGA* 263 Animation Foundation	2,3	3
GEN ED: Social Science		3	DGA* 271: 3D Computer Modeling	1,3,4	3
GEN ED: Physical/Natural Science		3-4			
GEN ED: Humanities		3			
GEN ED: History Elective		3			
Concentrations					
Concept Art Concentration Courses			**Game Animation Concentration Courses**		
ART* 111: Drawing I		3	DGA* 261: 2D Animation	1,2,4	3
GRA* 221: Illustration I	1,2	3	DGA* 276: 3D Animation & Rigging	3	3
DGA* 224 Digital Painting	3,4	3	DGA* 289: Motion Graphics & Effects	3,4	3
ART* 113: Figure Drawing		3	DGA* 275: 2D Game Level Design	1,2,3,4	3
DGA* 279: 3D Organic Modeling	1,2,3	3	DGA* 277: 3D Game Level Design	3,4	3
DGA* 273: 3D Matls, Texture & Lighting	3	3	DGA* 224: Digital Painting	3,4	3
ART* 151: Painting OR DGA* 261: 2D Animation OR DGA* 278: 3D Hard Surf	1,2,4 3	3	ART* 111: Drawing I OR DGA* 278: 3D Hard Surface Modeling DGA* 279: 3D Organic Modeling	3 1,2,3	3
3D Generalist Concentration Courses			**Game Level Design Concentration Courses**		
DGA* 278: 3D Hard Surface Modeling	3	3	DGA* 275: 2D Game Level Design	1,2,3,4	3
DGA* 279: 3D Organic Modeling	1,2,3	3	DGA* 277: 3D Game Level Design	3,4	3
DGA* 276: 3D Animation & Rigging	3	3	DGA* 261: 2D Animation	1,2,4	3
DGA* 273: 3D Matls, Texture & Lighting	3	3	DGA* 276: 3D Animation & Rigging	3	3
DGA* 275: 2D Game Level Design	1,2,3,4	3	DGA* 273: 3D Matls, Texture & Lighting	3	3
DGA* 224 Digital Painting	3,4	3	DGA* 278: 3D Hard Surface Modeling	3	3
ART* 111: Drawing I OR ART* 113: Figure Drawing OR DGA* 277: 3D Game Level Design	3,4	3	DGA* 259: Interface Design OR DGA* 279: 3D Organic Modeling OR DGA* 289: Motion Graphics & Effects	4 1,2,3 3,4	3

Students

Computer Game Design						
Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Fa13		Fa14		Fa15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	1				1	1
New Students	10	10	7	3	4	9
Returning Students	6	7	14	17	7	17
ACTUAL Headcount Enrollment	17	17	21	20	12	27
ACTUAL FTE per Year	22		28.0		23.1	
Size of Credentialed Group for Given Year	2		10		TBD	

Faculty

There are four existing full time faculty in Graphic Design and Computer Game Design.

Learning Resources

No new learning resources will be needed. The College has two dedicated MAC computer labs and art studios to deliver program courses and already has all of the required computer hardware and software to support the program.

Facilities

There are no new facility additions or renovations needed to support the program modification.

Fiscal Note

There is no increase in expense to modify the program, and the modifications will likely increase enrollment and revenue by better serving the needs of the industry and program graduates.

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

Accreditation
The Computer Game Design program received initial accreditation on 3/15/2012

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION	
Institution: Manchester Community College	Date of Submission to BOR Office: March, 2016
Most Recent NEASC Institutional Accreditation Action and Date: November 15, 2012 - Accreditation	
Original Program Characteristics	**Original** Program Credit Distribution
CIP Code No. 500411 Title of CIP Code Interactive Media Design	# Cr in Program Core Courses: 57-59 (including Gen. Ed.)
CIP Year: 2000 or 2010	# Cr of Electives in the Field: 3
Name of Program: **Computer Game Design**	# Cr of Free Electives: 0
Degree: Title of Award *(e.g. Master of Arts)*: Computer Game Design, A.S.	# Cr Special Requirements *(include internship, etc.):* 0
Certificate: *(specify type and level)***:** N/A	Total # Cr in the Program *(sum of all #Cr above)*: 60-62
Date Program was Initiated: 2012	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60-62
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)*: 60-62	
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other): 4 Discipline concentrations and 4 certificates **X** 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	
Modified Program Characteristics	**Modified** Program Credit Distribution
Name of Program: **Computer Game Design**	# Cr in Program Core Courses: 39-41 (including Gen. Ed.)
Degree: Title of Award *(e.g. Master of Arts)*: Computer Game Design, A.S.	# Cr of Electives in the Field: 21
Certificate [1]: *(specify type and level):*	# Cr of Free Electives: 0
Program Initiation Date: Fall, 2016	# Cr Special Requirements *(include internship, etc.):* 0
Modality of Program: **X On ground** Online Combined If "Combined", % of fully online courses?	Total # Cr in the Program *(sum of all #Cr above)*: 60-62
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60-62	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60-62
Other:	

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[1] 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.

If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: Multimedia Studies, A.A.   CIP: 090702   DHE# (if available): 4092 Accreditation Date: 1999 Phase Out Period: 2016-2017   Date of Program Termination Fall, 2016
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Liberal Arts Division, Manchester Community College, Main Campus
Other Program Accreditation: - If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A   - If program prepares graduates eligibility to state/professional license, please identify: N/A   *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*

Institutional Contact for this Proposal: Marcia Jehnings	Title: Interim Academic Dean	Tel.: 860-512-2602 e-mail: mjehnings@manchestercc.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned): Approved 2010 CIP Code No. [2] (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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[2] 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.

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)

Changes in technology and industry trends in the digital arts and design fields has triggered a re-visioning and re-sequencing of offerings in Computer Game Design as well as a change in approach in preparing our students for their careers. By expanding our offerings and creating 4 distinct career concentrations our aim is to increase the opportunities for our students to develop entrepreneurial options as well as workforce preparation.

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)

The re-alignment of present program courses and the offering of new courses to build foundational level skills will better prepare students to enter the workforce in the game design industry as well as encouraging an entrepreneurial spirit for individual creative efforts. It is important to note that the skills acquired in this program extend beyond just gaming and will contribute to state workforce needs in web development and communication, illustration and animation for education, and interactive design for training and entertainment. We are also working to align our coursework with that of other state institutions with programs in game design (such as UConn and Quinnipiac University). Our goal is to provide students with a unique and up-to-date skill set in preparation for entry into the games, animation, film, and pre-visualization industry work force.

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 new program takes advantage of the state-of-the-art digital technology already in place at MCC. In a recent review of scheduling our new courses we have seen that we will be capable of moving forward within the lab facilities already available although we do foresee the need for some new software and hardware upgrades in the coming years. We also feel that our strongest institutional strength is the knowledge and dedication of our program faculty who are already trained and experienced in the range of design and digital arts that we wish to offer as those skills relate to game design and development.

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)

At the present time the only institutions that offer a bachelors degree in Game Design are UConn and Quinnipiac University. Transfer agreements are presently being worked out with both of those colleges and are progressing toward the final stages. Those agreements will be revisited on approval of this program revision to ensure continuity for our students. Eastern Connecticut State University may be the next school to consider adding Game Design to their offerings and we have offered to help them with creating that program. Presently no other Connecticut community college offers a program in Game Design.

Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided:

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

There are no similar programs in Game Design at any other school in the ConnSCU system.

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

Connecticut does not have a significant game design industry at present but the skills acquired in this program present students with a variety of pathways to related fields. According to the most recent Connecticut Board of Labor 2012-2020 employment projections the field of Multimedia Artists and Animators is tagged with an "In-Demand Growth" indicator with an expected growth of 12.9% by 2020. Many firms involved in entertainment and other media production have benefited from the Connecticut Entertainment Tax Credit that includes game companies on its list of applicable media.

 An article in U.S. News and World Report (*Jan., 2016*) details the valuable work skills acquired by students in computer game design at community colleges that include team-building, design skills, cooperation and consultation. A salary survey of computer game design workers (*Gamasutra.com salary survey, 2014*) shows that an average entry-level worker could expect to earn $50,000 per year. Our students can expect to see average salaries such as $74,000 (artist/animator), $74,000 (game designer) and $54,000 (quality assurance testers). The survey also revealed that a breakdown of salaries by region shows that the Eastern U.S. has the second-highest average salaries topped only by the West Coast where there are many game companies so the competition for skilled workers is highest. Current national trends demonstrate a high demand for animators, illustrators and interaction designers.

Another important consideration for our students, our program and the state is the growing trend of entrepreneurship within the game industry. Our graduates may not necessarily look for work with an established company but instead may partner with each other or other skilled individuals to form their own companies to produce games for the extremely lucrative mobile game market. Because of the availability of the necessary tools and the training that we provide the old paradigm of gravitating to an employer is being turned on its head. It is worth noting that Rovio, the company that produced "Angry Birds", was started by 3 designers and programmers.

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.*

MCC's Computer Game Design Program is changing course content and adding new courses to reflect changes in the industry standards especially around digital technologies and platforms. There will be a new 15-credit core of courses that provides students with a foundation in the design and development practices of digital image creation, animation, 3D modeling and previzualization. In addition to the 15-credit core, students may choose from among four concentrations of 21 credits each: Concept Art, Game Animation, 3D Generalist, or Game Level Design. The **Concept Art** track will provide students with digital drawing and painting skills for conceptualization of films, games, and animation. The **Game Animation** track will provide students with a traditional and digital workflow foundation to producing effective animated objects and characters in both 2D and 3D formats for films and games. The **3D Generalist** track will provide students with a digital foundation to the construction techniques of organic and in-organic objects, characters, and environments and implementation techniques for films and games. The **Game Level Design** track will provide students with a foundation to the documentation practices, layout design, and implementation techniques of both 2D and 3D interactive virtual spaces for games.

With regard to admissions, graduation, and mode of delivery there will be no change from the present program structure. MCC remains an open admission institution and the graduation requirements (as they apply to credit totals) remain the same. Courses will continue to be offered on-ground but we are looking into the potential for online delivery for some material such as our Intro to Games course.

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)*

Current computer lab facilities will continue to serve our needs. Although we have added new courses we are also eliminating others so that our lab need should stay constant for the near future. Some new software (such as for animation) will be necessary along with the normally scheduled upgrades to software and lab equipment. It should be noted that much of our lab equipment and software is shared with other departments (such as Communication and Visual Fine Arts) so any investment is shared for a wider benefit. We do foresee acquiring a set of laptops along with a technology cart to house and transport them. This cart will allow us to use any standard classroom as a technology-rich environment and give us greater flexibility in class scheduling. We are presently investigating grant sources to fund this initiative.

Other Considerations

As new courses roll out, existing faculty, both full-time and adjuncts will be assessed for teaching in specific areas. New hires will be minimized as much as possible, but may be required for very specific skill sets.

Computer Game Design						
Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Fa13		Fa14		Fa15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	1				1	1
New Students	10	10	7	3	4	9
Returning Students	6	7	14	17	7	17
ACTUAL Headcount Enrollment	17	17	21	20	12	27
ACTUAL FTE per Year	22		28.0		23.1	
Size of Credentialed Group for Given Year	2		10		TBD	

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

1. Meet educational standards for entry-level and advanced level employment in the area of game design and development.
2. Demonstrate an understanding of the production pipeline for game development (concept, storytelling, character development, level design, programming decisions, network distribution, etc.).
3. Integrate creative/artistic skills (drawing, animation, storytelling, level design, etc.) with the computer science programming skills necessary for the development of interactive media.
4. Demonstrate the software skills necessary for game development and for potential employment in the game development field.
5. In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request)4					
Course Number and Name [5]	**L.O. #**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program General Education Courses			**Core Program Courses**		
These Courses are the Same for All Concentrations					
ENG*101: Composition		3	DGA*111: Introduction to Computer Graphics	3,4,5	3
ENG*110: Introduction to Literature		3	DGA* 113: Drawing For Anim & Games	1,3	3
GEN ED: ARTS: DGA* 109: Introduction to Games	1,2,3,5	3	DGA* 220: Visual Storytelling & Sequential Art	1,2	3
GEN ED: Mathematics		3	DGA* 263 Animation Foundation	2,3	3
GEN ED: Social Science		3	DGA* 271: 3D Computer Modeling	1,3,4	3
GEN ED: Physical/Natural Science		3-4			
GEN ED: Humanities		3			
GEN ED: History Elective		3			
Concentrations					
Concept Art Concentration Courses			**Game Animation Concentration Courses**		
ART* 111: Drawing I		3	DGA* 261: 2D Animation	1,2,4	3
GRA* 221: Illustration I	1,2	3	DGA* 276: 3D Animation & Rigging	3	3
DGA* 224 Digital Painting	3,4	3	DGA* 289: Motion Graphics & Effects	3,4	3
ART* 113: Figure Drawing		3	DGA* 275: 2D Game Level Design	1,2,3,4	3
DGA* 279: 3D Organic Modeling	1,2,3	3	DGA* 277: 3D Game Level Design	3,4	3
DGA* 273: 3D Matls, Texture & Lighting	3	3	DGA* 224: Digital Painting	3,4	3
ART* 151: Painting OR DGA* 261: 2D Animation OR DGA* 278: 3D Hard Surf	1,2,4 3	3	ART* 111: Drawing I OR DGA* 278: 3D Hard Surface Modeling DGA* 279: 3D Organic Modeling	3 1,2,3	3
3D Generalist Concentration Courses			**Game Level Design Concentration Courses**		
DGA* 278: 3D Hard Surface Modeling	3	3	DGA* 275: 2D Game Level Design	1,2,3,4	3
DGA* 279: 3D Organic Modeling	1,2,3	3	DGA* 277: 3D Game Level Design	3,4	3
DGA* 276: 3D Animation & Rigging	3	3	DGA* 261: 2D Animation	1,2,4	3
DGA* 273: 3D Matls, Texture & Lighting	3	3	DGA* 276: 3D Animation & Rigging	3	3
DGA* 275: 2D Game Level Design	1,2,3,4	3	DGA* 273: 3D Matls, Texture & Lighting	3	3
DGA* 224 Digital Painting	3,4	3	DGA* 278: 3D Hard Surface Modeling	3	3
ART* 111: Drawing I OR ART* 113: Figure Drawing OR DGA* 277: 3D Game Level Design	3,4	3	DGA* 259: Interface Design OR DGA* 279: 3D Organic Modeling OR DGA* 289: Motion Graphics & Effects	4 1,2,3 3,4	3

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[4] **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.**

[5] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

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)

Connecticut Board of Regents for Higher Education
APPLICATION FOR PROGRAM MODIFICATION APPROVAL - PRO FORMA BUDGET

Institution	**Manchester Community College**				*Date*	
Revised Program	**Computer Game Design, AS Degree**				**March 2016**	
ENROLLMENT	Fall 2016		Fall 2017		Fall 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	4	2	4	2	4	2
New Students *(first time matriculating)*	20	8	25	6	25	6
Continuing *(students progressing to credential)*	18	22	25	20	25	20
Headcount Enrollment	42	32	54	28	54	28
PROJECTED FTE per Year	58		68		68	
REVENUE	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition[1] *(Do not include int transfers)[1]*	$85,092	$32,928	$114,874	$28,812	$120,618	$30,253
Program-Specific Fees						
Other Rev.[2]	$560		$620		$620	
PROJECTED Program Revenue	$118,580		$144,306		$151,491	
EXPENDITURES **These figures represent NO NEW EXPENDITURES**	Year 1		Year 2 (.05 increase)		Year 3 (.05 increase)	
	Number	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	0.5	$42,500	0.5	$44,625	0.5	$46,856
Faculty *(Full-time, total for program)*	1.5	$90,000	1.5	$94,500	1.5	$99,225
Faculty *(Part-time -total for program)[3]*	5	$8,310	5	$8,725	5	$9,161
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintenance)[4]*	74	$37,000	82	$43,050	82	$45,202
PROJECTED Expenditures*	$177,810		$190,900		$200,444	

* 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:

       1 - Full Time Tuition = $2026.00; Part Time Tuition = $1029.00 for Year 1;
       subsequent years reflect .05 increase.

       2 - Application Fee for New Students = $20.00

       3 - 15 Credits of PTL @ $1662.00/credit

       4 - Estimated Indirect @ $500 per student

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a
program in Graphic Design leading to an Associate of Science degree at
Manchester Community College to substantially change the curriculum.

A True Copy:

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

STAFF REPORT   ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM: Modification of a program in Graphic Design leading to an Associates of Science degree at Manchester Community College.

BACKGROUND

<u>Summary</u>

The program coordinator was granted a sabbatical for the purpose of investigating baccalaureate programs in Graphic Design and Computer Game Design to align MCC's programs and to be sure that it reflected the most current industry design standards using hardware and software that graduates would use in their employment. Therefore, MCC's Graphic Design Program is changing course content and adding new courses to reflect changes in industry standards especially around digital technologies and platforms. There will be a new 15-credit core of courses that provides students with a foundation in design processes and graphic image creation skills. In addition to the 15-credit core, students may choose between three concentrations of 21 credits each: Graphic Design, Interactive Design, or Illustration. The **Graphic Design Concentration** will allow students to continue on a track that is focused on providing both print and web design experience. The **Interactive Design Concentration** will focus on building an understanding of user experience and interface design technologies. The **Illustration Concentration** will provide students with a broad foundation in drawing, illustration and animation techniques as they are related to the fields of Graphic Design, Publishing and Game Design.

<u>Need for the Program</u>

Advances in graphics technology and delivery systems (such as the rise of mobile device communication) have created a more diverse set of career options within the graphic arts. The revision of the MCC Graphic Design program has been undertaken to directly address professional industry standards and new job categories.

In regard to direct impact on the State of Connecticut workforce, the Connecticut Department of Labor has projected the following trends in career fields that employ graphic and digital artists:

      Art Directors 2.5% increase by 2020 (from 1590 to 1629 hires)
      Illustrators 7.4% increase by 2020 (from 557 to 598 hires)
      Graphic Designers 4.8% increase by 2020 (from 3291 to 3449 hires)
      Media & Communications Workers 9% increase by 2020 (from 244 to 266 hires)

Overall projected increase in all Art, Design and Media Fields: 6.4% by 2020

It should be noted that each of these career tracks will experience a steady increase in the demand for properly trained skilled workers over the next five years. We believe that these projections are modest and do not account for the concurrent expansion of digital media throughout the fields of communication, advertising, entertainment and education.

One other indicator worth mentioning is that the Connecticut Art Directors Club, the largest professional organization in the state for designers and illustrators has a business membership listing of over 450 companies and studios.

Curriculum

Curriculum Details for a Program Modification

Course Number and Name [1]	L.O. #	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program General Education Courses			**Core Program Courses**		
These Courses are the Same for All Concentrations					
ENG*101: Composition		3	DGA*111: Introduction to Computer Graphics	1,2,5,7	3
ENG*110: Introduction to Literature		3	DGA* 271: 3D Computer Modeling	1,4,5	3
GEN ED: ARTS: GRA*156 Graphic Design History, Theory and Practice		3	DGA* 220: Visual Storytelling & Sequential Art	2,4,5	3
GEN ED: Mathematics		3	GRA* 151: Graphic Design I: Principles and Process	1,2,3,4,5	3
GEN ED: Social Science		3	DGA 292*: Co-op Ed or Elective Studio in Concentration	1,6	3
GEN ED: Physical/Natural Science		3-4			
GEN ED: Humanities		3			
GEN ED: History Elective		3			
Graphic Design Concentration Courses			**Preferred Graphic Design Conc Electives**		
DGA* 113: Drawing For Anim & Games OR ART* 111: Drawing I	2,4	3	DGA* 259: Interface Design	1, 2,3	3
GRA* 221: Illustration I	1,2,4	3	DGA* 263 Animation Foundation	2,3,4	3
GRA* 222: Illustration II	1,2,4	3	DGA* 224 Digital Painting	2,4	3
GRA* 252: Graphic Design II: Layout	2,3,4	3			
DGA* 258: User Experience Design	2,4,5,6	3			
DGA* 240: Web Page Design	1,2,5,6	3			
DGA* 289: Motion Graphics & Effects	2,4,5	3			
Interactive Design Concentration Courses			**Preferred Interactive Design Electives**		
DGA* 113: Drawing For Anim & Games	2,4	3	GRA* 221: Illustration I	1,2,4	3
COM* 113: Social Media in Contem Soc		3	DGA* 263 Animation Foundation	2,3,4	3
GRA* 252: Graphic Design II: Layout	2,3,4	3	DGA* 224 Digital Painting	2,4	3
DGA* 259: Interface Design	1,2,3	3			
DGA* 258: User Experience Design	2,4,5,6	3			
DGA* 240: Web Page Design	1,2,5,6	3			
DGA* 289: Motion Graphics & Effects	2,4,5	3			
Illustration Concentration Courses			**Preferred Illustration Concentration Electives**		
Art* 111: Drawing I		3	GRA* 252: Graphic Design II: Layout	2,3,4	3
DGA* 113: Drawing For Anim & Games	2,4	3	DGA* 263 Animation Foundation	2,3,4	3
GRA* 221: Illustration I	1,2,4	3	DGA* 258: User Experience Design	2,4,5,6	3
GRA* 222: Illustration II	1,2,4	3			
ART* 113 Figure Drawing		3			
ART* 151: Painting OR ART* 155: Watercolor		3			
DGA* 224 Digital Painting	2,4	3			

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[1] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

Students

Graphic Design						
Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	6	2	6	5	4	7
New Students	23	12	22	18	13	6
Returning Students	23	42	15	39	16	44
ACTUAL Headcount Enrollment	52	56	43	62	33	57
ACTUAL FTE per Year	68.5		64.2		52.8	
Size of Credentialed Group for Given Year	15		12		TBD	

Faculty

There are four existing full time faculty in Graphic Design and Computer Game Design.

Learning Resources

No new learning resources will be needed. The College has two dedicated MAC computer labs and art studios to deliver program courses and already has all of the required computer hardware and software to support the program.

Facilities

There are no new facility additions or renovations needed to support the program modification.

Fiscal Note

There is no increase in expense to modify the program, and the modifications will likely increase enrollment and revenue by better serving the needs of the industry and program graduates.

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

Accreditation
The Graphic Design program received initial accreditation on 5/15/1990

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION	
Institution: Manchester Community College	Date of Submission to BOR Office: March, 2016

Most Recent NEASC Institutional Accreditation Action and Date: 2012	

Original Program Characteristics CIP Code No. 500402 Title of CIP Code Graphic Des., Comm Art & Illu. CIP Year: 2000 or 2010 Name of Program: **Graphic Design** Degree: Title of Award: Graphic Design, A.S. Certificate: *(specify type and level)*: N/A Date Program was Initiated: 1990 Modality of Program: On ground Online **X** **Combined** If "Combined", % of fully online courses? 4% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60-62 credits	**Original Program Credit Distribution** # Cr in Program Core Courses: 54-56 (including Gen. Ed.) # Cr of Electives in the Field: 3-6 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.)*: 0-3 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 60-62 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60-62

Type of Program Modification Approval Being Sought (mark all that apply):
Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) :
3 program concentrations and 4 certificate options
X 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	

Modified Program Characteristics Name of Program: **Graphic Design** Degree: Title of Award *(e.g. Master of Arts)*: Graphic Design, Associate in Science Certificate [1]: *(specify type and level)*: Program Initiation Date: Fall, 2016 Modality of Program: On ground Online **X Combined** If "Combined", % of fully online courses? 1-10% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60-62 Other:	**Modified Program Credit Distribution** # Cr in Program Core Courses: 36-38 (including Gen. Ed.) # Cr of Electives in the Field: 21 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.)*: 3 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 60-62 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 48-51

If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: Multimedia Studies, AA CIP: 090702 DHE# (if available):	

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[1] 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*

Accreditation Date: 1999
Phase Out Period 2016-2017   Date of Program Termination Fall, 2016
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Liberal Arts Division, Manchester Community College
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A • If program prepares graduates eligibility to state/professional license, please identify: N/A *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*

Institutional Contact for this Proposal: Marcia Jehnings	Title: Interim Academic Dean	Tel.: 860-512-2603 e-mail: ehogan@manchestercc.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned): Approved 2010 CIP Code No. [2] (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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[2] 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.

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)

Changes in technology and industry trends in the digital arts and design fields has triggered a re-visioning and re-sequencing of offerings in the Graphic Design program to meet these trends, offer greater flexibility to students for their career goals, address the needs of the professional graphic arts industry, and align with 4-year degree programs.

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)

Advances in graphics technology and delivery systems (such as the rise of mobile device communication) have created a more diverse set of career options within the graphic arts. The revision of the MCC Graphic Design program has been undertaken to directly address professional industry standards and new job categories.

In regard to direct impact on the State of Connecticut workforce, the Connecticut Department of Labor has projected the following trends in career fields that employ graphic and digital artists:

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It should be noted that each of these career tracks will experience a steady increase in the demand for properly trained skilled workers over the next five years. We believe that these projections are modest and do not account for the concurrent expansion of digital media throughout the fields of communication, advertising, entertainment and education.

One other indicator worth mentioning is that the Connecticut Art Directors Club, the largest professional organization in the state for designers and illustrators has a business membership listing of over 450 companies and studios.

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 new program takes advantage of the state-of-the-art digital technology already in place at MCC. In a recent review of scheduling our new courses, we have seen that we will be capable of moving forward within the lab facilities already available although we do foresee the need for some new software and hardware upgrades in the coming years. We also feel that our strongest institutional strength is the knowledge and dedication of our program faculty who are already trained and experienced in the range of design and digital arts that we wish to offer.

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)

Transfer agreements with the 4 Connecticut state universities and UConn are in process and progressing toward final stages. We understand that, next year, the TAP program will include Graphic Design programs across the state system so we will revisit those transfer agreements at that time. Agreements with other state colleges (such as Quinnipiac University, The Hartford Art School, and UConn) have also been worked on.

Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided

There are Graphic Design degree programs offered at other ConnSCU institutions but each addresses their service area so "duplication" may not be an issue. All 4 state universities have Graphic Design programs and UConn also offers a program and we expect that our program will serve as a "feeder" to those institutions for MCC students who wish to work towards a bachelor's degree.

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

Connecticut has a very robust employment market (please see the projections of employment opportunities listed above) for students with the creative and critical skills that they will acquire in our Graphic Design program. Traditionally Graphic Design graduates would move into positions in all aspects of the print industry but with the expanded use of the Internet for communication our students will find work in advertising, print media, web development, social media, and interactive user experience design. This expansion of technology within the graphic arts is our primary motivation for our program revision.

In a survey of program graduates undertaken as part of the programs' most recent self-study 85% of respondents to the survey indicated that they achieved a professional position in the field upon completion of their degree.

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.*

MCC's Graphic Design Program is changing course content and adding new courses to reflect changes in industry standards especially around digital technologies and platforms. There will be a new 15-credit core of courses that provides students with a foundation in design processes and graphic image creation skills. In addition to the 15-credit core, students may choose between three concentrations of 21 credits each: Graphic Design, Interactive Design, or Illustration. The **Graphic Design Concentration** will allow students to continue on a track that is focused on providing both print and web design experience. The **Interactive Design Concentration** will focus on building an understanding of user experience and interface design technologies. The **Illustration Concentration** will provide students with a broad foundation in drawing, illustration and animation techniques as they are related to the fields of Graphic Design, Publishing and Game Design.

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 present classroom and computer lab availability will continue to serve the needs of our program and its new directions. We will explore the possibility of acquiring additional laptops along with a technology cart that can be used to deliver those laptops to traditional classrooms. We are presently exploring grant opportunities to fund that initiative. Our needs for new software and computer upgrades will continue as they have in the past but we should point out that hardware/software acquired for our needs are also shared with other programs such as Communication and Visual Fine Arts so any investment is not exclusively limited to our program.

In regard to faculty, we have 4 full-time faculty and 11 adjunct faculty that are shared across three programs (Graphic Design, Multimedia Studies, and Computer Game Design). We are applying to remove Multimedia Studies as an offering at MCC (which is part of the Graphic Design revision plan) and we are eliminating 4 teaching positions related to that program. However, we have recently calculated that the number of adjuncts we are eliminating is actually equal to the total of adjuncts needed for our new courses so we will see a net zero growth in that area.

In regard to our technology classroom needs, we presently use 14 time slots across 3 computer labs and our new offerings (because of some of our course eliminations) will continue to fit into that structure without the need for additional lab space.

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Other Considerations
As new courses roll out, existing faculty, both full-time and adjuncts will be assessed for teaching in specific areas. New hires will be minimized as much as possible, but may be required for very specific skill sets.

Graphic Design						
Previous Three Years Enrollment and Completion for the Program being Modified						
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ACTUAL FTE per Year	68.5		64.2		52.8	
Size of Credentialed Group for Given Year	15		12		TBD	

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 appreciation of graphic design as a form of communication and art.
2. Demonstrate an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.
3. Demonstrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
4. Demonstrate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
5. Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
6. Demonstrate an awareness of the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
7. In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)[4]*					
Course Number and Name [5]	**L.O. #**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program General Education Courses			**Core Program Courses**		
These Courses are the Same for All Concentrations					
ENG*101: Composition		3	DGA*111: Introduction to Computer Graphics	1,2,5,7	3
ENG*110: Introduction to Literature		3	DGA* 271: 3D Computer Modeling	1,4,5	3
GEN ED: ARTS: GRA*156 Graphic Design History, Theory and Practice		3	DGA* 220: Visual Storytelling & Sequential Art	2,4,5	3
GEN ED: Mathematics		3	GRA* 151: Graphic Design I: Principles and Process	1,2,3,4,5	3
GEN ED: Social Science		3	DGA 292*: Co-op Ed or Elective Studio in Concentration	1,6	3
GEN ED: Physical/Natural Science		3-4			
GEN ED: Humanities		3			
GEN ED: History Elective		3			
Graphic Design Concentration Courses			**Preferred Graphic Design Conc Electives**		
DGA* 113: Drawing For Anim & Games OR ART* 111: Drawing I	2,4	3	DGA* 259: Interface Design	1, 2,3	3
GRA* 221: Illustration I	1,2,4	3	DGA* 263 Animation Foundation	2,3,4	3
GRA* 222: Illustration II	1,2,4	3	DGA* 224 Digital Painting	2,4	3
GRA* 252: Graphic Design II: Layout	2,3,4	3			
DGA* 258: User Experience Design	2,4,5,6	3			
DGA* 240: Web Page Design	1,2,5,6	3			
DGA* 289: Motion Graphics & Effects	2,4,5	3			
Interactive Design Concentration Courses			**Preferred Interactive Design Electives**		
DGA* 113: Drawing For Anim & Games	2,4	3	GRA* 221: Illustration I	1,2,4	3
COM* 113: Social Media in Contem Soc		3	DGA* 263 Animation Foundation	2,3,4	3
GRA* 252: Graphic Design II: Layout	2,3,4	3	DGA* 224 Digital Painting	2,4	3
DGA* 259: Interface Design	1,2,3	3			
DGA* 258: User Experience Design	2,4,5,6	3			
DGA* 240: Web Page Design	1,2,5,6	3			
DGA* 289: Motion Graphics & Effects	2,4,5	3			
Illustration Concentration Courses			**Preferred Illustration Concentration Electives**		
Art* 111: Drawing I		3	GRA* 252: Graphic Design II: Layout	2,3,4	3
DGA* 113: Drawing For Anim & Games	2,4	3	DGA* 263 Animation Foundation	2,3,4	3
GRA* 221: Illustration I	1,2,4	3	DGA* 258: User Experience Design	2,4,5,6	3
GRA* 222: Illustration II	1,2,4	3			
ART* 113 Figure Drawing		3			
ART* 151: Painting OR ART* 155: Watercolor		3			
DGA* 224 Digital Painting	2,4	3			

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[4] **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.**

[5] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

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) see attached spreadsheet

Connecticut Board of Regents for Higher Education
APPLICATION FOR PROGRAM MODIFICATION APPROVAL - PRO FORMA BUDGET

Institution	**Manchester Community College**				*Date*	
Revised Program	**Graphic Design, AS Degree**				**March 2016**	
ENROLLMENT	Fall 2016		Fall 2017		Fall 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	6	2	6	2	6	2
New Students *(first time matriculating)*	25	12	30	12	30	12
Continuing *(students progressing to credential)*	56	54	61	44	60	40
Headcount Enrollment	155		155		160	
PROJECTED FTE per Year	121		126		123	
REVENUE	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition[1] *(Do not include int transfers)[1]*	$176,262	$69,972	$206,348	$62,666	$214,431	$61,261
Program-Specific Fees						
Other Rev.[2]	$740		$840		$840	
PROJECTED Program Revenue	$246,974		$269,854		$276,532	
EXPENDITURES **These figures represent NO NEW EXPENDITURES**	Year 1		Year 2 (.05 increase)		Year 3 (.05 increase)	
	Number	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	0.5	$42,500	0.5	$44,625	0.5	$46,856
Faculty *(Full-time, total for program)*	1.5	$90,000	1.5	$94,500	1.5	$99,225
Faculty *(Part-time -total for program)[3]*	5	$8,310	5	$8,725	5	$9,161
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintenance)[4]*	155	$77,500	155	$81,375	160	$88,200
PROJECTED Expenditures*	$218,310		$229,225		$243,442	

* 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:

       1 - Full Time Tuition = $2026.00; Part Time Tuition = $1029.00 for Year 1;
       subsequent years reflect .05 increase.
       2 - Application Fee for New Students = $20.00
       3 - 15 Credits of PTL @ $1662.00/credit
       4 - Estimated Indirect @ $500 per student

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Health and Exercise Science leading to an Associate of Science degree at Manchester Community College to substantially change the curriculum.

A True Copy:

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

ITEM: Modification of a program in Health and Exercise Science leading to an Associates of Science degree at Manchester Community College.

BACKGROUND
<u>Summary</u>

Following a program self-study and evaluation by the program director, the program modification described herein seeks to meet the needs of students and the exercise science industry. The original program intended to provide a broad overview of many of the disciplines in health and exercise fields, and in so doing, never fully prepared students for employment in any one field, whether it was exercise physiology or secondary school coaching. The new program will provide a solid foundation for all exercise and health science fields thereby preparing students broadly for jobs as well as for transfer into many related fields. These fields include Exercise Physiology, Health and Wellness, Sports Coaching and Physical education. It is also a basis for students who want to enter into a Physical Therapist program of study.

In addition, the program modification will allow compliance with the 60-61 credit normalization.

<u>Need for the Program</u>

With two out of three American adults overweight or obese, the need for fitness and wellness professionals is rising. **According to the Bureau of Labor Statistics, employment for fitness trainers, instructors and other wellness professionals is expected to grow by 24 percent by 2020,** *much quicker than other job sectors*. With the aging population and the obesity epidemic of the country, fitness specialists are key to improving public health.

<u>Curriculum</u>

Curriculum Details for a Program Modification

Health and Exercise Science, A.S.					
Current Program		**Credit**	**Proposed Program**		**Credit**
BIO*115	Human Biology (Gen Ed)	4	BIO*115	Human Biology (Gen Ed)	4
ENG*101	Composition (Gen Ed- W)	3	ENG*101	Composition (Gen Ed- W)	3
HPE*252	Intro to Physical Education	3	HPE*105	Introduction to Exercise Science	3
CSA*/CSC*	Choose any course	2-3	CSC*101	Introduction to Computers (Gen Ed)	3
ART*	Gen Ed – The Arts	3	ART*	Gen Ed – The Arts	3
HPE*	Choose 1-credit skills course	1			
		16-17			**16**
ENG*200	Advanced Composition (Gen Ed)	3	ENG*200	Advanced Composition (Gen Ed)	3
HPE*217	Principle & Practice of Coaching	3	BIO*211	Anatomy & Physiology I	4
HLT*151	Health and Wellness Promotion	3	HLT*151	Health and Wellness Promotion	3
MAT*	Gen Ed - Mathematics	3	MAT*	Gen Ed - Mathematics	MAT*
BIO*111	Introduction to Nutrition	3	BIO*111	Introduction to Nutrition	3
HPE*	Choose 1-credit skills course	1			
		16			**16**

SOC* 101	Prin of Sociology (Gen Ed - SS)	3	BIO*212	Anatomy & Physiology II	4
PSY*111	General Psychology (Gen Ed)	3	PSY*111	General Psychology (Gen Ed)	3
COM*173	Public Speaking (Gen Ed)	3	COM*173	Public Speaking (Gen Ed)	3
HPE*102	Human Performance and Fitness	3	HPE*245	Programming & Prescription I	4
HPE*242	Introduction to Athletic Training	3	HPE*232	First Aid & Sports Injury	2
HPE*	Choose 1-credit skills course	1			
		16			**16**
HPE*257	Adapted Physical Education	3	HPE*246	Programming & Prescription II	3
HPE*240	Principles of Fitness	3	HPE*241	Exercise Physiology	4
HLT*295	Coop Education/ Work Exp	3	HLT*295	Coop Education/ Work Exp	3
	Choose any ANT*, ECN*, GEO*, HIS*, PSY*, SOC*, SSC* course	3		Choose any Exercise Science Elective	2-3
HPE*	Choose 1-credit skills course	1			
RLS*101	Intro to Recreation and Leisure	3			
		16			**12-13**
	Total Credits	**64-65**		**Total Credits**	**60-61**

Students

ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	7	6	6	7	5	6
New Students	28	36	17	19	18	13
Returning Students	25	45	23	53	37	55
ACTUAL Headcount Enrollment	60	87	42	78	60	74
ACTUAL FTE per Year	102		81		97	
Size of Credentialed Group for Given Year	11		11		TBD	

Faculty

There is one existing full time faculty in Health and Exercise Science and several part time faculty. There is no need to increase faculty for the program.

Learning Resources

No new learning resources will be needed. The college has a dedicated Exercise Science lab space to support the one new Exercise Science lab course, a Fitness Center, Weight Room and makes use of the college's technology enhanced classrooms for program courses.

<u>Facilities</u>

There are no new facility additions or renovations needed to support the program modification.

<u>Fiscal Note</u>

There is no increase in expense to modify the program, and the modifications will likely increase enrollment and revenue by better serving the needs of the industry and program graduates.

<u>Review of Documents:</u>
   a)   Campus Review
   b)   Campus Budget and Finance
   c)   Campus President
   d)   Academic Council
   e)   System Office

<u>Accreditation</u>

The Health and Exercise Science program received initial accreditation on 3/20/1990

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to BOR Office: **March 2016**

Most Recent NEASC Institutional Accreditation Action and Date: November 15, 2012 - Accreditation

Original Program Characteristics	**Original** Program Credit Distribution
CIP Code No. **310505** Title of CIP Code CIP Year: 2000 or 2010 Name of Program: **Health and Exercise Science** Degree: Title of Award *(e.g. Master of Arts)* Associate of Science 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)*: 64-65	# Cr in Program Core Courses: 31 # Cr of Electives in the Field: 0 # Cr of Free Electives: 3 # Cr Special Requirements *(include internship, etc.)*: 30-31 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 64-65 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **37**

Type of Program Modification Approval Being Sought **(mark all that apply)**:

    Licensure and Accreditation *(specify whether New Certificate, Minor, Option, Concentration, or Other)*

X   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

Modified Program Characteristics	**Modified** Program Credit Distribution
Name of Program: **Health and Exercise Science** Degree: Title of Award *(e.g. Master of Arts)* Associate of Science Certificate [1]: *(specify type and level)* Program Initiation Date: 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 Other:	# Cr in Program Core Courses: 25 # Cr of Electives in the Field: 2-3 # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.)*: 33 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 60-61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **37**

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[1] 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.

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):
Program Discontinued: N/A   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: MCC main campus

Other Program Accreditation:
• If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A
• If program prepares graduates eligibility to state/professional license, please identify: N/A
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Marcia Jehnings	**Title:** Interim Academic Dean	**Tel.:** 860-512-2603 **e-mail:** mjehnings@manchestercc.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned):
Approved 2010 CIP Code No. [2] (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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[2] 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.

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)*

The original program intended to provide a broad overview of many of the disciplines in health and exercise fields, and in so doing, never fully prepared students for employment in any one field, whether it was exercise physiology or secondary school coaching. The new program will provide a solid foundation for all exercise and health science fields thereby preparing students broadly for jobs as well as for transfer into many related fields. These fields include Exercise Physiology, Health and Wellness, Sports Coaching and Physical education. It is also a basis for students who want to enter into a Physical Therapist program of study.

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)*

  With two out of three American adults overweight or obese, the need for fitness and wellness professionals is rising. **According to the Bureau of Labor Statistics, employment for fitness trainers, instructors and other wellness professionals is expected to grow by 24 percent by 2020,** *much quicker than other job sectors*. With the aging population and the obesity epidemic of the country, fitness specialists are key to improving public health.

- 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 facilities at Manchester Community College include a new Exercise Physiology lab, and the existing Fitness Center, Weight Room and Group Fitness Studio. All of these spaces are used in the program to meet the established learning goals. MCC also has strong allied health careers which are built upon an excellent foundation in anatomy and physiology. The anatomy and physiology labs are highly interactive and students are held to a high standard of competency as they are the health care workforce of the future.

- 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)*

  The program modifications were done with consultation from the program directors at the two other CT community college programs and with the program director at Eastern CSU. This will make it easier for students to transfer between programs, but more importantly sets up the program well for the TAP process. In exploring other transfer options, the program will transfer more easily to Springfield College which is an important opportunity and choice for many students in the MCC program.

- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided

  Similar programs are offered at Norwalk, Three Rivers, and Gateway Community Colleges. Given the geographic location of each college, there is not unnecessary duplication of programs and courses. Each program has robust enrollments, including the program at MCC.

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

  Graduates of the program have hundreds of fitness centers, wellness facilities and coaching opportunities to pursue entry level fitness positions in eastern Connecticut.

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

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 program will reduce its total required credits to 60-61 credits to comply with the normalization process by
    o replacing 4 required courses with 4 new updated courses;
    o adding 3 new lab courses; and
    o changing 4 required courses to elective options.

The college will need no additional resources to support these changes.

These are the changes specifically:
Replace the following required courses with new courses:

- Replace HPE*102 Human Performance and Fitness with HPE*245 Programming and Prescription I
- Replace HPE*252 Introduction to Physical Education with HPE*105 Introduction to Exercise Science
- Replace HPE*240 Principles of Fitness with HPE*241 Exercise Physiology
- Replace HPE*242 Introduction to Athletic Training with HPE*232 First Aid and Sports Injury

Add the following courses as required courses:
- BIO*211 Anatomy and Physiology I
- BIO*212 Anatomy and Physiology II
- HPE*246 Programming and Prescription II

Change the following courses from required to elective:
- HPE*217 Principles and Practice of Coaching
- HPE*257 Adapted Physical Education
- RLS*101 Introduction to Recreation and Leisure
- HPE* → all 1- credit physical activity courses will become elective credit

Additional changes to accommodate new courses and comply with the 60-61 credit normalization:
- Remove additional "Choose any ANT*, ECN*, GEO*, HIS*, PSY*, SOC*, SSC* course"
- Remove SOC*101
- Require HES Elective (2-3cr of HPE or RLS elective courses)

(A visual representation of the current and proposed program is offered on the following page.)

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 will be needed to support the modification of the program.

Other Considerations

None

Current Program and Proposed Program Comparison:

Health and Exercise Science, A.S.				
Current Program		**Credit**	**Proposed Program**	**Credit**
BIO*115	Human Biology (Gen Ed)	4	BIO*115 Human Biology (Gen Ed)	4
ENG*101	Composition (Gen Ed- W)	3	ENG*101 Composition (Gen Ed- W)	3
HPE*252	Intro to Physical Education	3	HPE*105 Introduction to Exercise Science	3
CSA*/CSC*	Choose any course	2-3	CSC*101 Introduction to Computers (Gen Ed)	3
ART*	Gen Ed – The Arts	3	ART* Gen Ed – The Arts	3
HPE*	Choose 1-credit skills course	1		
		16-17		**16**
ENG*200	Advanced Composition (Gen Ed)	3	ENG*200 Advanced Composition (Gen Ed)	3
HPE*217	Principle & Practice of Coaching	3	BIO*211 Anatomy & Physiology I	4
HLT*151	Health and Wellness Promotion	3	HLT*151 Health and Wellness Promotion	3
MAT*	Gen Ed - Mathematics	3	MAT* Gen Ed - Mathematics	MAT*
BIO*111	Introduction to Nutrition	3	BIO*111 Introduction to Nutrition	3
HPE*	Choose 1-credit skills course	1		
		16		**16**
SOC* 101	Prin of Sociology (Gen Ed - SS)	3	BIO*212 Anatomy & Physiology II	4
PSY*111	General Psychology (Gen Ed)	3	PSY*111 General Psychology (Gen Ed)	3
COM*173	Public Speaking (Gen Ed)	3	COM*173 Public Speaking (Gen Ed)	3
HPE*102	Human Performance and Fitness	3	HPE*245 Programming & Prescription I	4
HPE*242	Introduction to Athletic Training	3	HPE*232 First Aid & Sports Injury	2
HPE*	Choose 1-credit skills course	1		
		16		**16**
HPE*257	Adapted Physical Education	3	HPE*246 Programming & Prescription II	3
HPE*240	Principles of Fitness	3	HPE*241 Exercise Physiology	4
HLT*295	Coop Education/ Work Exp	3	HLT*295 Coop Education/ Work Exp	3
	Choose any ANT*, ECN*, GEO*, HIS*, PSY*, SOC*, SSC* course	3	Choose any Exercise Science Elective	2-3
HPE*	Choose 1-credit skills course	1		
RLS*101	Intro to Recreation and Leisure	3		
		16		**12-13**
	Total Credits	**64-65**	**Total Credits**	**60-61**

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	7	6	6	7	5	6
New Students	28	36	17	19	18	13
Returning Students	25	45	23	53	37	55
ACTUAL Headcount Enrollment	60	87	42	78	60	74
ACTUAL FTE per Year	102		81		97	
Size of Credentialed Group for Given Year	11		11		TBD	

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*[4]						
Course Number and Name [5]	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**General Education Courses**		
HPE*105 Intro To Exercise Science	1		3	ENG*101 Composition		3
HLT*151 Health & Wellness Promotion	1, 4		3	ENG*200 Advanced Composition		3
HPE*245 Programming/Prescription I	3, 5, 6	HPE*105	4	PSY*111 General Psychology		3
HPE*246 Programming/Prescription II	5, 6	HPE*245	3	COM*173 Public Speaking		3
HPE*232 First Aid and Sport Injury	2		2	CSC*101 Intro to Computers		3
HPE*241 Exercise Physiology with Lab	1, 3	BIO*211, BIO*212	4	Gen Ed Math Course		3
HLT*295 Allied Health Coop Work Experience	1-7		3	Gen Ed Arts Course		3
BIO*111 Introduction to Nutrition	4, 7		3			
Core Course Prerequisites				**Elective Courses in the Field**		
BIO*211 Anatomy and Physiology I		BIO* 115, CHE* 111	4	RLS*101 Intro to Rec and Leisure	1	3
BIO*212 Anatomy and Physiology II		BIO* 211	4	HPE*217 Principle & Practice of Coach	1,2,3	3
				HPE*257 Adapted Physical Education	1,3,5,6	3
				HPE* Skills Courses	1,4,5,6	1
Total Other Credits Required to Issue Modified Credential					60-61	

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

Upon completion of the Health and Exercise Science program, the graduate will demonstrate
1. An understanding of the basic concepts of fitness, health and wellness.
2. An understanding of the basic knowledge of anatomy and physiology.
3. Application of basic knowledge of anatomy and physiology to fitness testing, training and prescription.
4. The development of a behavioral modification plan to maximize the health and fitness of various subjects.
5. An understanding of proper exercise technique and have the ability to teach clients correct form and technique.
6. The development of an exercise program for healthy individuals as well as special populations.

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[4] **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.**

[5] 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)

Connecticut Board of Regents for Higher Education
APPLICATION FOR PROGRAM MODIFICATION APPROVAL - PRO FORMA BUDGET

Institution	**Manchester Community College**				*Date*	
Revised Program	**Health and Exercise Science, AS Degree**				**March 2016**	
ENROLLMENT	Fall 2016		Fall 2017		Fall 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	5	5	5	5	5	5
New Students *(first time matriculating)*	15	15	20	15	20	20
Continuing *(students progressing to credential)*	40	55	40	55	40	55
Headcount Enrollment	60	75	65	75	65	80
PROJECTED FTE per Year	98		100		102	
REVENUE	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition[1] *(Do not include int transfers)*[1]	$121,560	$77,175	$138,275	$81,033	$145,188	$90,758
Program-Specific Fees						
Other Rev.[2]	$600		$700		$800	
PROJECTED Program Revenue	$199,335		$220,008		$236,746	
EXPENDITURES	Year 1		Year 2 (.05 increase)		Year 3 (.05 increase)	
These figures represent NO NEW EXPENDITURES	Number	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*	1	$60,000	1	$63,000	1	$66,150
Faculty *(Part-time -total for program)*[3]	5	$24,930	5	$26,177	5	$27,485
Support Staff	0					
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintenance)*[4]	135	$67,500	135	$67,500	145	$72,500
PROJECTED Expenditures*	$152,430		$156,677		$166,135	

* 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:

    1 - Full Time Tuition = $2026.00; Part Time Tuition = $1029.00 for Year 1;
    subsequent years reflect .05 increase.
    2 - Application Fee for New Students = $20.00
    3 - 15 Credits of PTL @ $1662.00/credit
    4 - Estimated Indirect @ $500 per student

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Program

April 7, 2016

RESOLVED: That the Board of Regents for Higher Education accredit a program in Sport and Entertainment Management leading to a Master of Science degree (MS) at Southern Connecticut State University for a period of time concurrent with institutional accreditation.

A True Copy:

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

STAFF REPORT   ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM
Accreditation of a licensed program in Sport and Entertainment Management leading to a Master of Science degree at Southern Connecticut State University.

BACKGROUND
<u>Summary</u>

This fully online program allows students to choose between a specialization in either sport or entertainment management.

The Master of Science degree in Sport and Entertainment Management is a 36-credit program admitting students with an undergraduate degree GPA of 3.0. Students complete an 18-credit core and then choose either the sport or entertainment options. Students are required to complete a 3-credit practicum (practical work experience) and a 3-credit special project to satisfy the capstone requirement. Students collaborate with faculty advisors to determine the nature and requirements for both the practicum and special project.

The Master of Science in Sport and Entertainment Management concentration prepares professional practitioners who:

1. Understand and apply the principles of resource management in sport and entertainment industries.
2. Apply the knowledge of ethical values to practical decision-making.
3. Demonstrate an appreciation of the diversity of a global society, and the influence of that diversity on planning, organizing, and implementing decisions in the sport and entertainment industry.
4. Understand the role of law, legal processes and protocols in resolving real or "realistic" scenarios.
5. Demonstrate the acquisition of marketing and promotional strategies for successful sport and entertainment businesses and venues
6. Attain high level professional supervisory experience through a professional practicum.
7. Develop a well-designed deliverable product reflecting the knowledge attained in the program having practical applications in a professional setting.

<u>Need for the Program</u>

The program has experienced growth since its inception and implementation in the fall of 2014. With many national and international agencies being based in Connecticut, entertainment management is recognized as a critical element in the cultural and artistic vitality of the state. Sport management as a commercial, nonprofit or governmental concern is a growing industry in Connecticut. According to the Bureau of Labor Statistics, employment of athletes, coaches, umpires and related workers is expected to increase by twenty-three percent from 2008 to 2018, which is much faster than the average for all occupations. Sport management salaries range from $28,000 for coaches and scouts to well over $100,000 for upper level managers.

The program addresses the need for an additional advanced degree in sport management in the CSCU system while also offering an entirely new area of study in entertainment management. This dual option online program is the only one of its kind in the CSCU system.

<u>Curriculum</u>

Core
REC 511 - Sport and Entertainment Finance
REC 512 - Sport & Entertainment Law
REC 513 - Marketing and Sales in Sport and Entertainment
REC 514 - Global Issues in Sport and Entertainment
REC 515 - Facility and Event Management
REC 575 - Operational Research Capstone
REC 583 – Practicum in Park and Recreation Service
REC 588 - Special Project
REC 590 - Thesis
REC 591 - Thesis Seminar

Courses for Sport Management
REC 510 - Governance and Administration of Sport
REC 516 - Sport Ethics
Two 3 credit electives chosen in consultation with advisor

Courses for Entertainment Management
SMT 517 - Principles of Entertainment Management
SMT 518 - Agent and Artist Management
Two 3 credit electives chosen in consultation with advisor

<u>Students</u>

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	2	0	0	N/A	N/A
New Students	6	4	8	4	N/A	N/A
Returning Students	N/A	N/A	3	11	N/A	N/A
*ACTUAL Headcount Enrollment	6	6	11	15	0	0
ACTUAL FTE per Year	7.5		16		N/A	
PROJECTED FTE *(at Licensing)*	10		12			
ACTUAL-PROJECTED	-2.5		4		0	
Size of First Credentialed Group	8		Date of Award of First Credential		May 2016	

Faculty

- Mr. Shane A. Beardsley
- Mr. Karreem A. Mebane
- Ms. Betsy Goff
- Dr. Donna A. Lopiano. Dr. Lopiano has a background in distance learning, specifically in online course development and teaching.
- Dr. Lee J. deLisle (program coordinator). Dr. deLisle completed a six-week technical training in online education at Western Michigan University and has been teaching distance education and online classes since 2003 using various formats for instruction including compressed video and online instruction.

Learning Resources

Due to the synchronous nature of a portion of the online classes, additional small-group WebEx sessions have been added to accommodate all students. The curriculum provides a high level of pedagogical quality control by using a format that standardizes the learning environment while allowing each instructor to implement creative methodologies in their respective classes.

Facilities

This is a fully online program. All students are required to have access to appropriate library resources that must be available electronically. This includes books, articles and professional and research journals. All instructors have access to WebEx in order to have synchronous video interactions with the students. Students are instructed that regular access to the internet is required for the program.

Fiscal Note

Continued growth of the program will depend in part on a more equitable tuition structure that does not place a greater burden on out-of-state students.

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

Accreditation:

The department plans to seek Commission on Sport Management Accreditation (COSMA) for this program. Intended year of review: 2018.

03/09/2016 – Academic Council
03/24/2016 – Academic & Student Affairs Committee
0/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION	
Institution: Southern Connecticut State University	Date of Submission to BOR Office: 11/15

Most Recent NEASC Institutional Accreditation Action and Date: April 2012

Program Characteristics	Program Credit Distribution
Program Characteristics Name of Program: Sport & Entertainment Management Degree: Title of Award *(e.g. Master of Arts)* **MS** Certificate: *(specify type and level)* Date of Program Initiation: 2014 Anticipated Date of First Graduation: 2016 Modality of Program: 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)*: NA	**Program Credit Distribution** # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 6 # Cr of Free Electives: 6 # Cr Special Requirements *(include internship, etc.):* **6** Total # Cr in the Program *(sum of all #Cr above)*: **36** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **15**

CIP Code No. 310301   Title of CIP Code   CIP Year: 2000   or 2010 X

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Health and Human Services; Department of Recreation & Leisure Studies; Main Campus/fully online

Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Sport Management Accreditation (COSMA) 2018
- If program prepares graduates eligibility to state/professional license, please identify:

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

Institutional Contact for this Proposal: Dr. Ellen Durnin	Title: Provost & Vice President for Academic Affairs	Tel.: 203 392-5359 e-mail: durnin@southernct.edu

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)

SECTION 2: UPDATE OF PROGRAM CHANGES AND ENROLLMENTS

Program Outline The Master of Science degree in Sport and Entertainment Management is a 36-credit program admitting students with an undergraduate degree GPA of 3.0. Students complete an 18-credit core and then choose either the sport or entertainment options. Students are required to complete a 3-credit practicum (practical work experience) and a 3-credit special project to satisfy the capstone requirement. Students collaborate with faculty advisors to determine the nature and requirements for both the practicum and special project.

Curricular and Other Program Changes No curricular or administrative changes have been required nor enacted since the May 2014 license approval.

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.)
N/A

Other Narrative Background to be Considered Since Licensure Approval
The program has experienced continual growth since its inception and implementation in the fall of 2014. Due to the synchronous nature of a portion of the online classes, additional small-group WebEx sessions have been added to accommodate all students.

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

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	2	0	0	N/A	N/A
New Students	6	4	8	4	N/A	N/A
Returning Students	N/A	N/A	3	11	N/A	N/A
*ACTUAL Headcount Enrollment	6	6	11	15	0	0
ACTUAL FTE per Year	7.5		16		N/A	
PROJECTED FTE *(at Licensing)*	10		12			
ACTUAL-PROJECTED	-2.5		4		0	
Size of First Credentialed Group	8		Date of Award of First Credential		May 2016	

*Not in included in the totals are non-matriculated students currently taking courses and undergraduate students taking a graduate course.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*							
Course Number and Name [1]	L.O. # [2]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs	
Program Core Courses				**Other Related/Special Requirements**			
N/A							
Core Course Prerequisites				**Elective Courses in the Field**			
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*							

Other Narrative Background Since Licensure Approval Continued growth of the program will depend in part on a more equitable tuition structure that does not place a greater burden on out-of-state students.

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

1. Understand and apply the principles of resource management in sport and entertainment industries.

   (REC 510 Gov. and Admin. of Sport; REC 517 Princ. of Entertain. Mgt; REC 515 Facility and Event Manag.; REC 511 Sport and Entertain Fin.)

2. Apply the knowledge of ethical values to practical decision-making.

   (REC 516 Sport Ethics; REC 518 Agent/Artist Management)

3. Demonstrate an appreciation of the diversity of a global society, and the influence of that diversity on planning, organizing, and implementing decisions in the sport and entertainment industry.

   (REC 514 Global Issues in Sport and Entertainment)

4. Understand the role of law, legal processes and protocols in resolving real or "realistic" scenarios.

   (REC 512 Sport & Entertainment Law)

5. Demonstrate the acquisition of marketing and promotional strategies for successful sport and entertainment businesses and venues

   (REC 513 Marketing and Sales in Sport and Entertainment)

6. Attain high level professional supervisory experience through a professional practicum.

   (REC 583 Practicum in Park and Recreation Service; REC 588 Special Project)

7. Develop a well-designed deliverable product reflecting the knowledge attained in the program having practical applications in a professional setting.
   (REC 588 Special Project).

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[1] Modify format as needed. Please use ~~Strikeout~~ text to indicate elimination and **Bold** text to mark the substitution.

[2] Learning Outcome

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

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

Institution	Southern Connecticut State University		*Date*		3/2/2016

Licensed Program Sport & Entertainment Management

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	2	0	0		
New Students	6	4	8	4		
Returning Students	0	0	3	11		
ACTUAL Headcount Enrollment	6	6	11	15	0	0
ACTUAL FTE per Year	7.5		16			
PROJECTED FTE *(at Licensing)*	10		12			
ACTUAL-PROJECTED	-2.5		4		0	
Size of First Credentialed Group			Date of Award of First Credential			

Estimated Program Revenue	Year 1		Year 2		Year 3		
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	
Tuition *(Do not include internal transfers)*	$74,256	$45,000	$136,136	$112,500	$0	$0	PT Tuition is based on $625 per Credit
Program Specific Fees							Tuition is based on current rate for in-state student ($6,188)
Other Rev. *(Annotate in text box below)*							
ACTUAL Program Revenue	$119,256		$248,636		$0		
PROJECTED Rev. *(at Licensing)*	$99,380		$114,380				
Dif. ACTUAL-PROJECTED	$19,876		$134,256		$0		

Estimated 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)*	1.25	$91,857	1.25	$91,857	1.25	$91,857
Faculty *(Total for program)*	2	$9,156	5	$22,980	5	$32,046
Support Staff						
Library Resources Program						
Equipment *(List if needed)*						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintanance)		$1,100		$1,100		$1,100
Total Annual Expenditures		$102,113		$115,937		$125,003

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

Please provide any necessary annotations:
1. Number of continuing part-time students (year two) includes year one continuing students, year one full-time students opting for part-time status, and changes in student matriculation/non-matriculation status from year one to year two.

)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 29, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new
program in Liberal Arts leading to a Bachelor of Science degree (BA) at Western
Connecticut State University for a period of three years until March 30, 2019.

A True Copy:

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

STAFF REPORT   **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

ITEM
New Program: BA in Liberal Arts at Western Connecticut State University

BACKGROUND

Summary
The BA Liberal Arts provides a much needed option for students from all backgrounds to find a pathway to degree completion that uniquely fits their needs. It supports returning adults, innovative traditional-aged students, and transfer students from many different 2 year programs. This ideally serves the mission of changing lives for students of all backgrounds.

Need for the Program

The BA in Liberal Arts supports increased degree completion for Connecticut residents. The Planning Commission for Higher Education (Draft document February 2015) sets a post-secondary credential target of 70%, with 40% being the BA/BS degree. One target of that plan, given the declining high school population, is adult learners. "The number of people aged 25-34 and 34-50 who choose to go 'back' to college is projected to increase by 20% and 23% respectively by 2022" ("Environmental Scan Report," WCSU's Strategic Planning Process, p. 5, available at http://www.wcsu.edu/strategicplan/reports.asp). This degree is perfect for that population. For many adults who have acquired some post-secondary education credits, traditional degree structures are too limiting. The BA Liberal Arts allows them to focus on specific domains of knowledge they need to enhance their career opportunities. In addition, this degree allows for unique combinations of disciplines as workforce demands emerge, in ways that are more flexible and adaptable than traditional curriculum structures**.**

This degree also supports the CSCU commitment to improved transfer processes and decreased credit overloads. It will allow students with certification focused associate's degrees to have a degree option that does not require numerous pre-requisites inflating the time to degree completion. At WCSU we have many transfer students and students who stop out for various life reasons. This option allows them to find a new way to success without have to start again.

There are a few specific combinations that track well into entry-level managerial roles, graduate programs of various types, and should serve as an opportunity for advancement for degree completers.

Example 1: Psychology (organizational and social focus) and Marketing is a great combination for market research careers both in the commercial for-profit world as well as many public organizations, where employees regularly communicate with constituents regarding funding and services.

Example 2: Biology and Anthropology/Sociology is a great combination for work in health care arenas or graduate work in Public Health.

Example 3: Justice and Law Administration and Political Science: Law school, politics, advocacy programs.

Example 4: Management and Professional Writing: Various administrative roles.

Other employment opportunities include writing, social work, communications, law, advertising, teaching, management, retail, insurance, politics, human resources, and government work. Many employers value graduates with such degrees because they are analytical and have multiple skill sets. Liberal Arts graduates are able to think creatively and have strength of mind and an ordered intellect.

Curriculum

The BA in Liberal Arts is primarily built with existing courses at WCSU. To declare this major students will be required to provide a brief rationale for the combination of disciplines, referencing career, graduate school or research goals. This rationale will be more fully developed in the first course.

All students will take two courses focused drawing together their liberal arts education.

HUM1XX Introduction to Interdisciplinary Studies (3 credits)
Discipline 1: 18 credits at least 6 of which are at the 300 or 400 level.
Discipline 2: 18 credits at least 6 of which are at the 300 or 400 level.
HUM4XX Advanced Interdisciplinary Studies (3 credits)

Total Major Requirements: 42 credits
Total General Education Requirements: 40 credits
Total Electives: 38 credits
Total Credits for degree completion: 120 credits

Students

We conservatively estimate 10 internal and 15 external students will join this degree annually. The internal transfers are most likely to come from undeclared students or students who wish to change their major after sophomore year. The new students will largely be transfer students or returning students who have been out of school for several years. We anticipate that this will grow faster as we work with local groups seeking degree completion options for their staff. It will also serve our honors program, allowing an easy path to invention and innovation from our most talented students.

Faculty

This degree will be housed in the Department of Philosophy and Humanistic Studies, where there is currently a chair and 1 additional full-time faculty member. We do not offer a degree in this department (only a minor and contributions to our general education curriculum). Faculty there are ideally suited to teaching the Integrating courses and advising the students. All other courses are drawn from existing programs, and will be a mix of full- and part-time faculty.

Learning Resources

We anticipate no new library or technological resources for this degree as it is developed from existing majors and courses.

Facilities

No new facilities are required.

Fiscal Note

This degree has the potential to be revenue generating because we hope to attract more returning adults through partnerships with other programs and organizations. It also makes better use of the reassigned time already granted to this department chair.

Review of Documents
   a) Campus Review: The BA Liberal Arts proposal was reviewed by all levels of campus governance during the spring and fall 2015 semesters. Final approval at Senate was in November 2015.

    b) Campus Budget and Finance: Approved by University Planning and Budgeting Committee in May 2015.

    c) Campus President: December 14, 2015

    d) Academic Council: March 9, 2016

    e) System Office:

<u>Accreditation</u>

We are not seeking any specialized accreditation of this degree. It conforms to NEASC standards. We anticipate the first group to graduate could be within a year of establishing the degree so we are asking for BOR accelerated accreditation and licensure.

March 9, 2016 – Academic Council
March 24, 2016 – BOR-Academic and Student Affairs Committee
March 29, 2016 – Board of Regents

3SECTION 1: GENERAL INFORMATION	
Institution: Western Connecticut State University	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: **June 2014**	

Program Characteristics	**Program Credit Distribution**
Name of Program: **Liberal Arts**	# Cr in Program Core Courses: **6**
Degree: Title of Award *(e.g. Master of Arts)* **BA**	# Cr of Electives in the Field: **36**
Certificate: *(specify type and level)* **n/a**	# Cr of Free Electives: **38**
Anticipated Program Initiation Date: **2016**	# Cr Special Requirements *(include internship, etc.):* 0
Anticipated Date of First Graduation: **2018**	<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **42**
Modality of Program**: <u>X On ground</u>** Online Combined	From "Total # Cr in the Program" above, enter #Cr that are
If "Combined", % of fully online courses?	part of/belong in an already approved program(s) at the
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*:	institution: **36**

Type of Approval Action Being Sought: Licensure OR **X Licensure and Accreditation**	
Suggested CIP Code No. *(optional)* **24.0101** Title of CIP Code **Liberal Arts and Sciences/Liberal Studies**	

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: **Macricostas School of Arts & Sciences, main campus**	

Other Program Accreditation:	
• If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a	
• If program prepares graduates eligibility to state/professional license, please identify: n/a	
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	

Institutional Contact for this Proposal: **Missy Alexander**	Title: **Dean, Macricostas School of Arts & Sciences**	Tel.: **203-837-9400** e-mail: **alexanderm@wcsu.edu**

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. [1] 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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[1] 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.

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

> *Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.*

> The BA Liberal Arts provides a much needed option for students from all backgrounds to find a pathway to degree completion that uniquely fits their needs. It supports returning adults, innovative traditional-aged students, and transfer students from many different 2 year programs. This ideally serves the mission of changing lives for students of all backgrounds.

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)*

The BA in Liberal Arts supports increased degree completion for Connecticut residents. The Planning Commission for Higher Education (Draft document February 2015) sets a post-secondary credential target of 70%, with 40% being the BA/BS degree. One target of that plan, given the declining high school population, is adult learners. "The number of people aged 25-34 and 34-50 who choose to go 'back' to college is projected to increase by 20% and 23% respectively by 2022" ("Environmental Scan Report," WCSU's Strategic Planning Process, p. 5, available at http://www.wcsu.edu/strategicplan/reports.asp). This degree is perfect for that population. For many adults who have acquired some post-secondary education credits, traditional degree structures are too limiting. The BA Liberal Arts allows them to focus on specific domains of knowledge they need to enhance their career opportunities. In addition, this degree allows for unique combinations of disciplines as workforce demands emerge, in ways that are more flexible and adaptable than traditional curriculum structures**.**

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 BA Liberal Arts serves several different populations of students, each of which draws on WCSU's strengths. For traditional undergraduates, this degree allows students to be innovative in their curricular choices, carving their own pathways toward graduate degrees or careers that do not neatly fit current programs. WCSU has an emerging tradition of interdisciplinary degrees (BA American Studies, BS IDM Elementary Education, BS Meteorology, and the soon to be launched, Digital and Interactive Media) and we anticipate more in the coming year. Each of these degrees is responding to real world connections between disciplines that are shaping what students must know when they graduate. The BA Liberal Arts is another in this line of thinking, but it provides the most flexible structure for innovation. For returning adults, this degree helps to support a degree completion plan that can be designed to meet specific career goals more directly than some of the traditional undergraduate degrees. Finally, as part of our commitment to transfer students, this degree allows students with highly specialized two year degrees to have a manageable option for the second two years, without having to add an additional year or overload of credits to their path to a BA.

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)*

The BA Liberal Arts facilitates easy transfer from any of the CCs or CSUs. No particularly articulations are necessary. There have been inquiries from some other schools about particular degree pathways for two year students that we are pursuing now. Those agreements will be considered after the approval of this

degree format.

Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided

While versions of this degree are available ECSU, CCSU, and SCSU, this should not be seen as an unnecessary duplication. This degree requires very little in the way of resources and helps solve degree completion issues for each university. In particular, our adult learners need an environment that is part of their local community to help with juggling work and family. It allows each campus to support the needs of all types of learners and provides a flexible option to lots of students who might not otherwise graduate from college.

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

There are a few specific combinations that track well into entry-level managerial roles, graduate programs of various types, and should serve as an opportunity for advancement for degree completers.

Example 1: Psychology (organizational and social focus) and Marketing is a great combination for market research careers both in the commercial for-profit world as well as many public organizations, where employees regular communicate with constituents regarding funding and services.

Example 2: Biology and Anthropology/Sociology is a great combination for work in health care arenas or graduate work in Public Health.

Example 3: Justice and Law Administration and Political Science: Law school, politics, advocacy programs.

Example 4: Management and Professional Writing: Various administrative roles.

Other employment opportunities include writing, social work, communications, law, advertising, teaching, management, retail, insurance, politics, human resources, and government work. Many employers value graduates with such degrees because they are analytical and have multiple skill sets. Liberal Arts graduates are able to think creatively and have strength of mind and an ordered intellect.

Cost Effectiveness and Availability of Adequate Resources
(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

The BA in Liberal Arts will be housed in the Department of Philosophy and Humanistic Studies at WCSU. This department currently only oversees a minor. The resulting BA will become part of the workload of the existing chair, who is currently only advising a few students and scheduling general education courses. The interdisciplinary foundation and capstone are ideally suited to the kinds of courses already taught and should bring no additional cost (we will cut a few general education courses to make room for these sections). The resources in terms of space and library materials are already covered by the many disciplines at the university. We anticipate no new hires for this degree.

[2] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

SECTION 3: PROGRAM QUALITY ASSESSMENT

The primary goal of this degree is to support interdisciplinary thinking and support life-long learning, by empowering students to create their own paths to success and argue for the value of that pathway. In addition, students will have the opportunity to make career connections that are uniquely tailored to their goals and desired skills. One important component of declaring this major is a requirement that students conduct research regarding the knowledge and skills required for potential careers or graduate education and make a case for the combination of disciplines.

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)*

Students who complete the B. A. in Liberal Arts will be able to:

1. Defend the combination of concentrations/minors that they chose for their major as a productive alliance. Students will be able to argue convincingly that the two concentrations that they chose can be used together in a complementary way to produce a more complete understanding of complex ideas and problems.
2. Demonstrate an understanding of the strengths and weaknesses of interdisciplinary studies in general. This entails being able to explain the essential characteristics of a question that is by nature interdisciplinary, giving examples from history of problems that were successfully solved using an interdisciplinary approach.
3. Analyze and evaluate information from multiple perspectives in logical and defensible ways.
4. Integrate the methods and perspectives of their two concentrations in creative, thoughtful and educational ways.
5. Communicate clearly in oral and written forms.

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

The Chair of the Department of Philosophy & Humanistic Studies will oversee this degree. There will be no new faculty hired

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? **This will vary by concentration. The estimate is approximately 30%.**

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

Varies by discipline but the standard is an MA as a minimum.

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 special resources are required.

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. # [3]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
HUM1XX Introduction to Interdisciplinary Studies	1,3,5		3			
HUM4XX Advanced Interdisciplinary Studies	2,3,4,5	HUM1XX Junior Standing	3			
Core Course Prerequisites				**Elective Courses in the Field**		
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.*

The BA in Liberal Arts degree is 120 credits;
General Education = 40 credits
Major courses include:
- 6 credits in Humanistic Studies: An Introductory course and a Capstone course
- 18 credits in concentration 1, at least 6 credits at a 300 level or above
- 18 credits in concentration 2, at least 6 credits at a 300 level or above

Major = 42 credits total
Free electives = 38 credits

Students must provide a rationale for the combination of concentrations/minors that demonstrate an understanding of their relationship to each other, potential career connections, and any graduate school aspirations they may have.

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[3] From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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
Stuart Dalton, PhD	Emory University	Chair, Department of Philosophy & Humanistic Studies	6 credits as chair* 6 credits teaching
Aronson, Kristen, PhD	Ohio State University	Faculty, Department of Philosophy & Humanistic Studies	
Any other faculty member in any discipline at WCSU.			

*Dr. Dalton currently receives the reassigned time for chair duties. This degree will add advising to his duties, but will not change his workload.

This degree provides numerous opportunities for students who have completed 2 year degrees at the CC. There are no hidden pre-requisites and students can easily complete the second two years at WCSU.

Institution	WCSU			*Date*	2/17/2016
Proposed Program	BA Liberal Arts				

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)*	10	5	10	5	10	5
New Students *(first time matriculating)*	10	5	15	5	15	5
Continuing *(students progressing to credential)*						
Headcount Enrollment	20	10	25	10	25	10
Total Estimated FTE per Year	25		30		30	

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)*	$51,170	$12,780	$79,065	$13,140	$81,435	$13,560
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*	$250		$250		$250	
Total Annual Program Revenue	$64,200		$92,455		$95,245	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	no additional	$0	no additional	$0	no additional	$0
Faculty *(Full-time, total for program)*	reallocation	$0	reallocation	$0	reallocation	$0
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, maintanance)*						
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 re quired; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program ar e 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 prog rams 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 b elow acceptable levels."

Please provide any necessary annotations: Other Rev. *(Annotate in text box below)*
- FTE calcultion: total annual credit hrs ÷ 24. Assume each part time student takes 6 credits per semester.
- Assume Tuition rate and Salaries increase 3% annually.
- Other Revenue: Registration Fee, net of Parking Fee
- No additional Administrative costs. Department Chair will add advising to current duties.
- A change in general education class scheduling will provide a reallocation of resources to cover the cost of the 2 additional courses.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Amendment of the CSCU Satisfactory Academic Progress (SAP) Policy

April 7, 2016

WHEREAS, The Board of Trustees of Community Colleges on March 2005 adopted the Satisfactory Academic Progress (SAP) Policy for Student Financial Aid Policy and amended this policy prior to the Fall of 2011; and

WHEREAS, The current SAP policy is not fully aligned with the CSCU Community College Academic Progress policy, thus creating inconsistent intervention strategies for academically at-risk students

WHEREAS, The CSCU Community Colleges are committed to the development of practices, policies, and systems that maximize access, retention, and completion of degrees and certificate programs, now therefore be it

RESOLVED, The CSCU Community Colleges will adopt a progressive SAP policy for financial aid recipients, effective at the conclusion of the Spring 2017 semester, that is aligned as closely as possible with the current CSCU Community College Academic Progress policy, and this policy will allow consistent early intervention for students with academic difficulties, and be it further

RESOLVED, The Board of Regents for Higher Education will initiate a full review of this policy change, utilizing input from the 12 Community Colleges, to be completed one year after implementation, and be it further

RESOLVED, That the Board of Regents adopt the revised progressive SAP policy for financial aid recipients effective at the conclusion of the Spring 2017 semester

A True Copy:

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

ITEM
Approval of Satisfactory Academic Progress (SAP) Policy

Rationale for the Change
"Often the first warning sign that a student is 'off track' comes when he or she fails to meet 'satisfactory academic progress' (SAP) requirements and is in danger of losing federal financial aid…By the time it is clear a student is failing to meet such basic standards, it is often too late for an advisor to help the student get back on track."[i]

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

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

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

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

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

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

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

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

Financial Aid Eligibility

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

Impact to Transfer Students and Alignment with CSUs

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

Intervention Strategies to Impact Retention and Completion

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

Policy Sharing and Implementation

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

03/24/2016 – Academic & Student Affairs Committee
03/29/2016 – Board of Regents

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[i] Bailey, Jaggars, and Jenkins. Redesigning America's Community Colleges, 2015. P. 64.
[ii] Clifford Adelman, "Tool Box Revisited." U.S. Department of Education, 2006.

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

SATISFACTORY ACADEMIC PROGRESS POLICY
FOR STUDENT FINANCIAL AID RECIPIENTS AT CSCU COMMUNITY COLLEGES

Federal regulations require that a student receiving financial aid under the Title IV programs make satisfactory academic progress (SAP) in accordance with the standards set by the Board of Regents, and the US Department of Education pursuant to 34 CFR 668.34. The contents of this policy were approved by the Board of Regents on April 7, 2016 and are effective for periods of enrollment subsequent to the Spring 2017 semester. Questions concerning this policy should be addressed to the Director of Financial Aid Services at the attending Connecticut Community College.

POLICY
Recipients of financial aid under the Title IV programs or other financial aid programs directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program. Students must be cognizant when selecting a program that certain certificates are not eligible for financial aid. The progress standards within are determined in accordance with a student's current primary curriculum in a certificate or degree program.

Satisfactory academic progress for financial aid recipients in both certificate and degree programs is determined using a student's cumulative academic history at the college, by means of Cumulative Grade Point Average (qualitative) and Cumulative Pace (quantitative) components. A student must successfully complete the designated pace percentage (earned credits/attempted credits) according to their program of study. For financial aid purposes, all attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses are also included in this assessment. Transfer credits are counted as both attempted and earned credits in the calculation for determining satisfactory academic progress.

For students who change majors or change between certificate and degree programs, a cumulative academic history is still considered and assessments will be performed based on the primary program of study. A student's cumulative academic history will be evaluated at the end of each payment period and prior to the subsequent term's financial aid disbursement. This policy will be used to evaluate all students uniformly, regardless of their enrollment level. In order to graduate, a minimum cumulative grade point average of 2.0 is required in all courses that are applicable to the program of study.

Standards for Certificate Seeking Students

Credits Attempted	Minimum Cumulative GPA	Minimum Completion Pace
0 – 11.99	0.0	0.00%
12 +	2.0	67.00%

Standards for Degree Seeking Students

Credits Attempted	Minimum Cumulative GPA	Minimum Completion Pace
0 – 11.99	0.0	0.00%
12 - 30.99	1.7	50.00%
31 - 49.99	2.0	50.00%
50 – 59.99	2.0	60.00%
60 +	2.0	67.00%

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

Communication
Students will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress status will also be made available to students through myCommNet (http://my.commnet.edu).

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

Financial Aid Warning
Students who fail to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning only once during their academic career at the college. Students on Warning may continue to receive financial aid for one payment period despite a determination that the student is not maintaining satisfactory academic progress. The Warning period will be the student's next semester or period of enrollment at the college. Those students who achieve Satisfactory Progress after a Warning period but fail the academic standards at a later date will have an Unsatisfactory Progress status. The college will communicate the Warning status to these students and inform them that they must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid programs at the college.

Unsatisfactory Progress
Students who fail to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. The college will communicate a status of Unsatisfactory Progress to students and inform them of the available Reinstatement and Appeal processes.

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

Financial Aid Probation
Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. Ineligible students have the opportunity to file an appeal regarding their unsatisfactory progress within the assessment for financial aid programs. Students that have failed the academic progress standard and have been approved with a successful appeal will be considered on Financial Aid Probation. The terms of Financial Aid Probation are set by the college during the Appeal Process.

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

If a student feels their failure to meet the minimum satisfactory academic progress standard was the result of an unusual or extraordinary situation that affected successful progression, the student may appeal to the Financial Aid Office. Examples of personal mitigating circumstances could include illness or injury of the student or dependent of the student, a death in the family, or other undue hardship as the result of special circumstances. An appeal form is available in the Financial Aid Office.

To provide consistency in decision-making, a designated administrator or committee at the attending institution will make all appeal decisions in a timely manner upon review of the appeal form and any applicable documentation. The student must:

1. In writing, explain the extenuating circumstances causing the non-compliance;
2. In writing, give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation; and
3. Substantiate it with third party documentation (i.e. physician's note).

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of the subsequent enrollment period, a designated administrator at or committee at the attending college will devise an appropriate academic plan for the upcoming semester with the student. For example, the terms of an academic plan may be as follows:

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

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may remain on Financial Aid Probation and continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will become ineligible to participate in all financial aid programs until the student is able to once again meet the minimum requirements for academic progress. Student progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with this policy.

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

Effective March 2005
Revised November 2011
Revised April 2016

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

CSU-AAUP Faculty Research Grants

March 29, 2016

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 2016-17 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 2016-17 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 and administration. The program is considered a primary tool in
promoting the advancement of research and creative works by CSU faculty members. The
grants have led to many publications and the recognition of creative work over the years and
have contributed to the advancement of instructional excellence across the CSU universities.

RESOURCES
A total of $911,887 has been budgeted for the 2016-17 program year of the CSU-AAUP Faculty
Research Grants Program, institutional allocations are itemized below. Additionally, a total of
$30,136 in residual funds from previous years is available for distribution this year. A grand
total of $942,023 is available for research projects to be recommended for funding during the
2016-17 program year.

<div align="center">

CSU-AAUP Research Grants Program
Funding for 2016-17 Program Year

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Institution	New Funds Allocated	Residual Funds	Total Funds Available
Central	$313,780	$12,216	**$325,996**
Eastern	$150,917	$6,310	**$157,227**
Southern	$306,941	$1	**$306,942**
Western	$140,249	$11,609	**$151,858**
TOTAL	**$911,887**	**$30,136**	**$942,023**

The CSU-AAUP Faculty Research Grants' Selection Committee for the 2016-17 program year
received a total of 242 proposals, including 33 partnership applications, from 276 individual
faculty members; requesting funds totaling $1,187,120 – 26 percent more than what is available
for distribution. Of these applications, 220 projects including 23 partnerships are being
recommended for funding, involving 222 unduplicated faculty members; for a grand total
distribution of $915,177. The attached roster contains the funding recommendations and
summaries by CSU institution.

03/24/2016 – BOR Academic and Student Affairs Committee
03/29/2016 – Board of Regents

CCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Associate Professor	Dharavath	Haji Naik	Computer Electronics and Graphics Technology	Employers' Expectations of Graduates Technical Competencies in Various Production Segments of the Graphic & Print Media Industry: A Study of New England States Region	$1,627	partnership
Associate Professor	Basim	Swamy	Engineering	(see above)	$1,626	partnership
Professor	Lemaire	Peter	Physics and Engineering Physics	Surface modification of cathode materials for high energy density Li ion rechargeable batteries	$2,377	partnership
Assistant Professor	Singhal	Rahul	(see above)	(see above)	$2,377	partnership
Professor	Mitchell	Damon	Criminology and Criminal Justice	Treatment Plans and Interventions for Forensic Clients	$4,544	partnership
Professor	Tafrate	Raymond	(see above)	(see above)	$4,543	partnership
Professor	Nicoll-Senft	Joan	Special Education and Interventions	Assessing the Effect of a Contemplative-based Coloring Intervention on the Behavioral and Academic Outcomes of Students with Autism Spectrum Disorder	$3,503	partnership
Professor	Foshay	John	(see above)	(see above)	$3,503	partnership
Assistant Professor	Singhal	Rahul	Physics and Engineering Physics	Study of Magnetic Properties of Transition metal ion doped HfO2 nanoparticles	$2,002	partnership
Professor	Lemaire	Peter	(see above)	(see above)	$2,002	partnership
Assistant Professor	Wang	Haoyu	Manufacturing and Construction Management	Improve machining accuracy and efficiency through Robot and Fixture integration	$3,128	partnership
Professor	Thamma	Ravindra	(see above)	(see above)	$3,128	partnership
Associate Professor	Xiaobing	Hou	Computer Electronics and Graphics Technology	Design and Development of an Accreditation Assessment Management System	$3,503	partnership
(see above)	Wu	Shuji	(see above)	(see above)	$3,503	partnership
Professor	Adams	Abigail	Anthropology	More Than a Food Desert: An Ethnography of Food Movements and Insecurity in a Poor Urban New England Neighborhood	$4,796	PI
Assistant Professor	Bailesteanu	Mihai	Mathematical Sciences	Geometric methods to study partial differential equations arising in natural phenomena	$4,004	PI
Professor	Barnett	Stuart	English	Agatha Christie, the US Coast Guard and D-Day	$4,250	PI
Professor	Barrington	Candice	English	Global Chaucers: The Canterbury Tales and their Japanese Guardians	$5,000	PI
Assistant Professor	Bartone	Michael	Literacy, Elementary, and Early Childhood Education	Keeping Our Heads Above Water While Traversing Hostile Environments: Black Transgendered and Gender Non-Conforming Youths' Experiences in School	$3,534	PI

CCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Professor	Benfield	Richard	Geography	Economic Biogeography as a component in visitation to horticultural collections and management	$4,616	PI
Assistant Professor	Bragg	Caleb	Psychological Sciences	Self-Control, Subjective Career Success, Conscientiousness, and CWBs: Evidence Using Dominance Analysis	$3,175	PI
Assistant Professor	Bray	Alicia	Biology	Assessment of trapping methods for introduced wood-boring beetles in forest habitats in Connecticut	$4,254	PI
Professor	Burkholder	Thomas	Chemistry and Biochemistry	GC-MS Analysis of Gasoline Reactions with Fuel System Component	$2,465	PI
Assistant Professor	Chakraborty	Sourav	Chemistry and Biochemistry	Development of a rapid method for determination of capsaicinoids from complex food matrices	$4,663	PI
Associate Professor	Chase	Daniel	Biomolecular Sciences	Functional localization of dopamine receptors using optogenetics in C. elegans	$4,997	PI
Associate Professor	Cohen	Diana	Political Science	Endurance Moms: Managing Work, Family, and Endurance Sport Identities	$4,544	PI
Professor	Crundwell	Guy	Chemistry and Biochemistry	Building nanometer-sized Molecular Assemblies using Simple condensation reactions	$4,368	PI
Professor	Davis	Michael	Biomolecular Sciences	Identification and Characterization of Novel Natural Compounds Effective against Mycobacterium Tuberculosis	$4,754	PI
Associate Professor	Dobbs-McAuliffe	Betsy	Biomolecular Sciences	Investigating a requirement for retinoic acid in planarian regeneration	$4,417	PI
Assistant Professor	Donohue	Peg	Counselor Education and Family Therapy	Identifying and Meeting Student Mental Health Needs Through Utilizing Universal Screening in Your Comprehensive School Counseling Program	$2,794	PI
Professor	Dowling	Robert	English	Eugene O'Neill: A Life in Four Acts	$3,500	PI
Assistant Professor	Efremoff	Theodore	Art	Mother Tongue	$5,000	PI
Professor	Evans	Mark	Geological Sciences	Unraveling the structural history of the central Appalachians, Pennsylvania	$3,459	PI
Professor	Fafunwa Ndibe	Sheri	Art	Connecting Traditions and Practices in Encaustic and Clay	$2,720	PI
Instructor	Friesem	Yonty	Communication	Media Production as Social Intervention	$3,527	PI
Assistant Professor	George	Lynda	Educational Leadership, Policy and Instructional Technology	Socrates' Philosophy of Education: Looking Back to Move Education Forward	$3,786	PI

CCSU   CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Gichiru	Pauline Wangari	Educational Leadership, Policy and Instructional Technology	Principalship and Politics of Belonging: Exclusionary Framings of Gender and Culture in Uasin Gishu County, Kenya	$3,862	PI
Associate Professor	Gilmore	Susan	English	The Country of Confusion	$2,000	PI
Professor	Glagovich	Neil	Chemistry and Biochemistry	Chiral Diols as Resolving Agents of Aldehydes and Ketones	$4,990	PI
Professor	Gotchev	Ivan	Mathematical Sciences	Cardinal Functions on Topological Spaces	$4,754	PI
Professor	Halkin	Sylvia	Biology	Do Eastern Grey Squirrels, Sciurus carolinensis, Target Theft-Averting Responses to Recent Thieves?	$596	PI
Assistant Professor	Hapeman	Paul	Biology	Seasonal Detection of the Everglades Mink (Neovision vision Evergladensis) In Critical Habitats in South Florida	$4,254	PI
Associate Professor	Hartwig	Heidi	English	Modernist Conversion Narratives of Msgr. Ronald Knox and R.H. Benson	$3,222	PI
Associate Professor	Hoopengardner	Barry	Biomolecular Sciences	RNA editing in echinoderms	$4,504	PI
Associate Professor	Jackson	Mark	Biology	Hydrocorticosterone modulation of GABAergic neurons that regulate adaptation in the Crayfish MRO proprioceptor	$4,054	PI
Professor	Jarrett	Jeremiah	Biology	The Biology and Ecology of the Commercially Harvested Sea Cucumber, Holothuria Mexicana, along the Belize Barrier Reef	$4,254	PI
Professor	Jones	Mark	History	Runaway Love: Emotion and Opportunity in Taisho-Era (1912-1926) Japan	$4,544	PI
Associate Professor	Kapper	Martin	Biomolecular Sciences	Are Chaperone Proteins (HSP70) Used During Regeneration in Planaria?	$3,864	PI
Professor	King	Thomas	Biomolecular Sciences	Development of an approach to detect Endogenous retrovirus(ERV) sequences that may be the basis of two spontaneous hair variants in mice	$3,753	PI
Assistant Professor	Koulidobrova	Elena	English	Examination of the linguistic development of ASL and English by Deaf/Hard of Hearing non-native language learners: Assessment instruments	$4,544	PI
Professor	Kurkovsky	Stan	Computer Science	A novel biometric authentication mechanism for mobile devices	$4,754	PI
Assistant Professor	Leong	Chee-Hoi	Physical Education and Human Performance	Construction of an Inertial Load Cycle Ergometer and Trifilar Pendulum	$1,625	PI

CCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Levchak	Charisse	Sociology	Microaggressions and Modern Racism: The Endurance and Evolution of Racism	$3,635	PI
Assistant Professor	Marjani	Sadie	Biology	Effects of oxygen concentrating during in vitro culture on genome-wide gene expression patterns in bovine pre-implantation embryos	$4,459	PI
Assistant Professor	Maurer	Sarah	Chemistry and Biochemistry	Membrane-Assisted Polymerization of Amino Acids	$4,721	PI
Assistant Professor	Melendez-Rhodes	Tatiana	Counselor Education and Family Therapy	A systematic exploration of women's experiences with breast cancer and implications for family therapists	$4,931	PI
Assistant Professor	Meng	Yunliang	Geography	Using GIS to detect ethnic and racial disparity in police stops in Toronto	$5,000	PI
Associate Professor	Menoche	Charles	Music	Full "STEAM" Ahead on 3D Printing of Tactile Musical Scores and Alternative Musical Instruments	$4,360	PI
Professor	Mione	Thomas	Biology	Mesoamerican Black Tomatoes: Adding The Use Of Molecular Markers to Both Broaden the Techniques I Teach to Students, and Study Biogeography	$4,636	PI
Professor	Mitrano	John	Sociology	The Role of Ethnic Tourism in the Construction of an Italian American Identity	$4,202	PI
Associate Professor	Mulrooney	James	Biomolecular Sciences	The role of CIL Parietal Endoderm Migration	$4,853	PI
Professor	Naoumov	Vlatcheslav	Engineering	Research on the Combustion of Bio-derived fuels in hybrid propellant rocket engine. Phase VI: Finalizing of the Analysis of Combustion of pure bio-derived fuels and fuels enriched by aluminum power, Extension of the Experiments to Idgher Oxidizer supply of new Oxidizers.	$4,630	PI
Assistant Professor	Ngazimbi	Evadne	Counselor Education and Family Therapy	Narrative Therapy Group with Family Caregivers of People Living with HIV/AIDS in Zimbabwe	$4,039	PI
Assistant Professor	Park	Sangho	Computer Electronics and Graphics Technology	Developing Effective Visual Representation Schemes to Improve and Measure Student Skills in Circuit Analysis	$1,301	PI
Associate Professor	Pearson	Fiona	Sociology	Studying Parents: How Students With Children and Changing, College, Campus, and Culture	$5,000	PI
Professor	Penniman	Clayton	Biology	Population Ecology of the Intertidal, Carrageenophyte Mastocarpus stellatus (Rhodophyta, Gigartinales) near its Southern Limit of Distribution in the Western Atlantic	$3,253	PI

CCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Associate Professor	Perdomo	Oscar	Mathematical Sciences	Periodic orbits for asteroids in our solar system	$4,254	PI
Professor	Pope	Cynthia	Geography	Acculturation Stress" in Cuban Migrants: A Medical Geography Case Study of Cuban Refugees Living in Non-Traditional Settlement Sites in the U.S. and Abroad	$4,544	PI
Professor	Pozorski	Aimee	English	Paul Monette's Unpublished Journals: Witness to The Birth of AIDS in Real Time	$1,170	PI
Assistant Professor	Rahman	Mohammad	Manufacturing and Construction Management	Active Learning Matters for Connecticut Students - Understanding the System of Variations	$3,378	PI
Instructor	Rimzhim	Anurag	Psychological Science	Universal and Language-specific features of Visual Word Recognition in Hindi	$4,288	PI
Associate Professor	Robinson	Christina	Economics	Examining Racial, Ethnic, and Geographic factors of Gender Bias in WIC Families	$3,786	PI
Professor	Saha	Krishna	Mathematical Sciences	Interval Estimation for the Risk Difference in the Correlated Binary Data: An Application to Radiation Exposure Data	$4,504	PI
Professor	Sharma	Nimmi	Physics and Engineering Physics	Characterizing Asian Dust Aerosols over Mauna Loa Observatory via Optical Laser Scattering	$5,000	PI
Professor	Shen	Xiaoping	Geography	Elderly People's Perceptions of Senior Housing Facilities in Beijing and Surrounding Areas	$5,000	PI
Professor	Siporin	Rachel	Art	Color Etchings: Homage to the Happenings	$5,000	PI
Professor	Sommers	Brian	Geography	Jewish/Holocaust Heritage in Places with Checkered Pasts	$4,007	PI
Associate Professor	Watson	Sheldon	Educational Leadership …	Conversaciones con la Communidad	$4,291	PI
Associate Professor	Watton	Stephen	Chemistry and Biochemistry	Novel metal binding ligands based on diisonicotinic acid	$4,254	PI
Professor	Westcott	Barry	Chemistry and Biochemistry	Building new nanomaterials with a metal-organic framework	$4,925	PI
Associate Professor	Wizevich	Michael	Geological Sciences	Investigation of Triassic Dinosaur Trackway Localities of the Eastern Alps, Switzerland	$5,000	PI
Professor	Wolff	Robert	History	The Public Memory of Slavery in Historic Plantations, Museums and Monuments in the U.S.	$4,311	PI
Assistant Professor	Zadi	Samuel	Modern Languages	Ironic Solidarity in Postcolonial Francophone Africa: Individualism and Solidarity in Sembene Ousmanes' Mandabi	$2,324	PI

CCSU   CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Zalewski	Leanne	Art	French Art, American Patriotism: Collecting Culture in New York, 1867-1893	$3,832	PI
Associate Professor	Zhou	Bin	Engineering	Influential Factors in College Decisions and Effectiveness of Pre-University Outreach program in promoting STEM (Science, Technology, Engineering, and Mathematics)	$3,453	PI

ECSU   CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Professor	Arroyo	Imna	Art & Art History	IROKO: TREE OF LIFE (PHASE II)	$5,000	partnership
Assistant Professor	Chen	Tao	Art & Art History	(see above)	$5,000	partnership
Professor	Gomez	Jaime	Art & Art History	(see above)	$5,000	partnership
Professor	Drzwewiecki	Peter	Biological & Environmental Sciences	Geologic and 3D Photogrammetric Analysis of Jurassic Fanglomerate Deposits (Hartford Basin, CT) in Core and Outcrop Using New Techniques to Understand Old Rocks	$4,665	partnership
Professor	Hyatt	James	(see above)	(see above)	$4,665	partnership
Associate Professor	Liu	Xing	Education	Using Propensity Score Analysis with Multiple Matching Methods to Estimate Causal Effects in Educational Research	$4,795	partnership
Professor	Koirala	Hari	Education	(see above)	$4,795	partnership
Assistant Professor	Morgan	Kristen	Performing Arts	Thread City: On-Site Research into Puerto Rican and Quebecois Migration, Culture, and Dance Forms	$3,449	partnership
Assistant Professor	Holland	Alycia Bright	Performing Arts	(see above)	$3,449	partnership
Assistant Professor	Baires	Sarah	Sociology, Anthropology, Social Work	Changing Climate and Water Resources at the Native American City of Cahokia	$5,000	PI
Assistant Professor	Balcerski	Thomas	History	"Siamese Twins: The Intimate World of James Buchanan and William Rufus King"	$5,000	PI
Professor	Boskovic	Michele	World Languages & Cultures	Chloe Delaume as Child Suicide Survivor and My Father's Algerian War Testimony	$5,000	PI
Associate Professor	Brown	Jennifer	Economics	The Effect of Air Quality on Infant Morbidity: Evidence from Temperature Inversions in the Rocky Mountain Region	$4,970	PI
Professor	Donaghy	Daniel	English	*The Albert Street Fire:* A collection of original poems	$5,000	PI
Assistant Professor	Epp	Kristen	Biology	Predator recognition and avoidance in the imperiled bridle shiner	$3,800	PI
Assistant Professor	Flannery	Timothy	Economics	Testing Response Techniques in the Lab	$4,650	PI
Professor	Fugere	Madeleine	Psychology	Parent-Offspring Agreement and Disagreement over Offspring mate Preferences	$3,328	PI
Associate Professor	Gao	Kehan	Mathematics & Computer Science	Comparing Sampling-Based Feature Ranker Ensembles for Software Defect Prediction	$3,750	PI
Professor	Gelburd	Gail	Art & Art History	Visual Journal of the Aftermath of Nepal's Gorkha Earthquake	$5,000	PI

ECSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Graham	Matthew	Biology	Using DNA barcodes to evaluate the ability of evolutionary hotspots to guide the conservation of desert arachnids	$4,961	PI
Assistant Professor	Grandhi	Sukeshini	Business Administration	They (don't) Have an App for Everything: Understanding social media non-use among young adults and its implications for design	$5,000	PI
Assistant Professor	Groth	Amy	Biology	Function of *Odd-skipped* and *pax* transcription factors in *C. elegans*	$4,750	PI
Associate Professor	Idjadi	Joshua	Biology	Unfortunate behavior of herbivorous fish on degraded coral reefs slows recovery: Physiological mechanisms underlying foraging choices	$4,745	PI
Professor (Librarian)	Jacobi	Kristin	Library	Volunteer Librarian/Grand Canyon National Park Research Library	$4,750	PI
Assistant Professor	Lucin	Kurt	Biology	The Effects of Simulated Microgravity on Neuronal Processes and Microglial Phagocytosis	$5,000	PI
Professor	Malenczyk	Rita	English	Organizational Practice, Theory and Rhetoric in Writing Programs and Writing Centers	$3,550	PI
Professor	Mama	Raouf	English	Burning Candles, A Novel	$4,750	PI
Professor	Matthews	Denise	Communication	Ambiguous Identity: Narratives of Asia Minor Greek Diaspora Descendants in the United States	$4,790	PI
Associate Professor	McDonnell	Maureen	English / Women's and Gender Studies	"Renaissance Rhetorical Manuals' Debt to Sign Language" (manuscript development) and "Interpersonal Violence and Trigger Warnings in the College Classroom" (international conference presentation)	$4,750	PI
Assistant Professor	Mehdi	Korami	Mathematics & Computer Science	Twisted K-theory and Twisted Spin Corbodism	$2,250	PI
Assistant Professor	Rahmanifar	Afarin	Art & Art History	From Writing and Rewriting Epic Tales and Mystical Treatise to Depicted Collective Cultural and Personal Stories of Women	$4,717	PI
Associate Professor	Rosenberg	Lauren	English	From the Military to the College Classroom: Student- Veterans Literacy Practices, a Continuation Study	$3,800	PI
Assistant Professor	Szczys	Patricia	Biology	Conservation Genetics of Federally Endangered Roseate Tern *Sterna dougallii*	$4,696	PI
Professor	Torockio	Christopher	English	Zero the Hero: A Novel	$5,000	PI
Assistant Professor	Werness-Rude	Maline	Art & Art History	Ancient Yucatecan Spatiality	$3,117	PI

SCSU   CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Arafeh	Sousan	Educational Leadership	Empirical Explorations of Distributed Opportunities to Learn, Teach and Lead	$2,500	partnership
Associate Professor	Marchant-Shapiro	Theresa	Political Science	(see above)	$2,500	partnership
Associate Professor	Bower-Phipps	Laura	Education	Reimagining Critical Pedagogy in Early Childhood Education: Pre-Service Teachers' Exploration of Gender Binaries in the Classroom	$1,350	partnership
Assistant Professor	Powell	Jessica	Education	(see above)	$1,350	partnership
Assistant Professor	Cook	Barbara	Communication Disorders	Social Networks: Supporting College/University Students with high functioning Autism Spectrum Disorder	$1,350	partnership
Professor	Weiss	Deborah	Communication Disorders	(see above)	$1,350	partnership
Associate Professor	Kwak	Lynn	Marketing	The Effect of Eco-labeling on Willingness to Buy Genetically Modified (GM) Foods	$3,250	partnership
Assistant Professor	Yoon	Sang	Marketing	(see above)	$3,250	partnership
Assistant Professor	Lamonica	Aukje	Public Health	Trends and Correlates of Marijuana Use in Black Female College Undergraduate Students	$4,875	partnership
Assistant Professor	Evans	Marian	Public Health	(see above)	$4,875	partnership
Associate Professor	Latchman	Peter	Exercise Science	Exercise and Risk Factors for Hypertension in African American Women	$5,000	partnership
Professor	Axtell	Robert	Exercise Science	(see above)	$5,000	partnership
Assistant Professor	Meyerhoffer	Cassi	Sociology	The Color of Trust: Exploring Student Perceptions of Racial Bias in Policing	$5,000	partnership
Assistant Professor	Brown	Alan	Sociology	(see above)	$5,000	partnership
Professor	Purdy	Mary	Communication Disorders	Health history taking in persons with aphasia: Changes in accuracy of information following interdisciplinary training	$1,345	partnership
Assistant Professor	Lamberti	Mary Pat	Nursing	(see above)	$1,345	partnership

SCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Associate Professor	Risisky	Deb	Educational Leadership	Evaluation of an After-School Violence Prevention Program for Middle School Youth	$1,276	partnership
Associate Professor	MacGregor	James	Recreation & Leisure Studies	(see above)	$1,276	partnership
Associate Professor	Raynolds	Laura	Special Education and Reading	Predicting reading skills in young children with music perception tests	$2,500	partnership
Assistant Professor	Gregory	Jess	Educational Leadership	(see above)	$2,500	partnership
Associate Professor	Weinbaum	Jonathan	Biology	Paleontological Field Work in the Southwestern US	$5,000	partnership
Assistant Professor	Knell	Michael	Earth Sciences	(see above)	$5,000	partnership
Associate Professor	Abd El-Raouf	Amal	Computer Science	A Cloud-Based Solution for Gene Differential Expression Analysis	$1,350	PI
Assistant Professor	Baraw	Charles	English	Hawthorne at the Wayside: Literary Tourism & Uncanny Authorship	$1,750	PI
Assistant Professor	Barnes	Erika	Chemistry	Atomic and Molecular Benchmark Energies for Potassium through Krypton using Complete Basis Set Extrapolations	$1,000	PI
Assistant Professor	Barnes	Erika	Chemistry	Definitive Assignment of Chemical Shifts in the H-NMR Spectrum of Syn-2, 4-bis(4'-methylphenyl)-trans-1,3-di-thexyl)-di-1,3-boradi-2,4-azacyclobutadiene Using Computational Quantum Chemistry	$810	PI
Professor	Breslin	Vincent	Environment, Geography and Marine Sciences	Assessment of Plastic Microbead Contamination in Long Island Sound	$5,000	PI
Professor	Brownell	Mia	Art	European Still Life Reexamined: New Paintings for the Fulginiti Pavilion for Bioethics and Humanities Gallery	$1,350	PI
Associate Professor	Cardone	Resha	World Languages & Literatures	Translating Pia Barros's El tono menor del deseo/The Minor Tone of Desire	$5,000	PI
Assistant Professor	Chandler	Jeremy	Art	Hunting and Hiding: Creating and Exhibiting New Photographs and Video	$1,350	PI
Associate Professor	Coca	Adiel	Chemistry	Synthesis and Antimicrobial Evaluation of Tetramic Acid Derivatives	$5,000	PI
Professor	Coron	Cynthia	Earth Sciences	Ash Fall-Induced Climate Change: A Contributory Cause of the End Triassic Mass Extinction	$2,500	PI
Professor	Crawford	Saran	Biology	Novel Treatment Approaches to Acute Myeloid Leukemia	$5,000	PI

SCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Professor	DeJarnette	Glenda	Communication Disorders	A systematic review of the literature on speech act pragmatic language behavior in multilingual speakers: Building evidence for a developing theory of pragmatic language behavior	$1,350	PI
Assistant Professor	Dodson	Joel	English	Prodigal Professions: The Confessions of Faith of Francis Bacon and Katherine Stubbes	$2,856	PI
Professor	Dripchak	Valerie	Social Work	An Exploration of Social Workers' Understanding of Resiliency and Risk Factors in Families of Veterans	$3,005	PI
Assistant Professor	Dunbar	Miranda	Biology	Torpor in the tropics	$5,000	PI
Assistant Professor	Eilderts	Luke	World Languages & Literatures	"They're not us, we're not them": Identity, Borders and the Discourses of Alsatian and National Identity during the 2014 French Territorial Reform Debate	$1,292	PI
Professor	Ellis	Scott	English	Erasing 'Dullness': Jonathan Trumbull and the Redesign of College Curricula	$2,500	PI
Assistant Professor	Finch	Leon	Physics	Developing an Experiment to Test Symmetry Violation at Brookhaven Lab	$4,813	PI
Assistant Professor	Fisher	Michael	Biology	Creating a Microbial Consortium for Carbon Neutral Production of Bioplastics	$5,000	PI
Professor	Frank	Ellen	Management	A Longitudinal Study of Business Students' Perceptions of Women in Management	$2,700	PI
Associate Professor	Grace	Sean	Biology	Bacterial assessment of the temperate scleractinian coral Astrangia poculata in Long Island Sound	$2,500	PI
Assistant Professor	Gregory	Robert	Exercise Science	Comparison of Movement Variability During Treadmill and Overground Running	$2,500	PI
Assistant Professor	Harry	Chelsea	Philosophy	The Reception of Pre-Socratic Natural Philosophy in Later Classical Thought	$5,000	PI
Associate Professor	Heidkamp	C. Patrick	Environment, Geography and Marine Sciences	Sustainable Food Production in the Coastal Zone	$2,453	PI
Professor	Jacobs	John	Psychology	Occupational Mobility and Health Outcomes: a Longitudinal Analysis	$1,350	PI
Assistant Professor	Jeffrey	Rachel	Biology	Role of 14-3-3 proteins in long-term memory function	$5,000	PI
Professor	Johnson	Brian	English	About to Say, a book of poems	$3,038	PI
Assistant Professor	Kearns	James	Chemistry	The determination of arsenic in rice and other food sources by chemical digestion and measurement with an atomic absorption spectrophotometer for use as a laboratory experiment for upper level undergraduate chemistry students	$1,350	PI

SCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Kern	Darcy	History	The Political Kingdom: Authority, Representation, and the Language of Nationhood in England and Castile, 1450-1520	$5,000	PI
Professor	Kim	Hak Joon	Information and Library Science	MakerSpaces in University Libraries	$1,250	PI
Associate Professor	Larkin	Erin	World Languages & Literatures	Benedetta Cappa: A futurist artist, a futurist life	$4,957	PI
Professor	Larocco	Steve	English	An Anatomy of Forgiveness	$1,164	PI
Professor	Lesley	Melvin	Chemistry	The Total Synthesis of Novel Tamoxifen Derivatives for Anti-Cancer Activity	$5,000	PI
Professor	Liu	Yan	Information and Library Science	How do academic libraries support MOOCs using OER in top US universities?	$2,500	PI
Professor	Manzella	Joseph	Anthropology	Returning to Ourselves: Reclaiming Kwakwaka'wakw culture	$1,350	PI
Professor	Marsoobian	Amen	Philosophy	The Dildilian Photographic Collection: 100 Years of Armenian Photographic Excellence	$2,500	PI
Associate Professor	McCullagh	Jennifer	Communication Disorders	Auditory Memory Abilities in Children Evaluated for Central Auditory Processing Disorders	$5,000	PI
Associate Professor	McGill	Kenneth	Anthropology	The Language of Debt: An Ethnographic Approach	$5,000	PI
Professor	Olney	Patricia	Political Science	The Promise and Perils of Mexico's No Party System	$3,000	PI
Professor	Palma	Pina	World Languages & Literatures	Women and War in the Italian Resistance	$1,350	PI
Assistant Professor	Pang	Yulei	Mathematics	Early Identification of Vulnerable Software Components Using Ensemble Learning	$1,350	PI
Assistant Professor	Perumbilly	Sebastian	Social Work	Clinical Strategies for Engaging Family Members	$1,250	PI
Assistant Professor	Petrovic	Kimberly	Nursing	The Benefits of Taekwondo Training for Undergraduate Students at SCSU	$1,350	PI
Professor	Pettigew	David	Philosophy	From Berlin to Marseille: Varian Fry's Journey to Yad Vashem	$2,500	PI
Professor	Pinciu	Val	Mathematics	Visibility in Polyforms	$1,350	PI
Professor	Prince	Melvin	Marketing	Contemporary Analysis of Organizational Buying Center Structure and Functions	$809	PI
Professor	Richardson	Lystra	Educational Leadership	Instructional Leadership in Brazil: Appropriateness and Implementation Challenges	$1,350	PI

SCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Roberts	Elizabeth	Biology	Influence of plant microbiome on fitness of Tall Fescue grasses	$5,000	PI
Assistant Professor	Roe	Sarah	Philosophy	Taking Advice from the Humanities: what can we learn about science by studying those that study the history of science	$4,462	PI
Professor	Rogers	Michael	Anthropology	Investigating Middle Stone Age (MSA) archaeology and early modern human fossil remains in Gona, Afar, Ethiopia	$2,500	PI
Assistant Professor	Ryder	Todd	Chemistry	Organometallic additions to sulfinyliminoesters	$5,000	PI
Professor	Schmitt	Elena	World Languages & Literatures	Online teaching and learning: Challenges, benefits, activities, and attitudes	$1,350	PI
Associate Professor	Schwendemann	Todd	Physics	Creation and Analysis of Graphene Based Supercapacitators	$5,000	PI
Professor	Serchuk	Camille	Art	Painters and Public Works: Art, Cartography and Technology in the French Renaissance	$1,350	PI
Professor	Shipley	Vivian	English	Completion of poems on female adventures and researching and writing new poems on Appalachia and ekphrastic poems based on various art forms	$5,000	PI
Assistant Professor	Silady	Rebecca	Biology	Identification of homozygous suppressors of gravitropism defective 2-1	$5,000	PI
Assistant Professor	Sinclair	Meredith	English	Secondary Pre-Service English Teachers Learning Literacy for "Doing Literacy"	$1,350	PI
Professor	Skoczen	Kathleen	Anthropology	Grandmothers and Grandchildren: A Kwakwaka'wakw Perspective	$5,000	PI
Professor	Slomba	Jeff	Art	Moving Venice to Greenland: a proposed migration sculpted as a response to climate change	$5,000	PI
Assistant Professor	Smoyer	Amy	Social Work	Women Returning to New Haven from Prison: A Needs Assessment	$5,000	PI
Assistant Professor	Stewart	Carol	Management	The Thinkubator Alliance: Closing the Soft Skills Gap	$2,380	PI
Assistant Professor	Stiver	Kelly	Psychology	Variation in behavior, physiology, and reproduction in Symphodes ocellatus satellite males	$5,000	PI
Associate Professor	Taylor	Derek	Communication	Frames of View: Four Short Experimental Documentary Films About Landscape	$5,000	PI
Professor	Vancour	Michele	Public Health	An Examination of the Breastfeeding Knowledge, Attitudes, Beliefs, Training and Practices of Connecticut Obstetricians and Pediatricians	$5,000	PI

SCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Associate Professor	Vitale	Lisa	World Languages & Literatures	Caterina Povera: St. Catherine of Siena the Poet	$5,000	PI
Assistant Professor	Vrana	Heather	History	Do Not Mess with Us! Guatemalan Students and the State, 1944-1996	$5,000	PI
Professor	Vu	Thuan	Art	Translating Vietnamese Imagery	$5,000	PI
Assistant Professor	Walters	Kenneth	Psychology	Impact of Alcohol and Drug Use and Abuse on the Self-Concept of College Students	$675	PI
Assistant Professor	Warner	Heather	Communication Disorders	How and When to Begin Safe Oral Intake in Post-Extubation Patients	$4,500	PI
Assistant Professor	Wei	Yan	Special Education and Reading	An Embedded Planning Tool at Intensified Tier Three Instruction	$5,000	PI
Assistant Professor	Wu	Binlin	Physics	Optical Biopsy for Diagnosis and Prognosis of Breast Cancer Using Fluorescence Spectroscopy	$5,000	PI
Professor	Yacher	Leon	Geography	Naypyidaw: The Geography of Myanmar's Forward Capital City	$1,350	PI
Associate Professor	Yang	Chulguen	Management	Mindfulness Meditation and Art Appreciation as Meaning-Making Practices	$4,958	PI
Assistant Professor	Zavar	Elyse	Environment, Geography and Marine Sciences	Sustainable Reconstruction in Greensburg, Kansas	$5,000	PI

WCSU   CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Marino	Kim	Justice & Law Administration	Evaluation of the Gang Resistance Education and Training Program	$2,389	partnership
Associate Professor	Sharma	Divya	Justice & Law Administration	(see above)	$2,388	partnership
Assistant Professor	Aloni	Maya	Psychology	The Effect of Dietary Restrictions on Impressions of and Attraction to Romantic Partners	$4,480	PI
Professor	Bakhtiarova	Galina	World Languages & Literature	Surrealism on American Soil: Buñuel, Dali, Lorca and Others in the Jungle	$5,000	PI
Professor	Bandhauer	Carina	Social Sciences	The Modern Anti-Immigrant Movement in the US	$5,000	PI
Professor	Boily	Patrice	Science	Is Individual Variation in Energetic Traits Related to the Development of Diet-Induced Obesity in Mice?	$4,990	PI
Associate Professor	Boyle	James	Physics, Astronomy and Meteorology	Development of Anti-Biofouling Measures for an Ocean-Going Surface Salinity Buoy	$4,830	PI
Assistant Professor	Cordeira	Joshua	Biological & Environmental Science	Examining Brain Mechanisms of Sleep Loss Contributing to Obesity	$5,000	PI
Associate Professor	Chuang	Ming-Ling	Management	Applying Value Stream Mapping to Improve Inventory and Leadtime Performance: An Industrial Case Study	$3,500	PI
Assistant Professor	Davies	Surekha	History & Non-Western Culture	Collecting Technology in the Age of Empire	$5,000	PI
Associate Professor	Eckstein	Jessica	Communications	Technologically-Mediated Abuse in Intimately Violent Partner Relationships: Exploration to Inform and Expert-Validate a Measure for Use in Clinical, Research, and Community Settings	$4,962	PI
Professor	Gadkar-Wilcox	Wynn	History & Non-Western Culture	Nehru, Ho Chi Minh, and the Origins of the Nonaligned Movement and the Vietnam War	$5,000	PI
Professor	Gallucci	Nicholas	Psychology	The Social Ecology Model and Prevention of Substance Abuse Among Athletes	$5,000	PI
CSU Professor	Hagan	Edward	Writing, Linguistics, and Creative Process	Researching the Making of *The Negro Soldier (1944): Carlton Moss and Stuart Heisler*	$5,000	PI
Associate Professor	Han	Xiaoqi	Marketing	How Enriched Attributes in Advertising Influence Consumers' Purchase Decisions	$5,000	PI
Professor	Hawkins	S. Alba Skar	World Languages & Literature	Poetry Translation	$5,000	PI
Professor	Jordan	Kathleen	Justice and Law Administration	Knife Assaults on Male Partners (KAMP): A Cohort Study of Domestic Violence	$5,000	PI

WCSU CSU-AAUP Faculty Research Grants Program Applications – Spring 2016 Competition

Faculty Rank	Last Name	First Name	Department	Project Title	Amount Funded	Research Type
Assistant Professor	Lumbantobing	Rotua	Social Sciences / Economics	Competitive Balance Revisited: You Play to Win the Championship	$3,500	PI
Assistant Professor	Monette	Michelle	Biological & Environmental Science	Towards an Understanding of Ion Regulation in Evolutionary Divergent populations of threespine Stickleback (*Gasterosteus aculeatus*)	$5,000	PI
Professor	Nelson	Mary	Psychology	Helping Students Identify What They Know and Don't Know	$4,940	PI
Professor	Oumlil	A. Ben	Marketing	Consumer Values and Store Attribute Importance in a Cross Cultural Setting	$4,942	PI
Professor	Owoye	Oluwole	Social Sciences / Economics	Achieving Sustainable Economic Growth and Development in Towns and Cities Within the United States	$3,500	PI
Professor	Pinou	Theodora	Biological & Environmental Science	A Continued Examination of the Microdermatoglyphics of Sea Turtle Scales	$5,000	PI
Assistant Professor	Prunier	Rachel	Biological & Environmental Science	Self-Fertilization in Protea Plants: Do They Fit the Paradigm?	$5,000	PI
Professor	Qi	Shouhua	English	Adaptation Nation: Reimaging Western Classics for the Chinese Stage	$5,000	PI
Associate Professor	Roberts	Anne	Chemistry	Characterization of Enzymes from *H. pylori* and *M. tuberculosis*	$2,800	PI
Assistant Professor	Robertson	Forest	Chemistry	Development of Efficient C-S Bond-Forming Reactions to Access Highly Privileged Scaffolds	$5,000	PI
Professor	Rosenthal	Joshua	History & Non-Western Culture	The Price of Political Dissent in 19th Century Colombia	$3,500	PI

STAFF REPORT   **ACADEMIC & STUDENT AFFAIRS COMMITTEE**

ITEM
Approval of Nomination for Honorary Degrees

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED, That the nominee 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 confirmation of the Board of Regents. The candidate below has been recommended
by the college president and approved by the Academic & Student Affairs Committee for conferral
of an honorary degree at commencement.

ANALYSIS
Additional Honorary Degree Nominations for 2016 Commencement:

Institution	RECIPIENT	Commencement Date
Quinebaug Community College	Bernard P. Auger	May 26, 2016

Quinebaug Valley Community College   **Bernard P. Auger**

Quinebaug Valley nominates Mr. Bernard P. Auger for an honorary associate of arts degree at their 2016
commencement. Mr. Auger is a long-time friend and supporter of QVCC and volunteers his time for
numerous civic, community, and religious organizations. Mr. Auger was the first student to register for
classes when QVCC opened its doors in 1971. Although he completed a number of courses, life intervened
and he never completed his degree. Nonetheless, he served the State of Connecticut with distinction – State
Representative to the Connecticut General Assembly (1971-1975); Director of the Governor's Eastern Office
(1975-1977); Deputy Commissioner for the Department of Motor Vehicles (1977-1983); Deputy Secretary of
the State of Connecticut (1983-1991); Manager of Cemeteries in the Dioceses of Norwich (1991-1996);
Messenger to the Senate Clerk (2001-2004; and Assistant Senate Clerk (2005-2011). Mr. Auger was the
recipient of the Board of Trustees' Merit Award in 1999 and was also named "Citizen of the Year" by the
Putnam high School Student Council in 1984. Mr. Auger is well deserving of the honorary degree from his
community college and Quinebaug Valley highly recommends him as their 2016 honorary degree recipient
for the 2016 commencement

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

THE ESTABLISHMENT OF THE CSCU SHARED GOVERNANCE AWARD

March 29, 2016

WHEREAS,   The Board of Regents (BOR) and the Faculty Advisory Committee (FAC) recognize the importance of the doctrine of shared governance as expressed in the 1966 Statement on Government of Colleges and Universities, and

WHEREAS,   The BOR and FAC are mutually desirous of advancing communication, collaboration, and mutual accountability between administration, faculty, staff and students that advance excellence in the governance and operations at both the System and institutional levels; therefore, be it

RESOLVED,   The Board of Regents for Higher Education, in conjunction with the Faculty Advisory Committee establish the CSCU Shared Governance Award to annually recognize a CSCU institution for its outstanding contribution to shared governance within CSCU - the dual advancement of the mission vision and goals of the Connecticut Board of Regents for Higher Education and the respective CSCU institution

A True Copy:

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

ITEM
CSCU Shared Governance Award

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education approve the establishment, in conjunction with the Faculty Advisory Committee, the CSCU Shared Governance Award

BACKGROUND
Consonant with the mission, vision and goals of the CSCU System, the Board of Regents and the Faculty Advisory Committee recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance within the CSCU System and its individual institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff and students which advance excellence in the operations of institutions of higher education and their governing bodies. This is in the spirit of the 1966 Statement on Government of Colleges and Universities, which was jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges.[i]

To provide further sustenance to this doctrine, the CSCU System is establishing the **CSCU Shared Governance Award** as an annual recognition of an individual CSCU college or university for its outstanding contribution to shared governance within CSCU – the dual advancement of the mission vision and goals of the Connecticut Board of Regents for Higher Education and the respective CSCU institution. The **CSCU Shared Governance Award** will be jointly conferred by the BOR and the FAC.

The inaugural award will be presented during the 2016-17 academic year.

The System's Office of Academic and Student Affairs will establish a Call for Nominations incorporating the award guidelines, including the award's criteria, submission and selection procedures that have been jointly established by the BOR and FAC. This process shall be reviewed by the BOR Academic and Student Affairs Committee, as the need arises.

03/24/16 – BOR-Academic and Student Affairs Committee

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[i] http://www.aaup.org/report/statement-government-colleges-and-universities

2016-17 CSCU Shared Governance Award

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Council (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions. This is in the spirit of the 1966 Statement on Government of Colleges and Universities, which was jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges.[1]

In support of the above purpose, CSCU is establishing the **Shared Governance Award** as an annual recognition of an individual CSCU college or university's outstanding contribution to CSCU shared governance, the dual advancement of the mission and goals of the individual institution, and the mission, vision, and goals of the Connecticut BOR. The award is jointly conferred by the FAC and by the BOR.

PARTICIPATION

Each CSCU institution may apply annually. The FAC and the BOR will jointly select one CSCU institution annually for the Shared Governance Award from the pool of applicants. Absence of application in any given year will not be detrimental to campus applications made in subsequent years.

SELECTION CRITERIA

In the submission material the institution will include evidence of demonstrated exemplary achievement of lasting value through shared governance, the effects of which can be seen on the individual institution's campus or throughout the CSCU System. Demonstrable outcomes/results should be documented in the narrative. Some possible examples that could be considered for submission are a genuine shared governance approach to a self-study process for reaccreditation; an inclusive approach to a strategic planning.

The submission must include:

- A completed copy of the 2015-16 CSCU Shared Governance Award Cover Sheet
- A letter from the institution's president briefly reflecting the rationale for the application and the merit of the achievement
- A summary statement of the achievement, at a length of no more than three pages

Supporting evidence of the achievement should include:

- Demonstration of an inclusive and collaborative decision making process

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[1] http://www.aaup.org/report/statement-government-colleges-and-universities

- Demonstration of open and effective communication among administration, faculty, staff and students
- Demonstration of a well-designed shared governance process including respect for all pertinent representative bodies and their constituencies
- Demonstration of the institution's capability to bring about effective change
- Delineation of outcomes that resulted from the shared governance activity

All applications will be confidential. Only the awardee will be announced.

Applications, including all supporting materials, must be received by March 1, 2017. Applications should be sent to: CT State Colleges and Universities, Office of Academic Affairs

The FAC and the BOR will jointly select one CSCU institution annually for the Shared Governance Award from the pool of applicants. Applications will be reviewed by a four member selection committee made up from the FAC and the BOR.   The awardee will be announced at the annual Faculty Advisory Committee Conference on Shared Governance and Student Success, usually scheduled for the spring semester.

Please direct any questions to:

Office of Academic and Student Affairs

2015-16 CSCU Shared Governance Award Cover Sheet

This cover sheet must be included as the first page of the Shared Governance Award application.

INSTITUTION NAME:

_____

INSTITUTION PRESIDENT'S NAME:

_____

INSTITUTION PRESIDENT'S EMAIL:

_____

INSTITUTION GOVERNANCE LEADER'S NAME/TITLE

_____

_____

___

INSTITUTION GOVERNANCE LEADER'S EMAIL:

_____

ENDORSEMENT OF INSTITUION PRESIDENT AND GOVERNANCE LEADER

We certify institutional endorsement of this application and compliance with application requirements.

_____

_____

President's Signature   Date

_____

_____

Governance Leader's Signature   Date

LIST OF INDIVIDUALS (IN ADDITION TO THE PRESIDENT AND GOVERNANCE LEADER) WHO SHOULD BE ESPECIALLY RECOGNIZED FOR THEIR EFFORTS IN THIS INSTITUTIONAL ACHIEVEMENT

_____

_____

Name   Title

_____

_____

Name   Title

_____

_____

Name   Title

_____

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Name   Title

_____

_____

Name   Title

_____

_____

Name

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Charter Oak State College	Date of Submission to BOR Office: 3/7/2016

Most Recent NEASC Institutional Accreditation Action and Date: 2011 5 year

Characteristics of Below-Threshold Offering	**Credit Distribution of the Offering**
Name of Offering: Medical Coding Certificate	# Cr in Core Courses: 21
Type of Offering *(e.g. Grad Certificate, Minor, Option)* **Certificate**	# Cr of Electives: NA
Anticipated Initiation Date: Fall 2016	# Cr of Other: NA
Anticipated Date of First Completion *(if applicable)* : Spring 2019	# Cr Special Requirements *(e.g. internship):* NA
Modality of Program: On ground **X** Online Combined	Total # Cr the Institution Requires to Award the Credential
If "Combined", % of fully online courses?	21

Suggested CIP Code No. *(if applicable)* 51.0706   Title of CIP Code Health Info/Medical Records Admin/Admin

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

Description of Offering, Context and Justification *(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)*

The College is proposing to offer a medical coding certificate in response to students who would like to earn the coding certificate as they are working towards their degree in Health Information Management (HIM). Non HIM degree students would also be able to enroll in the certificate. However, we do not foresee more than five new non-HIM students per year in the program since at least seven other colleges offer coding certificates in CT: Asnuntuck Community College, Naugatuck Community College, Northwestern Community College, Quinebaug Valley Community College, Goodwin College, Lincoln College of New England, and St. Vincent's College. However, Charter Oak's program will be the only fully online program which provides an opportunity for those CT residents who are unable to attend classes at night or do not live near one of the other colleges and it also provides an opportunity for our current and potential students outside of CT.

There is a need both in CT and nation-wide for coders. The Bureau of Labor Statistics job outlook projects employment for health information technicians (which includes Medical Coders) and managers to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. In addition, it also predicts the addition of over 41,000 jobs in the same time period. Due to a monumental change in the coding system on October 1, 2015, medical coders with knowledge of ICD-10-CM and ICD-10-PCS coding systems are in high demand.

CT employers are looking for medical coders with formal education and a credential in medical coding. Charter Oak's Health Information Management Advisory Committee has 6 CT health information executives who have all advised that medical coders are needed in CT hospitals and clinics. They indicate that credentialed coders are especially in demand and they find it difficult to find qualified medical coders to hire.

A search of the American Health Information Management Associations (AHIMA) Career Assist job board resulted in 239 related job postings nationwide. Narrowing the search to CT resulted in 53 job postings. Some of these included virtual coding jobs where place of **residence does not** matter. Home

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[1] 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.**

office coders is a big trend and hospitals commonly have their coders working from home.

A similar search on Indeed returned over 40 job listings for medical coders in CT. This is a high number of openings for a small state, and one that has very few educational options for medical coding.

Common job titles will be Medical Coder, Medical Biller, Medical Coding Auditor, Clinical Documentation Improvement Specialist, and Coding Supervisor.

The Medical Coding Certificate pulls from the courses in our current HIM program which is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and is designed for students wish to earn a medical coding credential from American Health Information Management Association (AHIMA) or the AAPC.

Charter Oak's online Certificate in Medical Coding equips students with the health care knowledge and skills needed to analyze and code patient data and improve reimbursement and data in today's health care environments. Knowledge of the electronic management of sensitive patient health information and health care organization revenue cycle management is critical for success in the health care field today. Our program is structured to provide a professional education with a comprehensive coding curriculum that includes a medical science foundation, and is guided by the principle of quality health care through quality information. Having the Coding Certificate will allow students to earn a coding certificate either separately or while they are completing the HIM degree.

Program outcomes: Students will be able to:
1. Manage and collect patient health information
2. Code diagnoses and procedures for reimbursement and billing
3. Utilize medical coding software
4. Analyze patient health records for documentation that meets accepted coding guidelines
5. Query physicians for documentation clarification and interpretation
6. Identify ethical, legal, and compliance issues as they relate to coding and reimbursement.
7. Interpret medical documentation in relations to anatomy, physiology, pathophysiology, and pharmacology.

Courses:

HCA 105 Medical Terminology	3 cr
HIM 115 Principles of Health Information Management	3 cr
BIO 212 Anatomy and Physiology	3 cr
BIO 215 Pathophysiology	3 cr
HIM 210 Medical Coding 1—ICD -10	3 cr
HIM 211 Medical Coding 11:CPT	3 cr
HIM 201 Reimbursement Methodologies	3 cr

Total Credits: 21

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 program requires no new courses or new faculty. The College has the capacity to absorb any new students generated by this program. The College has developed a budget based on 5 new students which shows a net income of approximately $8,300 in year one, $13,300 in year two, and $21,300 in year three.		
Institutional Contact for this Proposal: Shirley M. Adams, Ph.D.	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. *(if applicable)* [2]   Title of CIP Code   Log of BOR Steps:
Date for Inclusion in BOR-ASA Meeting Package: Comments

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[2] 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.

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
Core Courses				Other Requirements		
Prerequisites						
				Total Other Credits Required to Issue Credential		

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.

    2.

    3.

February 10, 2016

Dr. Michael Rooke
President
Northwestern Connecticut Community College
Park Place East
Winsted, CT 06098

Dear President Rooke:

I write to inform you that at its meeting on November 20, 2015 the Commission on Institutions of Higher Education considered the report submitted by Northwestern Connecticut Community College and took the following action:

> that the report submitted by Northwestern Connecticut Community College be accepted;

> that the interim (fifth-year) report scheduled for consideration in Spring 2018 be confirmed;

> that, in addition to the information included in all interim reports, as well as the matters specified in our letters of October 10, 2014 and June 3, 2015, the institution give emphasis, in the Spring 2018 report, to its continued success in addressing the areas specified for attention in the Fall 2015 report, namely:

> 1) evaluating the impact of changes in state-wide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;

> 2) analyzing assessment data and using the results to inform decision-making and continuous improvement of teaching and learning, with an emphasis on using course-level assessment results to inform the assessment of academic programs;

> that the comprehensive evaluation scheduled for Spring 2023 be confirmed.

The Commission gives the following reasons for its actions.

The report submitted by Northwestern Connecticut Community College (NCCC) was accepted because it was generally responsive to the concerns raised by the Commission in its letter of January 23, 2014.

We commend NCCC for making steady progress in achieving its goals related to the two matters specified by the Commission. We are gratified to learn from the report that NCCC aligned the institution's 2015-2018 strategic plan with the system plan, *Transform 2020*, and identified "selected initiatives" and "first priorities" to support its mission. We note favorably that the "nearly flat" FY2016 budget of $15.9 million will enable the College to fill three "critical vacancies," a faculty member in Veterinary Technology, a student support specialist in counseling and advising, and a financial aid assistant to support its programs and services. We are further encouraged to learn of the progress in the area of assessment of student learning, with faculty "actively engaged in systematic assessment" that includes mapping course outcomes for both general education courses and career programs, collecting student artifacts, and analyzing outcomes data for the improvement of teaching and learning. Recent analyses provided evidence that NCCC students are generally successful in meeting all seven general education outcomes and the outcomes of the career programs; these results have been reviewed by faculty who are discussing ways to use the results in their classrooms.

Commission policy requires an interim (fifth-year) report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the information included in all interim reports and the items specified for attention in the Commission's letters of October 10, 2014 and June 3, 2015, the College is asked, in Spring 2018, to give emphasis to its continued success in addressing the areas specified above for attention in the Fall 2015 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College's sustained attention over time; hence, we ask that further information be provided in the interim report.

Finally, the scheduling of a comprehensive evaluation in Spring 2023 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission expressed appreciation for the report submitted by Northwestern Connecticut Community College and hopes that its preparation 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.

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 Meservey

PMM/sjp

Enclosures

cc: Mr. Nicholas Donofrio

Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

March 16, 2016

To Whom It May Concern:

Charter Oak State College's proposal to offer a Master of Science in Organizational Leadership was approved by the Commission on Institutions of Higher Education of NEASC. The program is encompassed within the accreditation of Charter Oak State College, effective July 1, 2016.

Please feel free to contact me if you have any questions about the Commission's action.

Sincerely,

Barbara Brittingham

BB/bec