CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, April 3, 2020 at 9:30 a.m.
Meeting conducted via remote participation; see call-in # below
DIAL: 877-668-4493 # #- toll-free number
meeting number access code - 622 246 325

1. Approval of Minutes
   a. January 24, 2020 – *Page 1*

2. <u>Consent Items</u>
   a. Discontinuations
      i. Biological and Environmental Sciences – MA – Western CT State University - *Page 9*
      ii. COT Technology Studies: Biomolecular Science Option – AS - Three Rivers CC – *Page 12*
      iii. COT Technology Studies: CAD Option – AS - Three Rivers CC - *Page 17*
      iv. COT Technology Studies: Technology and Engineering Education Option – AS – Three Rivers CC - *Page 22*
      v. Applied Behavior Analysis – C2 Certificate – Naugatuck Valley CC – *Page 27*
      vi. Mathematics Education Leadership – 6th Yr. Certificate – Central CT State University – *Page 31*

   b. Modifications
      i. Construction Technology – AAS – Three Rivers CC [Name Change] – *Page 35*
      ii. Culinary Arts – Certificate – Manchester CC [Addition of one-credit course in Fall 2013. Approval required for financial aid.] – *Page 39*
      iii. Exercise Science – BS - Southern CT State University [Name change to Physical Education (Pre-K to 12 Certification)] – *Page 46*
      iv. Educational Leadership – 6th Year Diploma - Southern CT State University [Addition of off-site location – Branford School District] – *Page 49*
      v. Master of Public Health - Health Promotion Concentration - MPH – Southern CT State University [Addition of online modality to traditional program delivery] – *Page 56*
      vi. Environmental Education – MS - Southern CT State University [Name change to Environmental Studies] – *Page 59*

3. <u>Action Items</u>
   a. Modifications
      i. Health Science – BS – Southern CT State University [Significant Modification of Courses/Course Substitutions] – *Page 62*
      ii. Management – BS - Central CT State University [Addition of an auxiliary site at Tunxis CC] – *Page 72*
      iii. Sport Management – BS – Southern CT State University [Significant Modification of Courses/Course Substitutions] – *Page 82*

b. Students First Update

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – January 24, 2020
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Aviva Budd, Naomi Cohen, Del Cummings, Merle Harris (via teleconference), William Lugo, Peter Rosa

Regents Absent: None

Staff Present: Alison Buckley, Greg DeSantis, Bill Gammell, Jane Gates, Ken Klucznik, Lesley Mara, Steve McDowell, Pat Ryiz

Other Attendees: Missy Alexander (WCSU), Thomas Barron (COSC), Mike Butcaris (NCC), Dauwalder, David (CCSU), Lisa Dresdner (NVCC), Julie Edstrom (SCSU), Marianne Fallon (CCSU), Yvonne Kirby (CCSU), Mark Kosinski (GCC), Jay E. Murray (WCSU), Karissa Peckham (CCSU), Angel Pickett (GCC), Elizabeth Scott (ECSU), Manohar Singh (SCSU), Sheila Solernou (GCC), Elizabeth Steeves (HCC), Zulma, Toro (CCSU)

The meeting was called to order at 9:30 a.m. by Regent Naomi Cohen who is chairing the meeting today for Regent Merle Harris.

Regent Cohen stated that one item will be removed from the BOR Academic and Student Affairs Agenda for today's meeting. It is Item 4.d.i.a). State University Centers and Institutes, Center for East Asian Studies, Central CT State University. The members of the Committee agreed with the removal of the agenda item and Regent Cohen stated that the meeting will proceed with the agenda as listed.

Regent Cohen noted that it is the last BOR Academic and Student Affairs meeting for two Regents, Pete Rosa and Del Cummings. Regent Cohen noted their contributions to the Committee and the Board of Regents and thanked them for their service.

1. Approval of Minutes
   a. December 2, 2019
   On a motion by P. Rosa and seconded by A. Budd, the minutes from the December 2, 2019 BOR ASA Committee meeting were approved.

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2. CSCU Student Success Key Performance Indicators (KPIs): 2018 Community Colleges
Dr. Ken Klucznik, Associate Vice President for Academic Affairs*; Dr. Greg DeSantis, Executive Director of the CSCU Student Success Center and Academic Initiatives; and, Dr. Bill Gammell, Director, Research & System Effectiveness, presented this item.
Provost Gates noted that the purpose of the presentation is to provide greater detail on the CSCU Student Success Key Performance Indicators (KPIs): 2018 Community Colleges. Dr. DeSantis noted that one KPI #22 was amended as follows: Percentage of students who earned zero credits of any kind *(including developmental)* in the first term (Fall). Dr. DeSantis introduced Dr. Gammell who gave an overview of the website www.ct.edu/KPI and how to navigate and drill down to get more specific data on the KPIs. A user can look up the KPIs by region/institution, by demographic group, by indicator, or, by term. KPIs with too little data, that is, less than 10 individuals, do not appear. A Student Success update will be released in February and will include directions on how to navigate the website.
Regent Cohen called for questions/comments from the Committee.
   i. *What are you doing to ensure that all data is included?* Response: All institutions are represented in aggregate form and all data is included.
   ii. *Who collects the data?* Response: The data is supplied and managed by the Office of Institutional Research in the System Office.
   iii. *How is data being used for the new enrollment efforts?* Response: In Guided Pathways, enrollment equity is deeply embedded. What we know so far is that there is a very clear equity gap and use the data to work with the colleges to close the equity gap.
   iv. *There is a need to get feedback to faculty regarding what we're doing well and what we're not doing well.* Response: We are in the very early stages of our work with Students First now and laying the groundwork (data reporting) for future enhancements via predictive analytics.
   v. *How has the data been received by institutions and faculty?* Response: It has begun to stimulate conversation about equity in a way that we have not had before. This has affected faculty as well as support staff. The data can change faculty and institutional behavior and how we support students.
   vi. *Has anyone challenged the data?* Response: Yes. Some campuses questioned if the data was right. In these cases, Institutional Research provided the campuses with data sets and a list of definitions for the KPIs. Most questions came after the first release. Lately, there have been fewer questions.
   vii. *How difficult would it be to track the success of high schools in teaching our students and providing feedback to the high schools?* Response: We receive feedback from the P20 WIN Program but data has not been provided at the KPI level.

3. Consent Items
   a. Discontinuations
      i. Child Development Associate Preparation – Certificate – Quinebaug Valley CC
      On a motion by A. Budd seconded by P. Rosa the consent item was adopted unanimously.

4. Action Items
   a. Application for Accreditation of a Licensed Program
      i. <u>Organizational Effectiveness and Leadership – MS – Charter Oak State College</u>
      Provost Shirley Adams (via teleconference); and, Dr. Tom Barron, Director, Master's in Organizational Effectiveness and Leadership, presented this program for Charter Oak State College. Provost Adams noted that the program is already licensed and accredited and that COSC is applying for continued accreditation. Under the new policy the program is being moved forward in the seventh semester for continued accreditation. The program was reviewed twice by NECHE, first, as a substantive change and second as part of COSC's 10-year review. The program's revenues exceed its expenditures; but, the enrollments did not meet original projections. Dr. Barron discussed a number of issues related to the program. Student outcomes are being met. Students report that the program has had a positive impact on them. He discussed marketing plans for the program and noted that in the past two years, COSC has focused its marketing efforts on undergraduate programs. More resources will now be applied to overall graduate programs.
      Regent Cohen called for questions/comments from the Committee.
         i. *The application form does not include enrollment numbers.* Response: A section on projected enrollments will be added to the form.
         ii. *You mentioned giving up to 6 credits for students who have attended graduate programs. Will you also do this for students who have attended another institution and then transfer to COSC?* Response: At this point the policy is only for COSC students. We have a transfer policy and will look into this.
         iii. *The program has less than half the FTE that you projected. How do you create the enrollment projections? The BOR is very sensitive to enrollment projections.* Response: Dr. Barron noted that the enrollment projections were made before he joined the College. The projected enrollments were increased by 5% each year. Enrollment decreased after the first year. One factor was that marketing resources were allocated to undergraduate programs only.
         iv. *The projected expenses for administration are the same for three years. Now we have salary increases and the administration expenses should increase in Years 2 and 3.* Response: The program document will be revised and sent to the Provost.
         v. *What kind of enrollment increases can the program tolerate before increasing expenses?* Response: The program can grow to 200 students before administrative costs will need to be increased.

   Regent Cohen called for a motion to approve the accreditation of the Charter Oak State College MS in Organizational Effectiveness and Leadership. On a motion by A. Budd seconded by P. Rosa, a vote was taken and the continued accreditation of the Charter Oak State College MS in Organizational Effectiveness and Leadership was unanimously approved.

   b. Modifications
      i. <u>Manufacturing Certificate: CNC Machine Technology – Certificate – Housatonic CC</u> <u>[Name Change]</u>
      Elizabeth Steeves, Professor of Chemistry and Chairperson of the Mathematics/Science Department, presented the program for Housatonic CC which is requesting a program name change from Manufacturing Certificate: CNC Machine Technology to

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Manufacturing Certificate: Advanced Manufacturing: Machine Technology effective Fall 2020. The name change was requested by HCC's Industry Advisory partners which felt that the current name implied that the program was only focused on one aspect of manufacturing.

Regent Cohen called for a motion to approve the modification of the Housatonic CC Manufacturing Certificate: CNC Machine Technology, specifically a name change to Manufacturing Certificate: Advanced Manufacturing: Machine Technology. On a motion by P. Rosa seconded by A. Budd, a vote was taken and the name change to Manufacturing Certificate: Advanced Manufacturing: Machine Technology was unanimously approved.

ii. Applied Behavior Analysis – Online MS – Western CT State University [Reallocate/add new content to create a 9-course sequence]
iii. Applied Behavior Analysis – Online Certificate – Western CT State University [Reallocate/add new content to create a 6-course sequence]

Provost Missy Alexander; Dr. Joan Palladino, Interim Dean, School of Professional Studies; and, Dr. Katie O'Callaghan, Chair, Education & Educational Psychology Department, presented these two program modifications for Western CT State University. Both programs the MS and the Graduate Certificate in Applied Behavior Analysis were discussed together. The purpose of the program modifications was to meet the new standards (Task List 5) of the Behavior Analyst Certification Board (BACB). Every five years, the BACB releases new task lists. Institutions have to modify curriculum in time for the certification exam, in this case, by January 2022. WCSU modified the existing coursework. Modified courses received new titles. The modification addressed all of the new constructs in the curriculum. Dr. Palladino noted that WCSU's Applied Behavior Analysis (ABA) programs are very successful and WCSU is listed as one of the #1 schools on the ABA website.

Regent Cohen called for a motion to approve the modification of the Western CT State University's online MS in Applied Behavior Analysis. On a motion by P. Rosa seconded by A. Budd, a vote was taken and the modifications to the Western CT State University's online MS in Applied Behavior Analysis were unanimously approved.

Regent Cohen called for a motion to approve the modification of the Western CT State University's online Graduate Certificate in Applied Behavior Analysis. On a motion by P. Rosa seconded by A. Budd, a vote was taken and the modifications to the Western CT State University's online Graduate Certificate in Applied Behavior Analysis were unanimously approved.

iv. Surgical Technology – AS – Gateway CC [Change from satellite to stand-alone program]

Dr. Mark Kosinski, Dean of Academic Affairs; Dr. Sheila Solernou, Director of Allied Health and Nursing Division; and, Angel Pickett, Interim Surgical Technology Program Coordinator, presented the program for Gateway CC which seeks approval for a program modification from being a satellite location of Housatonic CC to being a standalone location. This modification was recommended by the accrediting body, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting

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(ARC/STSA), based on findings from a site visit in October 2019. The ARC/STSA determined that Gateway CC's Surgical Technology Program was not qualified to be accredited as a satellite location because it was not an exact mirror image of Housatonic CC's Surgical Technology Program. The ARC/STSA did fast track Gateway CC's application for accreditation to become a standalone program. Gateway CC has students ready to graduate in May 2020, thus emphasizing the urgency for accreditation. Regent Cohen called for questions/comments from the Committee.

> i. *What happens with this program after Students First? Will the equipment differences between Housatonic CC and Gateway CC disadvantage the students at HCC? How do you handle registrations with the differences in the locations?*
> Response: The program/plan of study is exactly the same at both locations. There are some differences in equipment. Housatonic CC has central processing equipment in its lab; but, the equipment is not required. In their clinical training, students will be exposed to central sterile supply processing. Yale New Haven Hospital is the biggest supporter of the Surgical Technology program and it has offered many opportunities to our students.
>
> ii. *Chair Harris stated that the issue of accreditation will have to be looked at. At times, separate accreditation will be required at different institutions for the same program.*

Regent Cohen called for a motion to approve the modification of the Gateway CC AS in Surgical Technology as a standalone program. On a motion by A. Budd, seconded by P. Rosa, a vote was taken and the modification of the Gateway CC AS in Surgical Technology as a standalone program was unanimously approved.

c. NECHE Institutional Accreditations
   i. Central CT State University

President Zulma Toro, Yvonne Kirby, AVP for Planning and Institutional Effectiveness, and, Karissa Peckham, JD, AVP for Enrollment Management, presented the Central CT State University Institutional Accreditation. Provost Gates congratulated CCSU on the approval/renewal of its ten-year state accreditation. When Dr. Toro became president of CCSU in January 2017, she had to make a decision to delay or proceed with the NECHE institutional accreditation. She made the decision to proceed with the reaccreditation; but, the development of a new Strategic Plan for CCSU was delayed. Instead, an interim CCSU Strategic Plan was developed to use in the reaccreditation process. She noted that NECHE made several commendations about CCSU; namely, 1) its comprehensive and candid self study; 2) the significant gains in Student Learning Objectives Assessment; and, 3) progress made in the Doctor of Nurse Anesthesia program. CCSU received renewed accreditation until 2028. It must submit a progress report in Fall 2020 and an interim report in Fall 2023. The progress report will update NECHE on CCSU's 1) new Strategic Plan; 2) progress on achieving its enrollment goals; 3) Title IV compliance; and, 4) Title IX compliance.
CCSU's Strategic Plan 2030
CCSU's new Strategic Plan is in the process of being approved by committees within the institution. Once institutional approval is achieved, the plan will be submitted to the BOR Academic and Student Affairs Committee and the BOR for approval in changes to its mission statement and role and scope.

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CCSU's Enrollment Goals
In order to achieve its enrollment goals, CCSU created a Division of Enrollment Management and implemented new strategies in recruitment and retention, namely, the implementation of a dual advising model and changes in delivery mode (more online and hybrid classes). The institution has also created a marketing plan.

Title IV Compliance
As of August 2019, CCSU qualified for being removed from provisional status and will remain on regular status until March 21, 2023, when it will apply again. A concern of NECHE was the way in which CCSU awarded financial aid. CCSU implemented a new packaging strategy for financial aid which is compliant with Title IV regulations.

Title IX Compliance
CCSU has implemented a "zero tolerance" policy against acts of violence, bias, discrimination and sexual misconduct. Goal #3 of the CCSU Strategic Plan addresses these issues. In addition, a Taskforce on Sexual Misconduct, Bullying, and the Campus Climate was convened. The Taskforce delivered an action plan with five points and fifteen actions to change the culture at CCSU which is making progress on the implementation of the action plan.

Students First and the Impact of Shared Services
President Toro stated that there is a lack of information and/or the information is not consistent. The shared services have to be identified and how they are going to work. Regent Harris commended President Toro on a comprehensive document and on the progress CCSU has made in so many areas, in particular, its Strategic Plan. Regent Harris asked about the statement that "all public higher education institutions in Connecticut, including CCSU, were placed on Provisional Certification Status". She asked Provost Gates to investigate which institutions are now in compliance and which institutions are not.

Regent Cohen called for a motion to accept the NECHE Institutional Accreditation of Central CT State University. On a motion by M. Harris, seconded by P. Rosa, a vote was taken and the NECHE Institutional Accreditation of Central CT State University was unanimously approved.

d. State University Centers and Institutes
    i. Continuation and Name Change of a Center/Institute
        a) Center for East Asian Studies - Central CT State University
        This item was removed from the agenda.

    ii. Discontinuation of a Center/Institute
        a) Center for Compassion, Creativity, and Innovation – Western CT State University
        Provost Alexander discussed Western CT State University's request to discontinue this Center effective December 31, 2019. She stated that the Center did not grow as expected; but, the student-led Compassion and Creativity Club which hosts many annual compassion-related events will remain active.
        Regent Cohen called for a motion to accept the discontinuance of the Western CT State University Center for Compassion, Creativity and Innovation. On a motion by A. Budd, seconded by P. Rosa, a vote was taken and the discontinuation of the Western CT State University Center for Compassion, Creativity and Innovation was unanimously approved.

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b) Center for the Study of Culture and Values - Western CT State University
Provost Alexander discussed Western CT State University's request to discontinue this Center effective December 31, 2019. The Center for the Study of Culture and Values was created to administer an endowed chair. Additional endowments by the donor are now managed by a steering committee which hosts two major events and supports the endowed chair. The existence of a center to manage the endowment is no longer necessary.

Regent Cohen called for a motion to accept the discontinuance of the Western CT State University Center for the Study of Culture and Values. On a motion by A. Budd, seconded by P. Rosa, a vote was taken and the discontinuation of the Western CT State University Center for the Study of Culture and Values was unanimously approved.

e. BOR CSU Centers and Institutes Policy – Modification
Dr. Ken Klucznik presented the modification to the BOR CSU Centers and Institutes Policy. He stated that two modifications have been made to the Policy to provide clarification. In the Policy Statement section, one sentence has been expanded into two paragraphs to clarify the kinds of centers to which the policy applies. And, secondly, a paragraph was added above the Notes section which states: *After the initial seven-year review, the review process for continued Centers shall be repeated every seven years.*

Regent Cohen called for a motion to accept the modification of the BOR CSU Centers and Institutes Policy. On a motion by P. Rosa, seconded by A. Budd, a vote was taken and the modification of the BOR CSU Centers and Institutes Policy was unanimously approved.

5. Informational Items
   a. Presentation on Enrollment Management and Marketing
Since ASA Committee members had continuing questions about enrollment projections and the process for meeting their enrollment goals, the Committee invited representatives of CSCU institutions to discuss their enrollment management and marketing initiatives. The presenters and institutions that they represent were: Dr. Alison Buckley, VP Enrollment Management; President Zulma Toro, CCSU; Karissa Peckham, JD, AVP for Enrollment Management, CCSU; Dr. Elizabeth Scott, Dean of Education and Professional Studies, ECSU; Julie Edstrom, AVP Enrollment Management, SCSU; Dr. Manohar Singh, Dean of School of Graduate and Professional Studies (SCSU); and, Jay E. Murray, AVP Enrollment Services, WCSU.
After the presentations, Regent Budd had questions on the recruitment and support of veterans. Dr. Buckley responded that CSCU is working on tactics to support veterans and focusing on areas highly populated with veterans. She also is focusing on finding commonalities among the community colleges and noted that a very successful Best Practices Conference for Enrollment Management was held in November for the community colleges. Provost Gates stated that President Ojakian has established two CSU Taskforces, one on Transferability, and the second on the Value Assets of the CSUs and how we can enhance the branding within the CSUs.

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b. CSCU Sabbatical Leaves
   i. Central CT State University
   ii. Eastern CT State University
   iii. Southern CT State University
   iv. Western CT State University

c. NECHE Interim 5th Year Report
   i. <u>Naugatuck Valley CC</u>
   Dr. Lisa Dresdner, Dean of Academic Affairs, stated that she was very pleased with the NECHE Interim 5th Year Report. As a result of the report, Naugatuck Valley CC was asked to look at their Educational Competency Assessment and Advising Work, both of which the institution is addressing.

   ii. <u>Norwalk CC</u>
   Dr. Mike Butcaris, Interim Dean of Academic Affairs, stated that he was very pleased with Norwalk CC's NECHE Interim 5th Year Report. Norwalk CC is working on the appointment of a permanent Academic Dean and is responding to other challenges noted in the report.

d. Below Threshold
   i. Political Science – BA – Central CT State University [Program Modification – Credit Distribution]
   ii. Earth Sciences – BS – Central CT State University [Program Modification – Credit Distribution]
   iii. Hospitality and Tourism – BS – Central CT State University [Program Modification – Credit Distribution]
   iv. Mathematics – Minor – Central CT State University [Program Modification – Credit Distribution]
   v. Music – BA – Central CT State University [Program Modification – Credit Distribution]
   vi. Supply Chain Logistics Management – MS – Central CT State University [Program Modification – Credit Distribution]

On a motion by A. Budd and seconded by P. Rosa, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 12:25 p.m.

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Biological and Environmental Sciences (CIP Code: 26.0104 / OHE # 00196) leading to a Master of Arts at Western Connecticut State University.

A True Copy:

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

ITEM
Discontinuation of a program in Biological and Environmental Sciences leading to a Master of Arts at Western Connecticut State University.

BACKGROUND
The MA in Biological and Environmental Sciences was suspended over four years ago when Western Connecticut State University decided to develop a new degree. It was replaced by the MS in Integrative Biological Diversity, which launched in Fall 2019, with 15 students enrolled. Maintaining both programs would be duplicative and unnecessary.

Western Connecticut State University has not been admitting students to the MA for over four years. There are no remaining students in this program, so no teach out period is required.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Master of Arts.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Western Connecticut State University	**Date of Submission to CSCU Office of the Provost**: 11/26/19

Discontinued Program: **MA Biological and Environmental Sciences**
CIP: **26.0104** OHE#: **00196** BOR Accreditation Date**: Jan. 1 1976**
Phase Out /Teach Out Period **N/A**   Expected Date of Program Termination: **Immediately upon BOR approval**

Program Characteristics
Name of Program: **Biological and Environmental Sciences**
Degree: Title of Award *(e.g. Master of Arts)* **MA**
Degree Certificate: *(specify type and level)*
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: **X On ground**   Locality of Program: **X On Campus**

Institution's Unit: **Macricostas School of Arts & Sciences, WCSU main campus.**

Institutional Contact for this Proposal: Dr. Patrice Boily	**Title:** Chair, Department of Biological & Environmental Sciences	Tel.: (203) 837-8569 e-mail: Boilyp@wcsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
The MA in Biological and Environmental Sciences was suspended over four years ago when we decided to develop a new degree. It was replaced by the MS in Integrative Biological Diversity, which launched in Fall 2019, with 15 students enrolled. Maintaining both programs would be duplicative and unnecessary.

Phase Out/Teach Out Strategy
We have not been admitting students to the MA for over four years. There a no remaining students in this program so no teach out period is required.

SECTION 3: RESOURCES

Close Out
No resources are necessary to close this program.

SECTION 4: LESSONS LEARNED

This closure began with two goals: first to create a more relevant biology degree and second to be sustainable. We developed the new curriculum with an environmental stewardship focus, which gives an important field experience to all students. We then collaborated with SCSU to grow the opportunities for our students to work with a wider variety of disciplinary experts than our campus could support alone. Students are already benefitting from this structure, working with SCSU and WCSU faculty in their first semester. Closing the old program insures that we allocate our resources well, without duplication.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in College of Technology, Technology Studies: Biomolecular Science Option (CIP Code: 15.0000 / OHE # 15345) leading to an Associate of Science at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in College of Technology (COT), Technology Studies: Biomolecular Science Option leading to an Associate of Science at Three Rivers Community College.

BACKGROUND

The program has experienced insufficient enrollment and graduates for an extensive period of time. It is redundant and unnecessary due to TAP Biology associate degree and creates unnecessary confusion for students and advising regarding why there are two degrees

Additional enrollment into the Technology Studies: Biomolecular Science Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students currently enrolled in the Technology Studies: Biomolecular Science Option associates degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Students actively enrolled in the Technology Studies: Biomolecular Science Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the Biomolecular Science Option coursework can be directly applied to the Technology Studies COT degree. Alternatively, student will be advised of the TAP Biology degree.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Associate of Science.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR *DISCONTINUATION OF EXISTING PROGRAM*

SECTION 1: GENERAL INFORMATION	
Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: 1/2/2020
Discontinued Program: Technology Studies: Biomolecular Science Option CIP: 150000 OHE#: 15345 BOR Accreditation Date: 10/20/2008 Phase Out /Teach Out Period: Two years Expected Date of Program Termination: May, 2022	
Program Characteristics Name of Program: Technology Studies: Biomolecular Science Option Degree: Title of Award *(e.g. Master of Arts)* Associate of Science Degree Certificate: *(specify type and level)* Stand-Alone Certificate: *(specify type and level)* Modality of Program: X On ground Online Combined Locality of Program: X On Campus Off Campus Both	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: Business & Technology Dept.	
Institutional Contact for this Proposal: Rob Farinelli	Title: Academic Dean Tel.: 860-215-9004 e-mail: rfarinelli@trcc.commnet.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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.

Reason(s) for Technology Studies: Biomolecular Science Option termination recommendation:

- Insufficient enrollment / graduates for an extensive period of time.
- Redundant and unnecessary due to TAP Biology associate degree
- Unnecessary confusion for students and Advising as to why there are two degrees

Low annual enrollment:

Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
15	11	7	4	1
Provided by TRCC IR and published on website				

Low annual graduates:

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
2	0	0	0	0
Provided by TRCC IR and published on website				

Proposed action moving forward:

Disseminate program termination and advise students of choice to change majors to the parent Technology Studies (COT) associates degrees or remain in this option and complete the courses required for the teach-out.

Phase Out/Teach Out Strategy

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.)

Effective Date:

Additional enrollment into the Technology Studies: Biomolecular Science Option associates degree program will terminate upon the effective the date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students Affected:

The College will establish a verified list of students eligible for the Teach-Out plan.

Notice:

Students currently enrolled in the Technology Studies: Biomolecular Science Option associates degree program will be contacted via email to inform them that:

▪ program termination will occur;
▪ they will have two years from the date of program cancellation to complete the degree requirements;
▪ they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Plan:

Students actively enrolled in the Technology Studies: Biomolecular Science Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the Biomolecular Science Option coursework can be directly applied to the Technology Studies COT degree. Alternatively, student will be advised of the TAP Biology degree.

Execution:

The agreed upon plan (change majors or complete degree via teach out) shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
None.

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

As mentioned above, the principle reason for the termination is the perceived redundancy between this degree and the new TAP Biology degree.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in College of Technology, Technology Studies: CAD Option (CIP Code: 15.0000 / OHE # 15433) leading to an Associate of Science at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in College of Technology (COT), Technology Studies: CAD Option leading to an Associate of Science at Three Rivers Community College.

BACKGROUND

The program has experienced insufficient enrollment and graduates for an extensive period of time.

Additional enrollment into the Technology Studies: CAD Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students currently enrolled in the Technology Studies: CAD Option associates degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Students actively enrolled in the Technology Studies: CAD Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the CAD Option coursework can be directly applied to the Technology Studies COT degree.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Associate of Science.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: 01/02/2020

Discontinued Program: Technology Studies: CAD Option   CIP: 150000   OHE#: 15433
BOR Accreditation Date:
Phase Out /Teach Out Period: Two years   Expected Date of Program Termination: May, 2022

Program Characteristics
Name of Program: Technology Studies: CAD Option
Degree: Title of Award *(e.g. Master of Arts)* Associate of Science
Degree Certificate: *(specify type and level)*
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: X On ground   Online   Combined
Locality of Program: X On Campus   Off Campus   Both

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

Institutional Contact for this Proposal: Rob Farinelli	Title: Academic Dean	Tel.: 860-215-9004 e-mail: rfarinelli@trcc.commnet.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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.

Reason(s) for Technology Studies: CAD Option termination recommendation:

- Insufficient enrollment / graduates for an extensive period of time.
- Unnecessary confusion for students and Advising as to why there are two degrees

Low annual enrollment:

Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
15	11	8	9	13
Provided by TRCC IR and published on website				

Low annual graduates:

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	2	2	0	0
Provided by TRCC IR and published on website				

Proposed action moving forward:

Disseminate program termination and advise students of choice to change majors to the parent Technology Studies (COT) associates degrees or remain in this option and complete the courses required for the teach-out.

Phase Out/Teach Out Strategy

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.)

Effective Date:

Additional enrollment into the Technology Studies: CAD Option associates degree program will terminate upon the effective the date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students Effected:

The College will establish a verified list of students eligible for the Teach-Out plan.

Notice:

Students currently enrolled in the Technology Studies: CAD Option associates degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Plan:

Students actively enrolled in the Technology Studies: CAD Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the CAD Option coursework can be directly applied to the Technology Studies COT degree.

Execution:

The agreed upon plan (change majors or complete degree via teach out) shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
None.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

As mentioned above, the principle reason for the termination is the perceived redundancy between this degree and the parent Technology Studies degree.

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

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in College of Technology, Technology Studies: Technology and Engineering Education Option (CIP Code: 15.0000 / OHE # 15347) leading to an Associate of Science at Three Rivers Community College.

A True Copy:

_____

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

ITEM

Discontinuation of a program in College of Technology (COT) Technology Studies: Technology and Engineering Education Option leading to an Associate of Science at Three Rivers Community College.

BACKGROUND

The program has experienced insufficient enrollment and graduates for an extensive period of time.

Additional enrollment into the Technology Studies: Technology and Engineering Education Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students currently enrolled in the Technology Studies: Technology and Engineering Education Option associates degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Students actively enrolled in the Technology Studies: Technology and Engineering Education Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the Technology and Engineering Education Option coursework can be directly applied to the Technology Studies COT degree.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Associate of Science.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: 1/2/2020

Discontinued Program: Technology Studies: Technology and Engineering Education Option   CIP: 150000   OHE#: 15347
BOR Accreditation Date: 6/18/07
Phase Out /Teach Out Period: Two years   Expected Date of Program Termination: May, 2022

Program Characteristics
Name of Program: Technology Studies: Technology and Engineering Education Option
Degree: Title of Award *(e.g. Master of Arts)*   Associate of Science
Degree Certificate: *(specify type and level)*
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: X On ground   Online   Combined
Locality of Program: X On Campus   Off Campus   Both

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

Institutional Contact for this Proposal: Rob Farinelli	Title: Academic Dean	Tel.: 860-215-9004
e-mail: rfarinelli@trcc.commnet.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
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.

    Reason(s) for Technology Studies: CAD Option termination recommendation:

- Insufficient enrollment / graduates for an extensive period of time.
- Unnecessary confusion for students and Advising as to why there are two degrees

    Low annual enrollment:

Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
0	2	2	1	2
Provided by TRCC IR and published on website				

    Low annual graduates:

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0	0	0	0	0
Provided by TRCC IR and published on website				

    Proposed action moving forward:
Disseminate program termination and advise students of choice to change majors to the parent Technology Studies (COT) associates degrees or remain in this option and complete the courses required for the teach-out.

Phase Out/Teach Out Strategy
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.)

Effective Date:

Additional enrollment into the Technology Studies: Technology and Engineering Education Option associates degree program will terminate upon the effective the date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students Effected:

The College will establish a verified list of students eligible for the Teach-Out plan.

Notice:

Students currently enrolled in the Technology Studies: Technology and Engineering Education Option associates degree program will be contacted via email to inform them that:

- ▪ program termination will occur;
- ▪ they will have two years from the date of program cancellation to complete the degree requirements;
- ▪ they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Plan:

Students actively enrolled in the Technology Studies: Technology and Engineering Education Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the Technology and Engineering Education Option coursework can be directly applied to the Technology Studies COT degree.

Execution:

The agreed upon plan (change majors or complete degree via teach out) shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
None.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

As mentioned above, the principle reason for the termination is the perceived redundancy between this degree and the parent Technology Studies degree.

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

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Applied Behavior Analysis (CIP Code: 51.1502 / OHE # 15603) leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

ITEM
Discontinuation of a program in Applied Behavior Analysis leading to a C2 Certificate at
Naugatuck Valley Community College.

BACKGROUND
The coursework from this Applied Behavior Analysis Certificate was in the process of being
approved by the Behavior Analysis Certification Board to help satisfy the undergraduate
coursework requirements for the BCBA certification; however, the Board made changes to the
requirements for this certification, and a Registered Behavior Technician certification process
was introduced. The coursework from the ABA Certificate program is no longer required by the
BACB; therefore, the certificate is not in our students' best interest to pursue it. Students should
follow a prescribed transfer program that aligns with existing Psychology Transfer Tickets and
ABA programs at 4-year universities.

This certificate program has been dormant since Fall 2015. This certificate is not affiliated with
any degree program, and is no longer necessary.

According to enrollment reports, there are no students currently enrolled in this certificate. This
certificate will not be offered again, and the option should be terminated in AY 19. Future
students will be advised into the Psychology Transfer Ticket.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and
Student Affairs that the Board of Regents approve the discontinuation of this C2 Certificate.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: February 2020

Discontinued Program: Applied Behavior Analysis   CIP: 511502   OHE#: 15603   BOR Accreditation Date: Spring 2020
Phase Out /Teach Out Period n/a   Expected Date of Program Termination Immediate

Program Characteristics
Name of Program: Applied Behavior Analysis
Degree: Title of Award *(e.g. Master of Arts)*
Degree Certificate: *(specify type and level)* **C2**
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: **X** On ground   Online   Combined
Locality of Program: X On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: Liberal Arts and Behavioral & Social Sciences Division, Main Campus

Institutional Contact for this Proposal: Lawrence Venuk	Title: Professor of Psychology	Tel.: 203-576-8643 e-mail: lvenuk@nv.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
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>*.*

Nine years ago, Naugatuck Valley Community College created a unique Applied Behavior Analysis Certificate to help meet the growing need for entry-level positions needed to serve individuals diagnosed with autism. The coursework from this Applied Behavior Analysis Certificate was in the process of being approved by the Behavior Analysis Certification Board to help satisfy the undergraduate coursework requirements for the BCBA certification; however, the Board made changes to the requirements for this certification, and a Registered Behavior Technician certification process was introduced. The coursework from the ABA Certificate program is no longer required by the BACB; therefore, the certificate is not in our students' best interest to pursue it. Students should follow a prescribed transfer program that aligns with existing Psychology Transfer Tickets and ABA programs at 4-year universities.

This certificate is being discontinued, as the certificate program has been dormant since Fall 2015. This certificate is not affiliated with any degree program, and is no longer necessary.

Phase Out/Teach Out Strategy
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.)

According to enrollment reports, there are no students currently enrolled in this certificate. This certificate will not be offered again, and the option should be terminated in AY 19. Future students will be advised into the Psychology Transfer Ticket with additional advising by Lawrence Venuk, MS, BCBA.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

As there are no students currently enrolled in this certificate, there are no resources or costs necessary to discontinue this program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

The coursework from the ABA Certificate program is no longer required by the BACB; therefore, the certificate is not in our students' best interest to pursue it. We recommend that students should follow a prescribed transfer program that aligns with existing Psychology Transfer Tickets and ABA programs at 4-year universities.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Mathematics Education Leadership (CIP Code: 12.1311 / OHE # 14825) leading to a 6th Year Certificate at Central Connecticut State University.

A True Copy:

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

ITEM
Discontinuation of a program in Mathematics Education Leadership leading to a 6th Year Certificate at Central Connecticut State University.

BACKGROUND
In Fall 2009 the Department of Mathematical Sciences began to offer the Sixth Year Certificate in Mathematics Education program. At that time the program extended over three years as a cohort program. Ten students applied; only seven completed the program. It was offered once again as a three-year program, with similar enrollments. In Fall 2015, the program was modified to a two-year program in the hopes of attracting additional students. It did not. In Fall 2017, the next cohort began with six students and reduced to four students rather quickly. Simultaneously the BOR mandated that graduate programs must average five graduates each year, which has never been the case in the 10 years the program has run.

We are exploring the possibility of incorporating a specialization in Mathematics Education into the Sixth Year Certificate program in Educational Leadership, Policy, & Instructional Technology. Enrollments in this program have been strong, ranging between 183 and 217 students over the past 5 years.

No students are currently enrolled in the program.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this 6th Year Certificate.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 26, 2020

Discontinued Program: Mathematics Education Leadership   CIP: 13.1311   OHE#: 14825   BOR Accreditation Date: June 22, 2011

Phase Out /Teach Out Period: Spring 2020 Expected Date of Program Termination: April 2020

Program Characteristics

Name of Program: Mathematics Education Leadership

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

Degree Certificate: *(specify type and level)* **6th Year Certificate**

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: X On ground   Online   Combined
Locality of Program: X On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: School of Engineering, Science, and Technology

Institutional Contact for this Proposal: Marian Anton	Title: Assoc Prof	Tel.: 860-832-1941 e-mail: anton@ccsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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 Fall 2009 the Department of Mathematical Sciences began to offer the Sixth Year Certificate in Mathematics Education program. At that time the program extended over three years as a cohort program. Ten students applied; only seven completed the program. It was offered once again as a three-year program, with similar enrollments. In Fall 2015, the program was modified to a two-year program in the hopes of attracting additional students. It did not. In Fall 2017, the next cohort began with six students and reduced to four students rather quickly. Simultaneously the BOR mandated that graduate programs must average five graduates each year, which has never been the case in the 10 years the program has run.

We are exploring the possibility of incorporating a specialization in Mathematics Education into the Sixth Year Certificate program in Educational Leadership, Policy, & Instructional Technology. Enrollments in this program have been strong, ranging between 183 and 217 students over the past 5 years.

Phase Out/Teach Out Strategy

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

No students are currently enrolled in the program.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

None.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

The demand for this credential was not as strong as expected. Although it was the only program of its kind in Connecticut, the number of certified teachers in Connecticut who wanted to earn Sixth Year Certification in Mathematics—as opposed to the general Sixth Year Certificate—was limited. Online course offerings may have encouraged teachers who do not live in close proximity to CCSU to consider this program. Although graduates benefitted greatly from the program, the educational expenses could have been better managed by including the program as a Specialization in a larger program and offering courses online. These are steps that are currently under consideration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Construction Technology (CIP Code: 15.1001 / OHE #18285), specifically a name change to Architectural Design Technology – leading to an Associate of Applied Science at Three Rivers Community College.

A True Copy:

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

ITEM
Program modification to the Associate of Applied Science, Construction Technology, specifically a name change to Architectural Design Technology, at Three Rivers Community College.

BACKGROUND
The creation of the current "Construction Technology" A.A.S. degree occurred in the context of Academic Program Reviews in AY 2016/16 of separate associate degrees in architecture, civil, and construction management programs, resulting in a single umbrella degree of discipline-specific paths including architecture, civil, and construction management.

Prior to and subsequent to that change, architecture has been the "flagship" discipline, currently constituting 75% of the enrollment while construction management rounds out the remaining 25%. While the program draws heavily from area high schools, a majority of matriculated students emanate from the area's regional technical high schools' architecture studies (Ellis, Grasso, and Windham). Students, teachers, counselors, and non-traditional students alike have expressed difficulty in finding studies in architecture at Three Rivers and this Name Change Request seeks to reinstate architecture as the lead discipline.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR NAME CHANGE - **MODIFICATION OF ACCREDITED PROGRAM***

<table>
<tr><td colspan="2" align="center">**NAME CHANGE REQUEST**</td></tr>
<tr>
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Institution: Three Rivers Community College

Characteristics of Current Academic Program

Name of Program: Construction Technology

Type of Offering *(e.g. Grad Certificate, Minor, Option)* **A.A.S.**

Modality of Program: On ground   Online   X Combined

If "Combined", % of fully online courses? 5%

Locality of Program: X On Campus   Off Campus

Both

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Date of Submission to CSCU Office of the Provost:

Credit Distribution of the Program

Credits in General Education: 20

Credits in Program Core Courses: 36

Credits of Electives in the Field: 3

Credits of Electives: 0

Cr Special Requirements *(e.g. internship)*: 1

Total # Cr the Institution Requires to Award the Credential 60

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</table>

CIP Code No. 151001   Title of CIP Code Construction Technology   OHE#

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

Proposed New Name of Program: Architectural Design Technology, A.A.S.

Proposed Date Name Change Becomes Effective: August 25, 2020

Explanation / Justification *(Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.)*

Rationale:

The creation of the current "Construction Technology" A.A.S. degree occurred in the context of Academic Program Reviews (APR's) in AY 15/16 of separate associate degrees in architecture, civil and construction management programs, resulting in a single umbrella degree of discipline-specific paths including architecture, civil, and construction management (the Civil Engineering Technology program was directed to be terminated due to new low-completer thresholds). Students track through a common first, second, and third semester and transition into concentration paths of industry focused content in the fourth semester. This (merged) model consolidates both general education courses and content common to the disciplines, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments and more simplified Plan of Study navigation, e.g. guided pathways.

Prior to and subsequent to that change, architecture has been the "flagship" discipline, currently constituting 75% of the enrollment while construction management rounds out the remaining 25% (the civil cohort never developed). While the program draws broadly from area high schools, a majority of matriculated students emanate from the area's regional technical high school's architecture studies (Ellis, Grasso, and Windham). Students, teachers, counselors and non-traditional students alike have expressed difficulty in finding studies in architecture at Three Rivers and this Name Change Request seeks to reinstate architecture as the lead discipline.

History:

The associate degree in Architectural Design Technology was created twenty-five years ago as an off-chute of the College's Architectural Drafting Certificate which is one of the College's oldest programs. As credentials in the design industries changed, the degree program eclipsed the certificate in both enrollment and graduates. The program has been solid and steady through the State's economic cycles and sees both traditional and non-traditional student composition.

In the last decade, the program became a "first-choice" of many traditional high school graduates pursuing architecture, likely due to the high costs of architecture schools in the Northeast and the program's articulation status among those institutions.

Program graduates have been placed directly into industry working for various firms serving the design and construction fields, transferred to professional degree programs, completed graduate degrees, and many have even attained the disciplines highest achievement – passing the professional architect's registration examination (licensure).

Programmatic Changes *(If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.)*

There are no Programmatic Changes as a result of this change.

Cost and Availability of Adequate Resources *(If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)*

There are no costs or resource impacts as a result of this change.

Institutional Contact for this Proposal: Mark Comeau   Title: Prof/Dept. Chair   Tel.: 860-215-9415 e-mail: MComeau@trcc.commnet.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Culinary Arts (CIP Code: 12.0503 / OHE #00308) – leading to a Certificate at Manchester Community College.

A True Copy:

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

ITEM
Program modification to the Certificate, Culinary Arts, at Manchester Community College; specifically replacing one three-credit course and adding a single one-credit course to increase the total credits for the certificate from 30 to 31.

BACKGROUND
In the Fall of 2013, the Culinary Arts department initiated a change to the Culinary Arts certificate to require students to take HSP 135: Service Management (3 credits) and HSP 109: Food Safety Certification (1 credit) instead of HSP 108: Sanitation and Safety (3 credits). (HSP 108 was removed from the program of study.) HSP 109 is a course specifically designed for ServSafe certification. Other necessary content that was covered in HSP 108 was moved into HSP 135. This change increased the number of the credits in the certificate program from 30 to 31. It was approved, within the local curriculum process, on December 9, 2013.

At the time, the change was not submitted to the Academic Council (or similar body) because it was deemed below threshold based on the definition that only changes of "more than 15 credits in a previously approved undergraduate program" required Board action. However, the U.S. Department of Education distinguishes between certificates that are 0-15, 16-20, and 31 and above. Because the credits for this certificate moved from 30 to 31, it is now considered in a different category and requires approval of the 31 credit program in order to be eligible for federal financial aid.

As of 1/22/2020 the program has been removed from the U.S. Department of Education financial aid eligible list pending approval from the BOR as a 31 credit certificate.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to CSCU Office of the Provost: 1/29/2020

Most Recent NECHE Institutional Accreditation Action and Date: July 12, 2017 Mid-Year/5th Year Approved

<table>
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Original Program Characteristics

CIP Code No. 12.0503   Title of CIP Code Food Preparation/Professional Cooking/Kitchen Assistant

Name of Program: Culinary Arts Certificate

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

Stand-Alone Certificate: *(specify type and level)* **C2**

Date Program was Initiated: 1963   OHE#: 00308

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

    If "Combined", % of fully online courses?

Locality of Program: X On Campus   Off Campus   Both

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Original Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: 27

Credits of Electives in the Field: 0

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* 3

<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **30**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **30**

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Type of Program Modification Approval Being Sought (mark all that apply): N/A

    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

***Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

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Modified Program Characteristics

Name of Program: Culinary Arts Certificate

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

Certificate[1]: *(specify type and level)* **C2**

Program Initiation Date: Fall 2014

Modality of Program: x On ground   Online   Combined
    If "Combined", % of fully online courses?

Locality of Program: **x**   On Campus   Off Campus   Both

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Modified Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: 28

Credits of Electives in the Field: 0

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* 3

<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **31**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **30**

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Total Number of courses and course credits to be modified by this application: 1

If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

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

(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. Tuesday L. Cooper   Title: Interim Dean of Academic Affairs   Tel.:

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[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

860.512.2603   e- mail: tcooper@mcc.commnet.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Social Sciences, Business & Professional Careers Division, Manchester Community College

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)*

In the Fall of 2013, the Culinary Arts department initiated a non-substantive change through the local curriculum process. This change required certificate students to take HSP 135: Service Management (3 credits) and HSP 109: Food Safety Certification (1 credit) instead of HSP 108: Sanitation and Safety (3 credits). (HSP 108 was removed from the program of study.) HSP 109 is a course specifically designed for ServSafe certification. Other necessary content that was covered in HSP 108 was moved into HSP 135. This change increased the number of the credits in the certificate program from 30 to 31. It was approved, within the local curriculum process, on December 9, 2013.

At the time, the change was not submitted to the Academic Council (or similar body) because it was not believed to be a substantive change as per the definition of "more than 15 credits in a previously approved undergraduate program." The program modification is submitted to retroactively communicate the change as an informational item.

The U.S. Department of Education requires approval of the 31 credit program by the state in order to be eligible for financial aid. As of 1/22/2020 the program has been removed from the U.S. Department of Education financial aid eligible list pending approval from the BOR.

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)* N/A

- 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? N/A

- Please describe any transfer agreements with CSCU institutions 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

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided N/A

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

Present side-by-side listing of curricular modification: (From Original to Modified)

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.)*

No other changes need to be made as a result of the proposed modification. The modified version of the program has been in existence since fall 2014.

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

No additional resources are needed as a result of the proposed modification. The modified version of the program has been in existence since fall 2014.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year _'17___		Fall Term, Year _'18___		Fall Term, Year '19____	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	1	1
New Students	0	3	0	5	1	7
Returning Students	0	4	1	3	0	5
ACTUAL Headcount Enrollment	0	7	1	8	2	13
Fall FTE accounted for by Program Majors	2.8		4.4		7.7	
Size of Credentialed Group(s) for Given Year	1		0		0	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)[2]*

Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
HSP 135: Service Management	1,3,4	a	3	HSP 296: Cooperative Education	5,7	3
HSP 109: Food Safety Certification	7	a	1			
HSP 112: Advanced Food Prep*	1,6	HSP 101/109	4			
HSP 101: Principles of Food Prep*	1,6	b	3			
HSP 103: Principles of Baking I*	1,2	b	3			
HSP 210: Buffet Catering*	1,3,5	HSP 112/135	4			
HSP 215: Principles of Baking II*	1,2	HSP 103/109	3			
HSP 201: International Food*	6	HSP 112/135	4			
BIO 111: Introduction to Nutrition	1	a	3			
*Indicates Program Fee (see below)						
Core Course Prerequisites				**Elective Courses in the Field**		
a) ENG 101: Composition (Eligibility) or ENG 093: Introduction to College Reading and Writing (Concurrent)				None		

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[2] **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.**

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

b) MAT 109: Quantitative Literacy (Eligibility) or MAT 095: Elementary Algebra Foundations (Concurrent)			
Total Other Credits Required to Issue Modified Credential			

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

1. Analyze theory and techniques of food preparation and presentation
2. Analyze theory and techniques of baking and pastry arts
3. Prepare menus incorporating costs, acquisition, and, and inventory controls
4. Summarize basic principles and concepts of the hospitality industry
5. Create and cater events
6. Prepare basic foods in quantity including various regional foods
7. Evaluate the establishment and maintenance of a safe and sanitary food service operation including Hazardous Analysis Critical Control Points (HACCP) standards and State of CT laws.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

The certificate program has required no additional financial or staff resources as the certificate is fully integrated into the A.S. degree program. There are no services provided to students solely in the certificate program. There are no faculty, materials, inventory nor indirect program costs associated with the certificate program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2017	Fall 2018	Fall 2019
Tuition (do not include internal transfers)	6,014.4	9,539.2	17,540.6
Program-Specific Fees	4,200.00	6,600.00	11,781.00
Other Revenue (Annotate in narrative)	0	0	0
Total Estimated Program Revenue	**$ 10,214.4**	**$ 16, 139.2**	**$ 29,321.6**

PROJECTED Program Expenditures*	Fall 2017	Fall 2018	Fall 2019
Administration (Chair or Coordinator)	0	0	0
Faculty (Full-time, total for program)	0	0	0
Faculty (Part-time, total for program)	0	0	0
Support Staff	0	0	0
Library Resources Program	0	0	0
Equipment (List as needed)	0	0	0
Other (e.g. student services)	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0
Total Estimated Program Expenditures	**$ 0**	**$ 0**	**$ 0**

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Exercise Science with pre-K-12 Teacher Certification (CIP Code: 13.1314 / OHE #015068), specifically including a name change to Physical Education with Physical Education pre-K-12 Teacher Certification – leading to a Bachelor of Science at Southern Connecticut State University.

A True Copy:

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

ITEM
Program modification of a program, Exercise Science with pre-K-12 Teacher Certification at
Southern Connecticut State University, specifically a name change to Physical Education with
Physical Education pre-K-12 Teacher Certification and revision to 6.5 credits of course work.

BACKGROUND
The BS-Exercise Science program currently has two concentrations, Human Performance and
pre-K-12 teacher certification. The Human Performance concentration will be proposed as a new
degree program, leaving the pre-K-12 teacher certification as the sole concentration. The
proposed name change for the remaining concentration—BS- Physical Education with Physical
Education pre-K to 12 teacher certification—will more accurately reflect the program's content
and will better allow prospective students seeking a physical education pre-K-12 initial teacher
certification in Connecticut to identify SCSU's program.

6.5 credits of coursework in the program have been revised to better align with current (2017)
Society for Health and Physical Education (SHAPE America) National Standards for Initial
Physical Education Teacher Education.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council
that the Board of Regents approve this program modification. The System's Provost and Senior
Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NAME CHANGE - MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 01/14/2020

Characteristics of Current Academic Program Name of Program: Exercise Science with pre-K-12 teacher certification Type of Offering *(e.g. Grad Certificate, Minor, Option)* Bachelor of Science Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Program** # Credits in General Education: 46 # Credits in Program Core Courses: 65 # Credits of Electives in the Field: 0 # Credits of Electives: 9 # Cr Special Requirements *(e.g. internship):* 0 Total # Cr the Institution Requires to Award the Credential 120

CIP Code No. 13.1314   Title of CIP Code: Physical Education, Teaching and Coaching.   OHE# 015068

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: College of Health and Human Services and College of Education, Main Campus
Proposed New Name of Program: Physical Education with Physical Education pre-K - 12 teacher certification
Proposed Date Name Change Becomes Effective: Fall 2020
Explanation / Justification *(Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.)* The BS-Exercise Science program currently has two concentrations, Human Performance and pre-K-12 teacher certification. The Human Performance concentration will be proposed as a new degree program, leaving the pre-K-12 teacher certification as the sole concentration. The proposed name change for the remaining concentration—BS- Physical Education with Physical Education pre-K to 12 teacher certification—will more accurately reflect the program's content and will better allow prospective students seeking a physical education pre-K-12 initial teacher certification in Connecticut to identify SCSU's program.
Programmatic Changes *(If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.)* 6.5 credits of coursework in the program have been revised to better align with current (2017) Society for Health and Physical Education (SHAPE America) National Standards for Initial Physical Education Teacher Education.
Cost and Availability of Adequate Resources *(If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)* These changes will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VPAA	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Educational Leadership (CIP Code: 13.0401 / OHE #000603), – leading to a 6th Year Diploma at Southern Connecticut State University.

A True Copy:

_____

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

ITEM
Program modification of a program, Educational Leadership, specifically the addition of an off-site location, the Branford School District, leading to a 6th Year Diploma at Southern Connecticut State University.

BACKGROUND
SCSU's School of Education develops MOUs with school districts to offer school-based cohort-based graduate programs that respond to district needs. This modification adds an MOU with the Branford school district to the existing MOUs for the Sixth Year Diploma in Educational Leadership and Policy Studies with the Hamden, Meriden, New Britain, Waterford and Cheshire school districts.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 01/29/20

Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017

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Original Program Characteristics

CIP Code No. 13.0401 Title of CIP Code Educational Leadership and Administration, General

Name of Program: Educational Leadership

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

Stand-Alone Certificate: (specify type and level)

Date Program was Initiated: Jan 1, 1976 OHE#: 000603

Modality of Program: X On ground Online Combined

    If "Combined", % of fully online courses?

Locality of Program: On Campus **X** Off Campus Both

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Original Program Credit Distribution

\# Credits in General Education: N/A

\# Credits in Program Core Courses: 27

\# Credits of Electives in the Field: 0

\# Credits of Free Electives: 0

\# Cr Special Requirements (include internship, etc.): 3

<u>Total # Cr in the Program</u> (sum of all #Cr above): 30

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30

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</table>

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

    Significant Modification of Courses/Course Substitutions*

X Offering of Program at Off-Campus Location (specify new location) Branford Public School District; specific school facility to be mutually determined

    Offering of Program Using an Alternate Modality (e.g. from on ground to online)

    Change of Degree Title or Program Title

***Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

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Modified Program Characteristics

Name of Program: Educational Leadership

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

Certificate[1]: (specify type and level)

Program Initiation Date: Fall 2020

Modality of Program: X On ground Online Combined

    If "Combined", % of fully online courses?

Locality of Program: On Campus **X** Off Campus Both

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Modified Program Credit Distribution

\# Credits in General Education: N/A

\# Credits in Program Core Courses: 27

\# Credits of Electives in the Field: 0

\# Credits of Free Electives: 0

\# Cr Special Requirements (include internship, etc.): 3

<u>Total # Cr in the Program</u> (sum of all #Cr above): 27

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30

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</table>

Total Number of courses and course credits to be modified by this application: **None**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

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: **Intermediate Administrator Certification (092)**

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[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

(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. Robert S. Prezant Title: Provost and VPAA

Tel.: 203 392 5350   e- mail: prezantr1@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: SCSU College of Education/ Branford Public School District; specific school facility to be mutually determined

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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)*

SCSU's School of Education develops MOUs with school districts to offer school-bsed cohort-based graduate programs that respond to district needs. MOUs for the Sixth Year Diploma in Educational Leadership and Policy Studies are already in place with the Hamden, Meriden, New Britain, Waterford and Cheshire school districts.

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)*

Effective school leadership has a significant impact on student achievement. Improving student achievement is especially important in Connecticut because of the need to close a large achievement gap. Connecticut State Department of Education (CSDE), Intermediate Administrator (school leadership) positions continue to be available in Connecticut; and this certification is not on the CSDE list of designated shortage areas for 2018-2019 school year. Focusing on expanding the pool of effective school leaders by offering programming at this off-campus location will address Connecticut's need for Intermediate Administrators, and it will also provide effective school leaders that will improve the college and career readiness of P-12 students.

- 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?

Southern's Educational Leadership & Policy Studies Department prepares the largest number of school leaders in Connecticut. There is a well-developed curriculum and department faculty are experienced in teaching the courses within the program. Additionally, because of the large number of alumni of the program who are employed in Connecticut public schools, the Department has adjunct instructors who are familiar with the coursework and have practical, experiential knowledge to share with students. Faculty in the Educational Leadership & Policy Studies Department are skilled at creating learning environment for school leadership candidates that foster professional relationships with peers which remain strong and supportive throughout their administrative careers.

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

No transfer agreements will become instituted.

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

According to the Connecticut Office of Higher Education, both Central Connecticut State University and the University of Connecticut offer programs in Educational Leadership. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and expenses; in addition, students can be assured of timely progress

through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

- Please provide a description/analysis of employment prospects for graduates of this proposed program Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

Present side-by-side listing of curricular modification: (From Original to Modified)

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.)*
The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and 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)*
The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Other Considerations
Nome.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year __2017__		Fall Term, Year __2018__		Fall Term, Year __2019__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	1	16	0	43	0	16
Returning Students	8	177	5	112	2	141
ACTUAL Headcount Enrollment	9	193	5	155	2	157
Fall FTE accounted for by Program Majors	105.5		82.5		80.5	
Size of Credentialed Group(s) for Given Year	156		108		65	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*[2]						
Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
N/A						

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[2] **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.**
[3] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

Core Course Prerequisites			Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential					

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

1. N/A
2.
3.
4.
5.
6.
7.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

The Pro-Forma budget below for the proposed Sixth Year Diploma in Educational Leadership and Policy Studies delivered off-site in the Branford school district **assumes a minimal cohort size of 12**:

A **12-student cohort** beginning in Fall 2020 will take 2 courses per semester for Fall 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022 for a total of 10 courses to complete the SYC.

Projected Revenues

*Using AY 2020-21 part-time graduate tuition and fee rates, SYC ELP graduate students taking 2 courses fall, spring, and summer will generate **$167,400 in revenue**.

Projected Expenditures

Using 2020-21 salary rates, two courses delivered per semester for fall, spring, and summer at the part-time salary rate will generate **$35,172 in expenditures. Additional **Other** estimated expenditures of **$1300** will cover mileage reimbursement and custodial costs, respectively. Estimated Indirect Costs at 18% are then **$6294**.

Support staff is for weekly administrative support off-site.

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	AY 2020-21	AY 2021-22	AY 2022-23
*Tuition (do not include internal transfers)	$167,400	$320,850	$348,750
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	**$ 167,400**	**$ 320,850**	**$ 348,750**

PROJECTED Program Expenditures*	AY 2020-21	AY 2021-22	AY 2022-23
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
**Faculty (Part-time, total for program)	$35,172	$58,624	$58,624
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)	$1300	$1350	$1350
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$6294	$10,343	$10,343
Total Estimated Program Expenditures	**$ 42,766**	**$ 70,317**	**$ 70,317**

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Master of Public Health, Health Promotion Concentration (CIP Code: 51.2201 / OHE# TBD), specifically the addition of online modality to traditional program delivery – leading to a Master of Public Health at Southern Connecticut State University.

A True Copy:

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

ITEM
Program modification to the Master of Public Health, Health Promotion Concentration –
specifically the addition of online modality to traditional program delivery – at Southern
Connecticut State University.

BACKGROUND
While overall enrollment in higher education has decreased in the last few years, according to a
report from the Education Department's National Center for Education Statistics, enrollment in
online programs is increasing. This finding is consistent with student and applicant requests for
an online option for SCSU's traditional Master of Public Health (MPH) program.
Adding an online modality to the existing Health Promotion concentration of the MPH program
will allow us to maintain maximum enrollment and improve educational access to four groups:
1) Non-traditional students whose jobs or other obligations preclude being on campus on a
   fixed schedule, but who nevertheless have the desire and ability to learn;
2) Out of state students who otherwise couldn't take advantage of our existing, on-ground
   program;
3) "Digital natives" or those of the Millennial generation who have grown up online and
   may prefer online education to entirely on-ground methods; and
4) Students who unexpectedly need more flexible delivery options to complete their degree
   requirements.

SCSU's traditional MPH on ground program currently enrolls two cohorts per year. We plan to
convert one of the two cohorts to online delivery in response to prospective student requests and
projected market demand.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council
that the Board of Regents approve this program modification. The System's Provost and Senior
Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20

Name of Program: Master of Public Health, Health Promotion concentration Type of Credential *(e.g. Associate Degree, Grad Certificate)* **Master of Public Health** CIP Code Number 51.2201　　　Title of CIP Code Public Health, General　　　　OHE# 002648	
ORIGINAL: Modality of Program - **X** On ground　　Online　　Combined 　　　　　　　　　If "Combined", % of fully online courses?	
MODIFIED: Modality of Program -　　On ground　Online　　Combined 　　　　　　　　　If "Combined", % of fully online courses?	
ADDITIONAL: Modality of Program -　　On ground　**X** Online　　Combined 　　　　　　　　　If "Combined", % of fully online courses?	

Explanation / Justification: *(Provide a concise rationale for the change request.)*

While overall enrollment in higher education has decreased in the last few years, according to a report from the Education Department's National Center for Education Statistics, enrollment in online programs is increasing. This finding is consistent with student and applicant requests for an online option for SCSU's traditional Master of Public Health (MPH) program. Adding an online modality to the existing Health Promotion concentration of the MPH program will allow us to maintain maximum enrollment and improve educational access to four groups:

　　1) Non-traditional students whose jobs or other obligations preclude being on campus on a fixed schedule, but who nevertheless have the desire and ability to learn;

　　2) Out of state students who otherwise couldn't take advantage of our existing, on-ground program;

　　3) "Digital natives" or those of the Millennial generation who have grown up online and may prefer online education to entirely on-ground methods; and

　　4) Students who unexpectedly need more flexible delivery options to complete their degree requirements.

Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.)

SCSU's traditional MPH on ground program currently enrolls two cohorts per year. We plan to convert one of the two cohorts to online delivery in response to prospective student requests and projected market demand. We believe adding the online modality to the traditional MPH program will mitigate future declines in program enrollment and allow the department to maintain peak enrollment capacity in this program. Incremental expenses associated with this new program delivery include consultation IT support services for students (approxiamtely $35,000/year) which will be shared with the online Executive Master of Public Health (New Program Proposal under review).

Institutional Contact for this Request: Dr. Robert S. Prezant	Title: Provost and VP for Academic Affaris	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services, SCSU Main Campus

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Environmental Education (CIP Code: 13.9999 / OHE# 000630), specifically a change in name and reduction in number of required credits– leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

ITEM
Program modification of a degree program to the Master of Science in Environmental Education, specifically a name change and reduction in required credits to Environmental Studies, at Southern Connecticut State University.

BACKGROUND
This name change reflects the broader re-positioning of SCSU's Department of the Environment, Geography, and Marine Sciences in response to the evolving field of environmental and sustainability studies both professionally and academically. This program is currently approved by the Connecticut State Department of Education as a professional development program for elementary, middle school, and secondary science educators. In addition to serving those students, changing the name of the degree program will also allow the department to more effectively recruit and support students seeking employment in the environmental and sustainability field's expanding job market, therefore addressing growing needs within the U.S. and internationally for sustainability coordinators across government, industry, and non-profit sectors trained in an environmental studies field at the master's level. It will also allow the department to more effectively recruit students preparing for doctoral study in the growing number of doctoral programs in the field of environmental and sustainability studies.

Required credits in the program have been reduced from 36 to 30.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR NAME CHANGE - **MODIFICATION OF ACCREDITED PROGRAM***

NAME CHANGE REQUEST	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20
Characteristics of Current Academic Program Name of Program: Environmental Education Type of Offering *(e.g. Grad Certificate, Minor, Option)* Master of Science Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Program** # Credits in General Education: # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 12 to 15 # Credits of Electives: # Cr Special Requirements *(e.g. internship):* **3 to 6** Total # Cr the Institution Requires to Award the Credential 30

CIP Code No. Title of CIP Code 13.9999		OHE# 000630

Institution's Unit *(e.g. School of Business)* College of Arts & Sciences and College of Education Location *(e.g. main campus)* offering the Program: Main Campus

Proposed New Name of Program: Environmental Studies

Proposed Date Name Change Becomes Effective: Fall 2020

Explanation / Justification *(Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.)*

This name change reflects the broader re-positioning of SCSU's Department of the Environment, Geography, and Marine Sciences in response to the evolving field of environmental and sustainability studies both professionally and academically. This program is currently approved by the Connecticut State Department of Education as a professional development program for elementary, middle school, and secondary science educators. In addition to serving those students, changing the name of the degree program will also allow the department to more effectively recruit and support students seeking employment in the environmental and sustainability field's expanding job market, therefore addressing growing needs within the U.S. and internationally for sustainability coordinators across government, industry, and non-profit sectors trained in an environmental studies field at the master's level. It will also allow the department to more effectively recruit students preparing for doctoral study in the growing number of doctoral programs in the field of environmental and sustainability studies.

Programmatic Changes *(If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.)*

Required credits in the program have been reduced from 36 to 30. Two environmental teaching methods courses have been moved out of the core so the 15-credit core is all environmental science courses. In addition to completing the core, students complete 9-12 credits in an area of interest (integrated environmental science, environmental policy, sustainability, environmental education) and a special project (3cr) or thesis (6cr).

Cost and Availability of Adequate Resources *(If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)*

This concentration will make use of existing instructional capacity in the Department of the Environment, Geography, and Marine Studies, and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Health Science (CIP Code: 51.0000 / OHE #019484) – leading to a Bachelor of Health Science at Southern Connecticut State University.

A True Copy:

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

ITEM
Program modification of a program in Health Science leading to a Bachelor of Health Science at
Southern Connecticut State University; specifically the addition of an application for admission
to the program and a number of curriculum changes to better prepare students.

BACKGROUND
The Bachelor of Health Science (BHSc) degree was created in part to provide undergraduate
students a distinct preparatory program in pursuit of graduate studies in the allied health
professions. Specifically, students use this program as a means to complete the prerequisites for
graduate programs such as physical therapy, occupational therapy, chiropractic, physician
assistant and athletic training, while at the same time earning a degree in the health sciences. As
such, the program needs to be flexible in its curriculum as the prerequisites for the various
programs change. As an interdisciplinary program, a committee of faculty from relevant
departments and its home department (Health and Movement Sciences) establishes the
curriculum and policies. This steering committee and its co-coordinators have also completed a
review of its admissions policies and curriculum and decided that the following changes are
needed in order to best support students and position them for successful completion of this
degree program.

Students will be required to earn acceptance into the BHSc program. Program acceptance will
entail an application process to ensure that students are prepared, qualified, and capable for the
rigor required to be successful in the BHSc program.

In addition, a number of curricular changes are being made, including the replacement of BIO
102 with BIO 104 and the removal of HMS 386, PHY 200, PHY 201, and HSC 497. HMS 411
and HSC 411 are cross listed, and HSC 421 has been added.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council
that the Board of Regents approve this program modification. The System's Provost and Senior
Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR *MODIFICATION OF ACCREDITED PROGRAM*

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 01/29/20

Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017

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Original Program Characteristics

CIP Code No. 51.0000   Title of CIP Code Health Services/Allied Health/Health Sciences, General.

Name of Program: Health Science

Degree: Title of Award *(e.g. Master of Arts)* Bachelor of Health Science   (BHSc)

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: Fall 2019 OHE#: 019484

Modality of Program: X On ground   Online   Combined
      If "Combined", % of fully online courses?

Locality of Program: X On Campus   Off Campus   Both

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Original Program Credit Distribution

Credits in General Education: 47

Credits in Program Core Courses: 44

Credits of Electives in the Field:

Credits of Free Electives: 26

Cr Special Requirements *(include internship, etc.)*: 3

<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 67

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

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

***Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

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Modified Program Characteristics

Name of Program: Health Science

Degree: Title of Award *(e.g. Master of Arts)*   Bachelor of Health Science (BHSc)

Certificate[1]: *(specify type and level)*

Program Initiation Date: Fall 2020

Modality of Program: X On ground   Online   Combined
      If "Combined", % of fully online courses?

Locality of Program: X On Campus   Off Campus   Both

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Modified Program Credit Distribution

Credits in General Education: 47

Credits in Program Core Courses: 36

Credits of Electives in the Field:

Credits of Free Electives: 37

Cr Special Requirements *(include internship, etc.)*: 0

<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120

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Total Number of courses and course credits to be modified by this application: 1. Removal of 5 course requirements (18 credits) 2. Addition of 2 course requirements (7 credits).

If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

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)

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[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

Institutional Contact for this Proposal: Robert Prezant PhD Title:Provost Tel.: 203-392-5350 e- mail: prezantr1@southernct.edu

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

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 Bachelor of Health Science (BHSc) degree was created in part to provide undergraduate students a distinct preparatory program in pursuit of graduate studies in the allied health professions. Specifically, students use this program as a means to complete the prerequisites for graduate programs such as physical therapy, occupational therapy, chiropractic, physician assistant and athletic training, while at the same time earning a degree in the health sciences. The program provides each student with a solid interdisciplinary core of foundational courses and the freedom to tailor the remainder of the student's plan of study to meet the actual prerequisites for her/his specific academic goals.

As such, the program needs to be flexible in its curriculum as the prerequisites for the various programs change. As an interdisciplinary program, a committee of faculty from relevant departments and its home department (Health and Movement Sciences) establishes the curriculum and policies. After one year of operations we now have specific information about the volume of student demand for this program and the specific prerequisite courses that are required and sought out by these students. This steering committee and its co-coordinators have also completed a review of its admissions policies and curriculum and decided that the following changes are needed in order to best support students and position them for successful completion of this degree program.

Admission to the Program
Students will be required to earn acceptance into the BHSc program. Program acceptance will entail an application process to ensure that students are prepared, qualified, and capable for the rigor required to be successful in the BHSc program. The development of admission standards will establish the academic expectations of the student and set a standard that is comparable to the required entrance GPA requirements of the various graduate allied health programs (3.2 GPA, a grade of C or better in HSC/HLS 200, and the completion of PSY 100, ENG 112, MAT 107, BIO 200, BIO 201, and CHE 120). The current program does not have a minimum GPA for admission or any requirement for successful completion of prerequisite courses. This does not reflect what a student must attain to be competitive in applying for graduate degree programs nor does it establish a suitable level of earned knowledge that will needed in pursuing positions in various health fields. The proposed admissions process will establish transparent academic expectations of students early on in their academic career, which will allow for more effective advisement and academic planning. Students who are not able to meet the standard for admission to the BHSc will have other excellent options for degree program selection and completion at SCSU including the new B.S. Healthcare Studies program which does not have a minimum GPA requirement and overlaps with the BHSc in such a manner that students will be able to seamlessly utilize their completed courses and maintain their trajectory toward on-time 4-year graduation.

Replacing BIO 102 with BIO 104
General Biology (4-credits) with a lab is a prerequisite application requirement to six regional physical therapy programs (University of Connecticut, University of Hartford, Sacred Heart University, University of Rhode Island, American International, and Springfield College), one local occupational therapy program (Sacred Heart University), regional physician assistant programs (Yale University and University of Bridgeport), and chiropractic school (Bridgeport University). An essential component of a bachelor of health science program is a program core that contains common pre-professional program prerequisite requirements, inclusive of General Biology (4-credits) with a lab. Southern's Biology Department currently offers the equivalent of general biology, BIO 102 (Biology I, 4-credits), yet BIO 102 is restricted to Biology majors and minors which legitimately assures Biology majors and minors enrollment in a Biology major/minor required/program core course. BIO 104 (General Biology) offers course content similar to BIO 102, but contains no departmental prerequisite limitations. BIO 104 is an applicable substitute course for BIO 102. This substitution (BIO 104 for BIO 102) will not affect Biology major/minor

students' capacity for BIO 102 enrollment, yet will allow BHSc majors to fulfill a common pre-professional requirement.

Removing HMS 386

HMS 386W Fitness Management (formerly EXS 386W Fitness Management) is a course that focuses on both concepts and clinical application of those concepts regarding fitness/performance assessment, not health assessment, which has been determined after one year of BHSc program implementation and exploration to not coincide with core Health Science objectives. Each BHSc student will require a uniquely designed degree evaluation to incorporate specific pre-professional program prerequisite requirements dependent on the student's chosen curricular path (graduate school, research setting, etc) which will require adequate flexibility with free elective courses. EXS 386W, Fitness Management, will be removed as a program core course as the course's relevant clinical content will be taught in HMS/HSC 411, General Medical Perspectives, through both didactic and clinical instruction specific to individual health assessment allowing for three additional free elective credits which could be used to complete pre-professional program prerequisite requirements.

Cross-listing HMS 411 with HSC 411

HMS 411: General Medical Perspectives will be cross-listed with HSC 411: General Medical Perspectives to promote professional identity across the BHSc major. The BHSc major, at its core, is an interprofessional program as demonstrated by the numerous majors represented on the BHSc degree evaluation. Including courses with the HSC designation will allow students to better identify with their chosen major.

Removing PHY 200 and PHY 201

The BHSc program serves as a pre-professional pathway in preparation for students to apply for a graduate program in the health care field, focusing on prerequisite requirements for physical therapy, occupational therapy, physician assistant, and chiropractic program admission. First year program inquiries and enrollment indicate that many students are interested in professions other than Physical Therapy. General Physics I and II (PHY 200 and 201) are admission prerequisite requirements for physical therapy only and are not considered prerequisite knowledge for occupational therapy, physician assistant, or chiropractic. General Physics I and II (PHY 200 and 201) will be removed as program core courses and replaced with eight additional free elective credits. Pre-physical therapy students will continue to be advised to take General Physics 200 and 201in lieu of those additional eight free elective credits.

Removing HSC 497

The original purpose of HSC 497, Internship in Health Science, was to provide hands-on, on-site experience for students who were ready for employment in health-related professions. Early inquires and enrollment data indicate that students in the BHSc program are primarily interested in applying for graduate health professional programs. Since these students will not possess the clinical skills required for a hands-on, on-site experience, the steering committee has determined that the students will be best served with a requirement for a more general capstone experience in Interprofessional Perspectives (see HSC 421 below) and keep the HSC 497 internship course as an elective. Although this course will be removed as a program requirement, the HSC 497 internship course will remain as an elective option and offered as needed for students seeking specialized experiences in the field or for future program developments.

Adding HSC 421

HSC 421, Interprofessional Perspectives, addresses professional competencies required to successfully perform as a member of an interprofessional healthcare team, critical within the Health Science major. The professional competencies addressed are: Patient-centered care, professional scope of practice, healthcare team diversity, ethics and values, overlapping healthcare team member responsibilities, communication with patients and other target populations, healthcare team leadership and management, healthcare team problem-solving and problem resolution, and team evaluation.

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 city of New Haven's major employment sectors are education and health services (Yale University and Yale-New Haven Hospital System). http://www.citytowninfo.com/places/connecticut/new-haven/work. Currently about 27% of New Haven residents over the age of 25 have a bachelor's degree or higher. SCSU values diversity and its diverse student population (almost 40 percent identify as people of color), is uniquely poised to infuse diverse graduates into the healthcare sector that has identified diversity as an industry need. Graduates also are uniquely positioned for opportunities in the growing biotechnology industry, pharmaceutical companies, and local healthcare agencies and systems. http://www.citytowninfo.com/places/connecticut/new-haven/work. The Bio-Path program at SCSU is a partnership between the City of New Haven and SCSU whose mission is to support the growing economic sector of biotechnology and serves as a resource to for scholarship and research opportunities, graduation programs and fellowships, and postdoctoral positions in STEM http://www.southernct.edu/stem/biopath.html. This BHSc adds a vital educational program to meet the workforce needs of employers in the city of New Haven and throughout the state of Connecticut.

- 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 highly regarded College of Health and Human Services (HHS) is among the strengths of SCSU and provides high quality instruction, clinical supervision, and accessible alumni employment networks throughout the state due to their high leadership visibility in professional organizations throughout the state. Among HHS faculty members, one serves as president of a national professional organization, two serve as presidents of regional professional organizations, and several serve as board members of statewide professional organizations. Additionally, the BHSc program is interdisciplinary and builds on best practice standards identified through Interprofessional Education Committee housed in HHS. The program co-coordinators and its interdisciplinary team add to the program due to its inclusion within its ranks a physical therapist, occupational therapist, a nurse, psychologist and respiratory therapist.

- Please describe any transfer agreements with CSCU institutions 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 this time there have been formal collaborative exchanges with Housatonic Community College, Gateway Community College, Tunxis Coummunity College, Manchester Community College, and Asnuntuck Community College. Exchanges will continue to be initiated with other community colleges in the state. A formal transfer agreement has not been completed with any of the Community Colleges. However, we are in discussions about the transfer friendliness of the BHSc program and its compatibility with their respective allied health programs.

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

There are no other BHSc credentials offered at other CSCU institutions. The specific BHSc credential is the only program of its kind in New England and therefore eligible for NEBHE's tuition break program, potentially attracting new students to SCSU. The BHSc program provides students with a degree program that includes a broad range of health science content (Biology, Chemistry, Psychology, and Health and Movement Science) with most of the pre-requisite courses for health profession graduate programs (Physical Therapy, Occupational Therapy, Physician's Assistant, Athletic Training, Accelerated Nursing programs) built directly into the major degree course requirements. SCSU students currently utilize other pathways, within specific majors, to prepare for health profession graduate programs. Health and Movement Science offers a degree program with a core of exercise science courses and the option to utilize elective courses to meet graduate school prerequisites. Similarly, Biology offers a degree that includes a core of biology courses, also with an option to utilize elective courses to meet other graduate school prerequisite requirements. The BHSc program provides students with a third option that does not require them to complete major courses in a discipline they are not pursuing. The health science courses included in this program have broad application to many disciplines. The BHSc will also provide an additional health-related degree option at SCSU for students who were initially interested in nursing but could not be accommodated due to enrollment capacity limitations of the SCSU nursing program.

Eastern Connecticut State University offers a bachelor of science degree in Health Science. Eastern's Health Science degree does maintain a similar aim of the BHSc which is to prepare students for "entrance into graduate schools and professional

health schools (physical therapy, occupational therapy, public health, nursing, physician assistant, including preparation for national admissions examinations)" and to provide students with "practical skills that can qualify them for entry-level positions in biology and health-related occupations." Eastern's health science program differs from SCSU because of its options for focusing on public health (Southern has a B.S. degree program in Public Health), pre nursing (Southern has a B.S. in Nursing), in addition to pre physical therapy. Additionally, duplication is further avoided because SCSU and Eastern serve different regional populations and have the greatest physical distance between them relative to other CSU's.

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

Please see workforce question above.

Present side-by-side listing of curricular modification: (From **Original** to **Modified**)

Original	Modified
BIO 102 Biology I (deleted requirement)	**BIO 104 General Biology**
BIO 201 Human Anatomy & Physiology II	BIO 201 Human Anatomy & Physiology II
CHE 121 General Chemistry II	CHE 121 General Chemistry II
HMS 384 Exercise Physiology I	HMS 384 Exercise Physiology
HMS 385 Fitness Management	**(deleted requirement)**
HMS 411 General Medical Perspectives	**HSC 411 or** HMS 411 General Medical Perspectives
HSC 200 Healthcare Professions & Medical Terminology	HSC 200 **or HLS 200** Healthcare Prof & Med Terminology
HSC 497 Internship in Health Science (deleted requirement)	**HSC 421 Interprofessional Perspectives**
PHY 200 General Physics I	**(deleted requirement)**
PHY 201 General Physics II	**(deleted requirement)**
PSY 219 Lifespan Development	PSY 219 Lifespan Development
REC 307 Disabilities in Society	REC 307 Disabilities in Society
RSP 415 Healthcare Essentials	**HLS 415 or** RSP 415 Healthcare Essentials
RSP 440 Evidence Based Practice & Research	RSP 440 Evidence Based Practice & Research

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.)*

Students will be required to earn acceptance into the BHSc program. Program acceptance will entail an application process to ensure that students are prepared, qualified, and capable for the rigor required to be successful in the BHSc program. This will set a precedent with transparent academic expectations of students early on in their academic career which will allow for stronger advisement and academic planning. Although there will be a minimum GPA requirement to apply to the program, the graduation requirement will remain as was before (SCSU's stated requirement to remain in good standing and for graduation, which is a 2.0). The institution will support these changes by implementing a Pre-Health Science major for students to self-select when declaring a major, prior to being admitted into the program. Pre-professional advisement will also be implemented to provide academic advising to these students. The admissions process and procedure will be overseen by a BHSc program coordinator and governed by an interdisciplinary steering committee of program faculty.

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

With the current undergraduate program, the College of Health and Human Services already possesses the resources that are required for this new program. Additional faculty may be required in the future as program enrollment expands and the program coordinator responsibilities increase. This will also include the need for designated pre-professional advisement for students prior to acceptance into the program. The expected construction of a new building for the College of Health and Human Services offers the opportunity to increase the educational resources afforded to students in the program.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2020		Fall Term, Year 2021	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	12	3				
New Students	30	0	100*			
Returning Students	8	2	50	5		
ACTUAL Headcount Enrollment	50	5	150			
Fall FTE accounted for by Program Majors	52		152		N/A	
Size of Credentialed Group(s) for Given Year	N/A		N/A		N/A	

*The Fall 2020 New Students number (100) is the number of students accepted to enter SCSU in Fall 2020 who have indicated their intent to major in the Bachelor of Health Science program as of 1/27/20.

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*[2]						
*LEP=SCSU's general education program, the Liberal Education Program						
Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
*HLS/HSC 200: Healthcare Professions and Medical Terminology	4,5	none	3	INQ 101: Intellectual and Creative Inquiry (LEP1)		3
BIO 104: General Biology (substitute for BIO 102)	1	BHSc major	4	Critical Thinking (LEP1)	3	3
BIO 201: Human Anatomy & Physiology II	1	BIO 200	4	Natural World I (LEP2) CHE 120: General Chemistry I	1	4
CHE 121: General Chemistry II	1	CHE 120	4	Natural World II (LEP2) BIO: 200 Human Anatomy and Physiology I	1	4
PSY 219: Lifespan Development	2	PSY 100	3	MAT 107: (LEP1) Elementary Statistics	3	3
REC 307: Disabilities in Society		none	3	PSY 100: Introduction to Psychology (LEP2) Mind and Body	2	3
HMS 384: Exercise Physiology I	1	BHSc major	3	Tech Fluency (LEP2)	4,5	3
HSC 411 or HMS 411: General Medical Perspectives (dual listed, no course or credit change)	4	BHSc major	3	Multilingual 200 (LEP1)		3
HLS 415 or RSP 415: Healthcare Systems, Policy and Billing	5	BHSc major	3	ENG 112: (LEP1) Writing Arguments	3	3
RSP 440: Evidence Based Practice & Research	3,5	BHSc major	3	American Experience (LEP2)		3
HSC 421: Interprofessional Perspectives (added as substitute for HSC 497)	1,2,3,5	BHSc Major	3	Conflict and Consensus (LEP2)		3

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[2] **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.**

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

			Creative Drive (LEP2)		3
PHY 200 (eliminated to allow for tailored elective choices)			Cultural Expression (LEP2)		3
PHY 201 (eliminated to allow for tailored elective choices)			Global Awareness (LEP2)		3
HSC 386 (eliminated to allow for tailored elective choices)			Tier 3 (LEP)		3
HSC 497 (eliminated, substituted w/HSC 421, same number of credits)	3				
		36 cr	Total		47 cr
Core Course Prerequisites			**Elective Courses in the Field**		
PSY: 100 Introduction to Psychology (Tier 2: Mind and Body)	3		Elective Courses		37cr
MAT: 107 Statistics (Tier 1: Quantitative Reasoning)	3				
BIO: 200 Anatomy/Physiology I (Tier 2: Natural World II)	4				
CHE 120: General Chemistry I Tier 2: Natural World I)	4				
*all prerequisite courses are included in LEP requirements					
Total Other Credits Required to Issue Modified Credential					

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

1. Demonstrate a strong foundation in natural sciences appropriate for admission to graduate level health professions degree programs and health careers.
2. Demonstrate knowledge of behavioral sciences appropriate for admission to graduate level health professions degree programs and health careers
3. Demonstrate ability to critically examine and produce sound written analyses of health science related literature.
4. Demonstrate practical application of health and fitness assessment techniques.
5. Demonstrate general knowledge of medical perspectives, health professions, and healthcare systems.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	FY 2020	FY 2021	FY 2022
Tuition (do not include internal transfers)	$289,221	$ 643,080	$1,031,373
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	**$289,221**	**$ 643,080**	**$ 1,031,373**

PROJECTED Program Expenditures*	FY 2020	FY2021	FY 2022
Administration (Chair or Coordinator)	$37,204	$37,204	$37,204
Faculty (Full-time, total for program)		$132,280	$264,560
Faculty (Part-time, total for program)	$34,349	$51,523	$68,698
Support Staff	$29,684	$54,486	$54,486
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services) Overhead + advertising	$21,923	$63,290	$87,241
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$ 137,160**	**$ 349,343**	**$ 522,749**

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Management (CIP Code: 520201 / OHE #000037), specifically the addition of an auxiliary instructional site at Tunxis Community College – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

ITEM
Modification of a program, Management, specifically the addition of an auxiliary instructional site at Tunxis Community College, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND
Some Tunxis business administration students choose to not to continue their education after receiving their Associated Degree for various reasons. A regular message expressed by Tunxis graduating BA students - they like the Tunxis campus and would relish the opportunity to pursue a higher academic degree on the campus.

Upper-level business courses through CCSU will be offered on ground at Tunxis, in addition to online and hybrid format classes. Tunxis will continue to provide these students with the remaining general education core to complete the 120 credits. CCSU professors will travel to Tunxis to teach Tunxis students and help them to graduate with Bachelor degree on their campus. This location will afford CCSU Business students who reside close to Tunxis in an opportunity to attend their classes at Tunxis without having to commute to New Britain.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
MODIFICATION OF ACCREDITED PROGRAM
APPLICATION FOR ADDING AN AUXILIARY INSTRUCTIONAL SITE

SECTION 1: PROPOSAL SUBMISSION	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 29, 2020

Current Number of Branch Campuses: 0
Current Number of Additional Instructional Sites: 1
Current Number of Auxiliary Instructional Sites: 0

SECTION 2: PROPOSED LOCATION

Full Name of Building: Tunxis Community College
Full Street Address: 271 Scott Swamp Rd, Farmington, CT 06032
Distance from Main Campus: 8.4 Miles
Annual Purchase, Lease or Rental Cost: n/a
Memorandum of Understanding for Free Usage to be established with: Tunxis Community College
Date when Instruction is to begin at this Site: **Fall 2020**
Projected Duration of Offerings at Location: **Undefined**

SECTION 3: NEED

Directions: Provide documentation that there is a significant unmet need that cannot be met on the main campus or can be more efficiently offered at the proposed off-site location.

Some Tunxis business administration students choose to not to continue their education after receiving their Associated Degree for various reasons. A regular message expressed by Tunxis graduating business administration students - they like the Tunxis campus and would relish the opportunity to pursue a higher academic degree on the campus. They like the small nature of the classes, the relationship they developed with their advisor and peers, and often the ease of the commute to the campus. This is especially true of the nontraditional students, who may also have competing family and work demands. Many students will choose a nonCSU school based on the smaller size of the business program, thus mirroring the education they received at Tunxis. Therefore, a significant number of students wanted to complete a Bachelor's Degree, but at the Tunxis campus - which drives the interest to this develop this joint program. Upper-level business courses through CCSU will be offered on ground at Tunxis, in addition to online and hybrid format classes. Tunxis will continue to provide these students with the remaining gen ed core to complete the 120 credits. CCSU professors will travel to Tunxis to teach Tunxis students and help them to graduate with Bachelor degree on their campus. This location will afford CCSU Business students who reside close to Tunxis in an opportunity to attend their classes at Tunxis without having to commute to New Britain. Hence, this off-site campus will to meet the unmet demand in this area and may provide more efficient scheduling to some of our CCSU students.

SECTION 4: INSTRUCTIONAL OFFERINGS

Directions: List all approved academic programs or specific courses to be offered at the proposed site.

Academic Program: **BS Management**

Modality of Program: On ground   Online   **X** Combined   ///   If "Combined", % of fully online courses? 27**%**

Site Location of Program's Curriculum on Institution's Website:

https://www2.ccsu.edu/program/Management_BS/curriculum

Specific Course(s):   At most, 24 credits of Upper-level business courses will be offered on ground at Tunxis:

1. Mgt 326 – Business Organizational Behavior;
2. Mgt 345 - Organizational Analysis and Change Management;
3. Mgt 348 – Management Systems or Mgt 448 Managing Strategy & Operations
4. Ent 330 – Entrepreneurship and New Venture Creation;
5. Ent 355 – Managing a Growing Business;
6. Mgt 305 – Human Resource Management;
7. Mgt 390 – Management Topics;
8. Mgt 403 - Ethical and Social Issues for the Manager

Append Course(s) Description to Application

Mgt 326 – Business Organizational Behavior: A study of human behavior in organizations. Covers topics such as communication, decision making, team development, leadership, motivation, and productivity. Attention is given to behavioral science methods, research, and findings as applied to organizational management.

Prerequisites: Pre-approved minor.

3 Credits

Mgt 345 - Organizational Analysis and Change Management: Provides a systematic understanding of complex business organizations and how they shape and influence human behavior. Offers a number of conceptual tools and resources for analyzing the design and operation of organizations, diagnosing problems and opportunities, and recommending courses of action. The process of implementing and managing change is a central focus of this course.

Prerequisites: Pre-approved minor.

3 Credits

Mgt 348 – Management Systems: Provides an understanding of the complex sociotechnical systems in organizations. Examines the relationship between technology and social systems by applying general systems theory. Emphasizes the relationship of machines, work processes, and methods to organization structure and human relationships. Alternative strategies for managing change and innovation will be explored.

Prerequisites: Grades of at least C- in MGT 295 and the eight pre-major courses, junior standing, and meeting upper-division Business School GPA requirements or pre-approved minor.

3 Credits

Ent 330 – Entrepreneurship and New Venture Creation: Focuses on how businesses are started. Includes recognizing opportunities and risks, gathering resources to convert opportunities into businesses. Develops the skills to evaluate and formulate a business plan.

Prerequisites: Junior standing; and grades of at least C- in the eight pre-major courses and meeting upper-division Business School GPA requirements; or pre-approved minor.

3 Credits

Ent 355 – Managing a Growing Business : Focuses on management decisions in resource allocation, human resource management, marketing policies and control mechanisms that contribute to growth and value creation in business. Case studies and exercises concentrate on opportunities and problems unique to growing firms.

Prerequisites: MGT 295 with a grade of at least C-; and (1) grades of at least C- in the eight pre-major courses and meeting upper-division Business School GPA requirements or (2) pre-approved minor.

3 Credits

Mgt 305 – Human Resource Management : Study of the management of human resources. Topics include equal employment opportunity, job analysis, human resource planning, recruitment, selection, training, performance appraisal, compensation, labor/management relations, and related topics.

Prerequisites: Pre-approved minor.

3 Credits

Mgt 390 – Management Topics: Selected topics in management, organization theory, and human resource management. Course content will vary from semester to semester. May be repeated with different topics for a maximum of 6 credits.

Prerequisites: Pre-approved minor; and permission of the department chair.

3 Credits

Mgt 403 – Ethical and Social Issues for the Manager: Defines contemporary ethical issues of managerial and corporate social responsibility and explores the impact of these issues on managerial decision-making behaviors. Emphasizes issues that emerge in the internal as well as external environments of a business organization. Defines societal expectations of organizations regarding corporate social responsibility.

Prerequisites: Pre-approved minor.

3 Credits

If dual enrollment course, state its title: NA
Title of dual enrollment initiative and institution's principal role(s): NA

SECTION 5: STRENGTH OF EXISING ON-CAMPUS PROGRAM		

NOTE: Only programs that are academically strong and productive on the main campus should be offered off-campus.
Directions: If applicable, provide information below attesting to the strength and productivity of the principal academic program to be offered at the proposed site.

Headcount (FTE) enrollment data for preceding three academic years:

	AY 2016-17	AY 2017-18	AY 2018-19
Fall FTE	205	211	204
Spring FTE	212	223	229
Average AY FTE	208.5	217	216.5

Completion rates for credential(s) awarded for preceding three academic years:

AY 2016-17	AY 2017-18	AY 2018-19
101	102	126

Current accreditation status, if applicable: **The Management BS is offered through the School of Business, which is AACSB accredited**.
Pass rates for certification or licensure examination for 3-year reporting period: n/a
Transfers or placement rates for 3-year reporting period: n/a

SECTION 6: ADEQUATE STUDENT DEMAND

Directions: Provide documentation of strong student demand along with projections for enrollment and completions for first three student cohorts; or discuss constituency's request and joint efforts to achieve stated projections.

Tunxis Community College is very excited to participate in this new partnership with CCSU's School of Business. These two institutions have historically shared a significant number of students, working closely on the transfer process. Business Administration in particular has worked closely with CCSU's School of Business Student Center staff members, Cristina Higham and Jacqueline Guzman, to ensure Tunxis students successfully transition to CCSU in the most seamless, efficient way.

However, we have known for a long time that many students who aspire to transfer from our program to CCSU continue to take classes at Tunxis up to the 90-credit mark. This practice delays leaving, and many never make the transition to a baccalaureate institution, or make the transition but come back to complete additional credits. Repeatedly, business administration students come back to Tunxis seeking to take additional Tunxis credits, and often do not choose to transfer to another institution and complete their bachelor's degrees.

Tunxis Community College will promote this new partnership in multiple ways:

1. All current and future business administration students will receive ongoing communication on this opportunity through monthly "Mind Your Business" e-newsletters. This communication will

extend through Tunxis' business club and capstone/practicum courses.

2. All business and general studies advisors will share this partnership with all business students during advising. Current interested/eligible students are being flagged and compiled into a list to target during advising. Additionally, all general studies students at Tunxis will receive targeted communication, as we know many of them aspire to transfer into business programs.

3. Tunxis's business program will work with its marketing department to launch a campaign during Spring 2020 and in all future semesters, which will include Facebook, Instagram, LinkedIn, campus digital signage, and the college's website. Tunxis' marketing department will also work with business programs from Tunxis and CCSU as well as CCSU's Marketing and Communication Department to develop a joint press announcement and additional marketing opportunities.

4. Tunxis' BA program will modify its current marketing materials so that future students will be made aware of this opportunity. To reach future high school students, Tunxis admissions staff will inform high school faculty and guidance while on college visits. Communication will also be extended to the Career College Pathways (CCP) Program, the dual enrollment program available to high school partners enabling high school students to take limited 100-level business classes for college credit while still in high school.

The following table shows expected enrollments for first three years:

	Fall 2020	**Fall 2021**	**Fall 2022**
Part Time @ Tunxis	10	15	20

Students in Tunxis' Business Studies degree would enter a dual admissions agreement with CCSU once they have earned 30 credits towards their degree. A Fall 2019 TAP report listed 104 enrolled Tunxis students identified as "CSCU Transfer: Business Studies". Of the 104 students, 84 students had earned 30 or fewer credits; 20 had earned 31 or more credits. Approximately 300 additional students are enrolled in the Business Studies program outside of the TAP. Thus, there is a strong base of potential enrollment for the CCSU Management BS at Tunxis.

SECTION 7: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources
(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

[1]Projected revenue is based on the following expected enrollments:

	Fall 2020	**Fall 2021**	**Fall 2022**
Full Time @ CCSU	162	166	169
Part Time @ CCSU	83	85	87
Part Time @ Tunxis	10	15	20

The enrollments for CCSU combine pre-majors and majors. To provide the most conservative revenue estimate, enrollments for Tunxis are assumed to be part-time. Although students who have completed a Tunxis Business Studies

degree will be dual enrolled in the CCSU's Management and Organization BS and in Tunxis' General Studies program, all Management and Organization courses will be offered by CCSU. As such, all program revenues—even if students choose to complete general education requirements at Tunxis—reflect CCSU part-time tuition rates.

[2]Tuition reflects 2019-20 current CCSU tuition costs for in-state CT residents ($4870 per semester for full-time; $545 per credit for part-time), which includes tuition and, for full-time students, the University general fee less accident insurance and parking garage fee. Part-time fees include the $58 registration fee. We have included no additional fees, including online fees, within this budget. Although the program offers online courses, it is unclear whether online courses would be offered in Fall semesters. When online courses are offered, they will carry a fee of $50 per course. No tuition increases for 2019-22 are assumed. We estimate that part-time students will take, on average, 6 credits each semester. Values reflect the incremental increases with expected enrollment growth described above.

[3]To estimate instructional expense, we assumed that 38 course sections of Management and Organization courses would be offered each Fall semester (including the two sections anticipated at Tunxis). Historically, approximately 75% of courses within Management and Organization are taught by full-time faculty (28 FT sections, 10 PT sections). We used the median estimated salary of FT management faculty in Fall 2020 plus 73.28% in estimated fringe. We estimated PT lecturer costs using a Class C lecturer rate ($1,833 per credit in Fall 2020) plus 31% estimated fringe. No salary increases were included in estimates for subsequent years.

[4]The Department Secretary clerically supports the operations of the Management BS. We estimate that 40% of her time is spent in direct support. The estimates below include 40% of base salary and 45% fringe for the Fall semester. We built in a 3% COLA for each year.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
MODIFICATION OF ACCREDITED PROGRAM
APPLICATION FOR ADDING AN AUXILIARY INSTRUCTIONAL SITE

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue[1]	Fall 2020	Fall 2021	Fall 2022
Tuition (do not include internal transfers)[2]	$1,149,129	$1,195,720	$1,237,441
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	**$ 1,149,129**	**$1,195,720**	**$1,237,441**

PROJECTED Program Expenditures*	Fall 2020	Fall 2021	Fall 2022
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)[3]	$ 561,831	$ 561,831	$ 561,831
Faculty (Part-time, total for program)[3]	$ 106,131	$ 106,131	$ 106,131
Support Staff[4]	$ 36,676	$ 37,777	$ 38,910
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$ 704,638**	**$ 705,738**	**$ 706,872**

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and appended in an attached narrative.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Sport Management (CIP Code: 31.0504 / OHE#s 017680 (on ground) 017681 (online)), specifically significant modification of courses and course substitutions – leading to a Bachelor of Science at Southern Connecticut State University.

A True Copy:

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

ITEM
Program modification to the Bachelor of Science, Sports Management – specifically significant modification of courses and course substitutions – at Southern Connecticut State University.

BACKGROUND
The Bachelor of Science (BS) degree in Sport Management was created in 2014 to meet the increasing demand for professionals in the sport industry and associated fields. Since the major launched in Fall 2015, there has been a steady increase in student interest and enrollment resulting in 131 currently enrolled undergraduate students in the BS Sport Management program. Demand is projected to continue as evidenced by internal data from our Office of Admissions indicating that to date, 260 high school applicants have started applications for the sport management degree program and 116 students have been accepted as of February 10, 2020.

In 2014, this program was licensed and accredited for both on-ground and online delivery. The Department has strategically been offering courses both online and on-ground with plans to offer the program fully online at a future date.

The following elements of the previously approved (2014) BS- Sport Management have been modified:
1) Increase GPA from 2.0 to 2.25.
2) Delete REC 100 from the Core program. Core learning outcomes for REC 100 are now being addressed in the recently-revised SMT 271 – Foundations of Sport Management course.
3) Add REC 470. REC 470 Research and Evaluation better prepares students for graduate work as well as better aligns the program with accreditation standards.
4) Delete SMT 265 and SMT 495 from the Cognate Requirements. These courses are no longer offered.
5) Increase cognate requirement from 12 to 18 credits to allow for an approved Minor program to be used in lieu of a student's Cognate Requirements. The Cognate elective list has been updated to include newly created and approved courses. This will benefit students in the following ways:
   a. Allow students to pursue either a Minor program offered within the Department, across campus, or creating a more flexible or personally-tailored degree program.
   b. Facilitate CSCU community college student transfers into this program. The Department is currently working with the Business programs at three community colleges (GCC, HCC, NCC) to develop 2+2 programs leading to a Bachelor of Science degree in Sport Management from SCSU.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20

Most Recent NECHE Institutional Accreditation Action and Date: 5th year interim report accepted Feb 2017

Original Program Characteristics

CIP Code No.: 31.0504   Title of CIP Code: Sport and Fitness Administration/Management

Name of Program: Sport Management

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

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: Fall 2014

OHE#s: 017680 (on ground) and 017681 (online)

Modality of Program: X On ground   X Online   Combined
        If "Combined", % of fully online courses?

Locality of Program: X On Campus   Off Campus   Both

Original Program Credit Distribution

\# Credits in General Education: 45

\# Credits in Program Core Courses: 42

\# Credits of Electives in the Field: 12

\# Credits of Free Electives: 12

\# Cr Special Requirements *(include internship, etc.):* 9

<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120

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

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) (Note the program was approved in Fall 2014 in two modalities OHE#s: 017680 (on ground) and 017681 (online)—this program modification applies to both modalities.)

    Change of Degree Title or Program Title

***Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

Modified Program Characteristics

Name of Program: Sport Management

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

Certificate[1]: *(specify type and level)*

Program Initiation Date: Fall 2020

Modality of Program: X On ground   X Online   Combined
        If "Combined", % of fully online courses? 80

Locality of Program: X On Campus   Off Campus   Both

Modified Program Credit Distribution

\# Credits in General Education: 45

\# Credits in Program Core Courses: 36

\# Credits of Electives in the Field: 18

\# Credits of Free Electives: 12

\# Cr Special Requirements *(include internship, etc.):* 9

<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120

Total Number of courses and course credits to be modified by this application: This modification comprises 9 courses, for a total of 27 credits: 1. Replacement of one course in program core. 2. Removal of two defunct courses from cognate requirements. 3. Increase cognate requirement from 4 to 6 courses 4. Allow approved 6-credit minors (e.g., the new eSports Management minor) to meet cognate requirements.

If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A

Program Discontinued: CIP: OHE#:   Accreditation Date:

Phase Out Period   Date of Program Termination

Other Program Accreditation:

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[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Sport Management Accreditation (COSMA); 2023-24
- 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: Dr. Robert S. Prezant   Title: Provost and VPAA   Tel.: (203) 392-5350
e- mail: prezantr1@southernct.edu

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:
College of Health and Human Services, SCSU Main Campus

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 Bachelor of Science (BS) degree in Sport Management was created in 2014 to meet the increasing demand for professionals in the sport industry and associated fields. Since the major launched in Fall 2015, there has been a steady increase in student interest and enrollment resulting in 131 currently enrolled undergraduate students in the BS Sport Management program. Demand is projected to continue as evidenced by internal data from our Office of Admissions indicating that to date, 260 high school applicants have started applications for the sport management degree program and 116 students have been accepted as of February 10, 2020.

In 2014, this program was licensed and accredited for both on-ground and online delivery. The Department has strategically been offering courses both online and on-ground with plans to offer the program fully online at a future date.

The following elements of the previously approved (2014) BS- Sport Management have been modified:
1) Increase GPA from 2.0 to 2.25.
2) Delete REC 100 from the Core program. Core learning outcomes for REC 100 are now being addressed in the recently-revised SMT 271 – Foundations of Sport Management course.
3) Add REC 470. REC 470 Research and Evaluation better prepares students for graduate work as well as better aligns the program with accreditation standards.
4) Delete SMT 265 and SMT 495 from the Cognate Requirements. These courses are no longer offered.
5) Increase cognate requirement from 12 to 18 credits to allow for an approved Minor program to be used in lieu of a student's Cognate Requirements. The Cognate elective list has been updated to include newly created and approved courses. This will benefit students in the following ways:
   a. Allow students to pursue either a Minor program offered within the Department, across campus, or creating a more flexible or personally-tailored degree program.
   b. Facilitate CSCU community college student transfers into this program. The Department is currently working with the Business programs at three community colleges (GCC, HCC, NCC) to develop 2+2 programs leading to a Bachelor of Science degree in Sport Management from SCSU.

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)*

Sport management is expanding in commercial, non-profit and governmental sectors in Connecticut. A February 24, 2020 search of a sport management related employment website displayed one hundred and seventy-four openings in sport management related industries in Connecticut ranging from program and facility managers, guest operations, financial analyst, media and communication support to recreation scholastic and collegiate coaching positions. Since 2014, the BS-Sport Management degree program has been highly successful at SCSU with robust enrollment, internship

placements, graduations, and employment rates. The curriculum has allowed students to experience internships and employment at numerous sport facilities in the state including Webster Arena, Rentschler Field, The XL Center, YMCA's, Boys and Girls Clubs, university campuses, private sport facilities, direct sales businesses, and municipal and state agencies that provide recreational sport experience. Because the program is directed towards a professional career outcome, students are guided through the necessary steps in personal and professional development, job search strategies, interviewing skills and negotiation procedures to increase the likelihood of them successfully finding employment after graduation.

- 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?

  Sport management as an area of learning in higher education has evolved over the past twenty years to be a viable professional studies program with national and international professional organization, accreditation standards and multiple opportunities for academic research and publication. At SCSU there is a full complement of specific sport management courses, including several new courses developed in the past twelve months to align the program with national standards (COSMA) for the profession.

  Our faculty includes 2 tenure track faculty scholars with over a decade of teaching and administrative leadership in sport management and we are presently in the process of hiring a third tenure track faculty member with sport management teaching, research, and leadership expertise.

  Our location in the New Haven area allows students to interact with the most active and visible sport market in the country resulting in internships, and employment opportunities. Our location and extensive alumni connections also provide us with access to highly experienced adjunct faculty.

- Please describe any transfer agreements with CSCU institutions 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)*

  SCSU's Department of Recreation, Tourism, and Sport Management Department is currently working with the Business programs at three community colleges (GCC, HCC, NCC) to develop 2+2 articulation agreements that will leading to a Bachelor of Science degree in Sport Management from SCSU. These articulation agreements will facilitate CSCU community college students' transfer into this B.S. program.

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

  Within the CSCU system, there is an undergraduate Sport & Leisure Management program at ECSU. This program offers concentration in exercise science, health, sport management, and sport performance. The ECSU major is not specifically Sport Management.

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

  Graduates of the BS-Sport Management program are prepared to pursue careers in the sport industry, including but not limited to, recreational sport management, private/public sport clubs, intercollegiate athletics, facility & event management, professional sports, and other associated sport businesses or entities.

Present side-by-side listing of curricular modification: (From **Original** to **Modified**)

Original	Modified
REC 100 - Intro to Rec & Leisure (**deleted requirement**)	SMT 271 – Foundations of Sport Management
SMT 271 – Foundations of Sport Management	REC 363 – Event Management
REC 363 – Event Management	SMT 301 – Internship I
SMT 301 – Internship I	SMT 351 – Facility Design & Management
SMT 351 – Facility Design & Management	SMT 354 – Sport Communication & Promotion
SMT 354 – Sport Communication & Promotion	SMT 355 – Sport Ethics
SMT 355 – Sport Ethics	SMT 356 – Sport Marketing
SMT 356 – Sport Marketing	SMT 357 – Legal Issues in Sport
SMT 357 – Legal Issues in Sport	SMT 388 – Administration of Sport Organizations
SMT 388 – Administration of Sport Organizations	SMT 401 – Internship II
SMT 401 – Internship II	SMT 454 – International Sport Management & Governance
SMT 454 – International Sport Management & Governance	SMT 456 – Sport Finance
SMT 456 – Sport Finance	SMT 457 – Seminar: Contemporary Issues in SMT
SMT 457 – Seminar: Contemporary Issues in SMT	REC 470 – Research Methods (**added requirement**)
<u>Cognate Electives:</u>	<u>Cognate Electives:</u>
EXS 380 - Sport Psychology	REC 100 - Intro to Rec & Leisure
EXS 496 - Sport in American Culture (**deleted**)	SMT 451 – Intercollegiate Athletics
HIS 220 - Sports in U.S. History	SMT 185 – Intro to e-Sports
JRN 200 - Basic of Journalism	SMT 285 – e-Sports Promotion
JRN 211 - Broadcast Sports Journalism	SMT 425 - Human Factors in e-Sports
JRN 226 - Sport Multimedia Journalism	EXS 380 - Sport Psychology
JRN 304 - Sports Reporting	HIS 220 - Sports in U.S. History
MGT 300 - Management and Organization	JRN 200 - Basic of Journalism
MKT 200 - Principles of Marketing	JRN 211 - Broadcast Sports Journalism
REC 320 - Program Planning and Development	JRN 226 - Sport Multimedia Journalism
REC 321 - Advanced Tech. of Program Planning and Mgmt.	JRN 304 - Sports Reporting
REC 364 - Event Management Advanced Applications	MGT 300 - Management and Organization
REC 470 - Research Methods	MKT 200 - Principles of Marketing
SMT 200 - Recreational Team Sports	REC 320 - Program Planning and Development
SMT 207 - Adaptive Recreational Sport	REC 321 - Advanced Tech of Program Planning and Mgmt.
SMT 295 - Fantasy Sports and Sport Gaming	REC 364 - Event Management Advanced Applications
SMT 465 - Sport Analytics	REC 470 - Research Methods
SOC 267 - Sociology of Sports (**deleted**)	SMT 200 - Recreational Team Sports
	SMT 207 - Adaptive Recreational Sport
	SMT 295 - Fantasy Sports and Sport Gaming
	SMT 465 - Sport Analytics

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.)*

The Cognate Requirement will be increased from 12 to 18 credits to allow for an approved Minor program (e.g., eSport Management) to satisfy the Cognate Requirement.

The GPA increase from 2.0 to 2.25 will require additional monitoring during admissions and academic advising.

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)*

With the current undergraduate program, the College of Health and Human Services already possesses nearly all of the resources that are required for this program. From the current BS-Sport Management, we are projecting a small increase in enrollment of 10 students in FY 21; 12 students in FY22; and 15 students in FY23. If these enrollment increases are realized we will require additional support for pre-major academic advising with a part-time university assistant in FY21; and then a .50 SUOAF Admin III employee in FY22 and FY23. In order to realize projected enrollment growth, we require a modest marketing investment of $5,000 per year.

Other Considerations

None.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2017		Fall Term, Year 2018		Fall Term, Year 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students (1st semester Fr)	31		42		26	
Returning Students						
ACTUAL Headcount Enrollment	138		149		131	
Fall FTE accounted for by Program Majors	169		191		157	
Size of Credentialed Group(s) for Given Year	26		20		34	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)[2]*						
Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
SMT 271 – Foundations of Sport Management	1, 2, 3, 5	REC 100	3.0			
SMT 301 – Internship I	11	Dept. Permission	3.0			
REC 363 – Event Management	4, 7, 9	REC 100	3.0			
SMT 351 – Facility Design & Management	7	SMT 271	3.0			
SMT 354 – Sport Communication & Promotion	8, 9	SMT 271	3.0			
SMT 355 – Sport Ethics	3, 10	SMT 271	3.0			
SMT 356 – Sport Marketing	8, 9, 10	SMT 271	3.0			
SMT 357 – Legal Issues in Sport	6, 9, 10	SMT 271	3.0			
SMT 388 – Administration of Sport Organizations	3, 4, 6	SMT 271	3.0			
SMT 401 – Internship II	11	SMT 301 & Dept. Permission	6.0			
SMT 454 – International Sport Management & Governance	4, 5, 6, 10	SMT 388	3.0			
SMT 456 – Sport Finance	5, 10	SMT 388	3.0			
SMT 457 – Seminar: Contemporary Issues in SMT	3, 8, 9, 10	SMT 388	3.0			
REC 470 – Research Methods	9, 10	SMT 388	3.0			
		Total	45.0			
Core Course Prerequisites				Elective Courses in the Field		
See above.				18 credits of Cognate Electives (listed above) **or** an approved 18-credit Minor		
Total Other Credits Required to Issue Modified Credential						

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

1. Demonstrate working knowledge of the scope of the sport industry, along with professional practices of working in the sport management profession. (Courses: SMT 271)
2. Demonstrate knowledge of the historical and philosophical foundations of the sport management profession. (Courses: SMT 271)

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[2] **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.**

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

3. Incorporate an understanding of ethical, legal, and sociocultural issues in managerial decision making and policy determinations that are common in sport settings. (Courses: SMT 271, SMT 355, SMT 388, SMT 457)

4. Demonstrate the ability to design, evaluate, and/or facilitate creative sport and related professional experiences for diverse clientele, settings, cultures, and contexts that reflect application of knowledge from sport management professional practice and academic principles. (Courses: REC 363, SMT 388, SMT 454)

5. Explain the importance of budgeting and financial management to sport-related organizations and be able to evaluate micro- and macro-economic principles as they relate to the sport industry. (Courses: SMT 271, SMT 454, SMT 456)

6. Explain legal concepts relevant to the sport industry and evaluate situations in sport settings that may have legal implications for sport organizations, entities, or participants. (Courses: SMT 271, SMT 357, SMT 388, SMT 454)

7. Demonstrate the ability to evaluate sport facilities & amenities, sport service and experience offerings, and to effectively collaborate with others to improve the quality of these offerings. (Courses: SMT 351, REC 363)

8. Explain and apply principles of mass media, communication, promotion, and public relations particularly as they relate to sport management. (Courses: SMT 354, SMT 356, SMT 457)

9. Communicate effectively and professionally in writing and presentations to both internal and external audiences. (Courses: SMT 354, SMT 356, SMT 357, REC 363, SMT 457, REC 470)

10. Employ critical thinking techniques to propose solutions, both individually and in groups, to a wide-range of problems representing those commonly experienced in various segments of the sport industry (Courses: SMT 355, SMT 356, SMT 357, SMT 388, SMT 454, SMT 456, SMT 457, REC 470)

11. Effectively demonstrate skills applicable to a variety of sport industry segments (professional, intercollegiate, interscholastic, community/non-profit, etc.) through culminating internship experiences in the field. (Courses: SMT 301, SMT 401)

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	FY 2020	FY 2021	FY 2022
Tuition (do not include internal transfers) 10 additional FT students in FY21; 12 in FY22; 15 in FY23 @ $5753 each	$57,530	$69,036	$86,295
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue (Incremental Increase)	$57,530	$69,036	$86,295

PROJECTED Program Expenditures*	FY 2021	FY2022	FY 2023
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff **(Part-time University Assist. for pre-major academic advising in FY21; .50 FTE SUOAF Admin III in FY 22 and FY 23 (@$50,000 for 1.0 FTE + 65% fringe)**	$26,400	$41,250	$41,250
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services) Overhead + **Advertising**	$5,000	$5,000	$5,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$5,652	$8,325	$8,325
Total Estimated Program Expenditures	**$5,966**	**$54,575**	**$54,575**

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

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

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Electrical Engineering (CIP Code: 14.1001) – leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to a Bachelor of Science in Electrical Engineering at Central Connecticut State University.

BACKGROUND
Data show a dearth of trained Electrical Engineers to fill existing (and future) positions in Connecticut. The Connecticut Department of Labor Employment Projections predicts a 10% increase of Electrical Engineers from 2016 – 2026. Related engineering occupations where CCSU graduates can fit, such as Electronics Engineers, Electrical and Electronics Drafters, Electrical and Electronics Engineering Technicians, also see increases of 2.8%, 16.2%, and 12.1% respectively. In addition, a 2017 survey of Connecticut Manufacturing Workforce Needs by the Connecticut Business & Industry Association (CBIA) reveals a profound need for additional Electrical Engineers in the Connecticut workforce. The survey summarizes the state-wide needs for technical occupations, and Electrical Engineers are the third most in-demand occupation and the most in-demand occupation with a specific job title with 1,752 positions open

On a national level, the United States Bureau of Labor Statistics predicts a 9% growth in employment opportunities for Electrical Engineers between 2016 and 2026. Additional job growth is also predicted for related job titles, which graduates of this program could fill. This growth exceeds the 7% overall growth predicted for all occupations in the United States.

The Bachelor of Science in Electrical Engineering program will serve the citizens of Connecticut, New England region, the United States, and the world by educating and preparing our graduates to succeed as professional engineers, leaders, lifelong learners, and responsible citizens. The educational goals of BSEE program include developing students' awareness of societal impacts and individual responsibility. This goal is consistent with CCSU's mission of preparing students to be thoughtful, responsible and successful citizens. As part of the CEGT department which features dedicated, quality-based, hands-on, applied, and student-first education, the proposed BSEE will contribute to CCSU's mission and be consistent with CCSU's role as one of the state's leading public universities to provide affordable, accessible, and quality degree programs. The affordability and accessibility of CCSU will allow a diverse population to gain greater earning potential that will in turn promote economic growth and social justice.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Central Connecticut State University
Department/Division:	School of Engineering, Science, and Technology
Name of Program:	Electrical Engineering
Title of Credential:	Bachelor of Science
Total Course Credits Required:	125
Instructional Modality:	On ground
Locality of Program:	Main Campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2024

Need/Demand for Program:

The BSEE program will serve the citizens of Connecticut, New England region, the United States, and the world by educating and preparing our graduates to succeed as professional engineers, leaders, lifelong learners, and responsible citizens. The educational goals of BSEE program include developing students' awareness of societal impacts and individual responsibility. This goal is consistent with CCSU's mission of preparing students to be thoughtful, responsible and successful citizens. As part of the CEGT department which features dedicated, quality-based, hands-on, applied, and student-first education, the proposed BSEE will contribute to CCSU's mission and be consistent with CCSU's role as one of the state's leading public universities to provide affordable, accessible, and quality degree programs. The affordability and accessibility of CCSU will allow a diverse population to gain greater earning potential that will in turn promote economic growth and social justice.

The creation of BSEE degree will contribute to meeting CCSU's strategic goals of increased student enrollment and expanding community engagement by providing an affordable, accessible educational program that addresses and fits local and regional industry needs. Graduates from the program will form a pipeline of employment to energy and power plants, consulting and design corporations, and service groups.

Projected Enrollment	Year 1					
	Fall Semester		**Spring Semester**		**Summer Terms**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	25	2	0	0	0	0
Internal Transfers (from other programs)	2	0	0	0	0	0
Continuing Students	0	0	27	2	0	0
Headcount Enrollment	27	2	27	2	0	0

Total FTE	27	.7	27	.7	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$278,472	$515,990	$807,960
Program-Specific Fees	$4,480	$ 8,240	$12,800
Other Revenue		$11,445	$13,625
Total Estimated Program Revenue	**$282,952**	**$535,675**	**$834,835**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$14,746	$14,746	$29,492
Faculty (Full-time, total for program)	$22,119	$110,594	$284,866
Faculty (Part-time, total for program)			$63,678
Support Staff	$8,235	$15,855	$88,486
Library Resources Program	$7,500	$7,500	$7,500
Equipment	$4,480	$8.240	$16,800
Other (e.g. student services)	$33.902	$31,688	$29,188
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$90,982**	**$188,622**	**$520,010**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cannabis Studies (CIP Code: 01.0699) – leading to a C2 Certificate at Quinebaug Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to a C2 Certificate in Cannabis Studies at Quinebaug Valley Community College.

BACKGROUND
Connecticut legalized medical marijuana in 2012 and is on the threshold of permitting recreational cannabis. In the meantime, the cannabis and hemp industry is growing. Current law allows for ten licensed producer/growers of medical marijuana in the state, yet currently there are only four producers/growers operating. More growers will come online as soon as banking laws are revised, and regulations are in place to manage the rapidly expanding industry. In the meantime, neighboring Massachusetts already has a thriving cannabis industry and Rhode Island is not far behind.

Both states border QVCC, thus Northeast Connecticut is well positioned to take advantage of the emerging cannabis industry in the bordering states. Locally, QVCC's service area has an under-employed labor force ready to work and plenty of farmland to grow cannabis and hemp; these conditions will promote greater interest in marijuana and hemp in the service area.

The college is well-placed to facilitate a cannabis studies program. The faculty involved are experts in the fields of business, finance, and health, the cornerstones of the proposed program. In addition, current adjuncts have experience in agriculture and horticulture, and they are involved in the curriculum design and will be teaching in the program as well. The college campus has ample land and area that will be designated for students to learn planting techniques (no growing will take place on the campus). However, the many farms in the area will be used to provide students hands-on experience in cultivation techniques once the program goes into effect. Additionally, the college's greenhouse and biology lab will provide spaces for direct instruction in the techniques of seeding, cloning cuttings, pruning and planting, post-harvest handling, and cannabinoid/THC extraction.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Quinebaug Valley Community College
Department/Division:	
Name of Program:	Cannabis Studies
Title of Credential:	C2 Certificate
Total Course Credits Required:	15 to 16
Instructional Modality:	On ground
Locality of Program:	Main Campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2021

Need/Demand for Program:

Connecticut legalized medical marijuana in 2012 and is on the threshold of permitting recreational cannabis. In the meantime, the cannabis and hemp industry is growing. Current law allows for ten licensed producer/growers of medical marijuana in the state, yet currently there are only four producers/growers operating. More growers will come online as soon as banking laws are revised and regulations are in place to manage the rapidly expanding industry. In the meantime, neighboring Massachusetts already has a thriving cannabis industry and Rhode Island is not far behind.

Both states border QVCC, thus Northeast Connecticut is well positioned to take advantage of the emerging cannabis industry in the bordering states. Locally, Northeast Connecticut has an under-employed labor force ready to work and plenty of farmland to grow cannabis and hemp; these conditions will promote greater interest in marijuana and hemp in QVCC's service area.

Projected Enrollment	Year 1					
	Fall Semester		**Spring Semester**		**Summer Terms**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	5	5	5	5	0	0
Internal Transfers (from other programs)	0	0	0	0	0	0
Continuing Students	0	0	5	5	0	0
Headcount Enrollment	5	5			0	0
Total FTE	5	2.5	10	5	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$51,085	$136,040	$136,040
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$51,085**	**$136,040**	**$136,040**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$16,105	$16,908	$17,713
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	$26,310	$27,765	$29,160
Support Staff			
Library Resources Program			
Equipment			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$42,415**	**$44,675**	**$46,873**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Human Performance (CIP Code: 31.0505) – leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to a Bachelor of Science in Human Performance at Southern Connecticut State University.

BACKGROUND
The mission of the Department of Health and Movement Sciences is to "prepare professionals at the undergraduate and graduate levels through excellence in teaching, scholarship, and service." The mission is accomplished through the work of the faculty, who are "committed to developing leaders and practitioners in athletic training, human performance, physical education, respiratory care, and school health education, as well as coaching and sport studies, to foster a lifelong commitment to health." Specifically, the proposed BS-Human Performance program will develop 1) allied health and 2) sport performance professionals who deliver the following to the population: 1) clinical care in cardiac and pulmonary rehabilitation and 2) expertise in personal training, corporate wellness, and strength & conditioning coaching for both the athletes and those interested in improving health and/or fitness.

Most of the curriculum has been in place for the current Human Performance concentration, which has served students well for many years and attracted enrollment of approximately 200 students. This revised curriculum will improve students' experiences and take better advantage of the specific and diverse expertise of the Human Performance faculty. The Intro the Human Performance course will afford students exposure to disciplines with our field representing our faculty, including clinical exercise physiology, exercise behavior, physical therapy, sport performance, exercise nutrition, and biomechanics. The Internship in Group Exercise Instruction will make use of the campus fitness center facility and staff, providing a practical venue with workplace experience. The additional strength & conditioning course provides greater exposure of the varsity strength & conditioning room to our students. Moreover, the Exercise for Special Populations course brings new information on exercise behavior, the research strength of our newest faculty member, to our student population.

The program will directly inject qualified individuals into the workplace to deliver clinical care. In a 2010 estimate, for instance, heart disease and stroke-related treatment and care medical expenses cost Connecticut residents $5.8 billion (CDC), and similar to national data, the number-one cause of death in Connecticut is heart disease (CT Dept of Public Health, 2011). With over 40 services for cardiac rehabilitation, Connecticut is well-positioned to accept recent graduates with academic and practical background in clinical care to support the need for cardiac rehab professionals.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Southern Connecticut State University
Department/Division:	Health and Movement Sciences
Name of Program:	Human Performance
Title of Credential:	Bachelor of Science
Total Course Credits Required:	120
Instructional Modality:	Combined (5% fully online courses)
Locality of Program:	Main Campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2024

Need/Demand for Program:

The program will continue to directly inject qualified individuals into the workplace to deliver clinical care. In a 2010 estimate, heart disease and stroke-related treatment and care medical expenses cost Connecticut residents $5.8 billion (CDC), and similar to national data, the number-one cause of death in Connecticut is heart disease (CT Dept of Public Health, 2011). With over 40 services for cardiac rehabilitation, Connecticut is well-positioned to accept recent graduates with academic and practical background in clinical care to support the need for cardiac rehab professionals. Saint Francis Hospital, Griffin Hospital, Yale New Haven Hospital, Stamford Health, and St. Vincent's Medical Center are all facilities familiar with SCSU graduates and who have contractual agreements with our undergraduate practicum capstone. Many of our students have continued on as employees following completion of their practicum experience at these facilities.

An August 2019 search on Indeed.com for "strength coach" resulted in 202 job postings in Connecticut, which was second only to Massachusetts, and one of only two states in New England with over 60 postings. There are ample opportunities for our students prepared as strength and conditioning coaches to remain in-state in the workforce. Between the practicum opportunities in our program with in-state collegiate athletic, public, and private strength and conditioning facilities (Yale Athletics, Quinnipiac Athletics, UConn Athletics, Ranfone Training, CT Speed School, MB Sports), our mandated strength & conditioning certification exam completion, and the recent interest in integrating athlete monitoring with strength and conditioning intervention (Wang, J Strength Cond, 2018), the Human Performance program is poised to deliver strength and conditioning professionals with even more specific practical experience and learning to the Connecticut strength coaching opportunities.

Projected Enrollment	Year 1					
	Fall Semester		Spring Semester		Summer Terms	
	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	70	0	0	0	0	0
Internal Transfers (from other programs)	0	0	0	0	0	0
Continuing Students	173	0	238	0	0	0
Headcount Enrollment	243	0	238	0	0	0
Total FTE	243	0	238	0	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$77,085	$226,116	$452,232
Program-Specific Fees	$529	$ 1551	$3,102
Other Revenue	0	0	0
Total Estimated Program Revenue	$77,614	$227,667	$455,334

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	0	0	0
Faculty (Full-time, total for program)	0	0	0
Faculty (Part-time, total for program)	0	0	0
Support Staff	$24,000	$24,000	$24,000
Library Resources Program	0	0	0
Equipment	0	0	0
Marketing/Advertising	$10,000	$5,000	0
Other (e.g. student services)	0	0	0

Estimated Indirect Costs (e.g. student services, operations, maintenance)	$6,120	$5,220	$4,320
Total Estimated Program Expenditures	**$40,120**	**$34,220**	**$28,320**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approves the Transfer and Articulation Policy Pathways agreement in Economics developed by discipline faculty from the 17 Connecticut State Universities and Colleges. The resolution includes approval of the CSCU Pathway Transfer A.A. Degree: Economics Studies, CIP 26.0202. This pathway meets the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in this major for students from any of the Community Colleges to each of the State Universities and Charter Oak State College.

A True Copy:

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

ITEM
Transfer and Articulation pathway, CSCU Pathway Transfer A.A. Degree: Economics Studies, CIP 26.0202

Implementation of the Transfer and Articulation Policy Pathways between the twelve community colleges and the State Universities for Economics. Charter Oak State College does not offer the Economics major. This pathway meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in this major for students from any of the Community Colleges to each of the State Universities.

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

Workgroups comprising faculty members from each of the Connecticut State Colleges and Universities began meeting in the fall of 2012. In the fall of 2014 these work groups were reconvened and additional disciplinary work groups were created to develop pathways for students to transfer seamlessly from the community colleges to the State Universities and Charter Oak State College. Each pathway is developed by faculty in the discipline and then goes through a thorough review process, beginning with the Transfer and Articulation Framework Review and Implementation Committee (FIRC), itself comprising faculty representatives from each of the CSCU institutions and two advisors, one from a community college and one from a CSU or CO. After review by FIRC, each pathway proceeds through the governance process at each CSCU institution for a vote on endorsement. Institutions provide valuable feedback that is submitted to the TAP manager. If the manager, in consultation with the system Provost and the Framework and Implementation Review Committee, determines that the pathway meets the requirements of TAP and is supported by the majority of faculty across the system, the pathway is brought to the Academic and Student Affairs Committee of the Board of Regents for approval. If approved by the Academic and Student Affairs Committee, the pathway is then brought to the Board of Regents for full approval. Once a pathway is approved, it must, according to policy, be implemented at each community college that can offer it and be received at each four-year school that offers the degree program.

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

each CSCU institution,

RATIONALE

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, follow a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The pathways in Economics joins the existing transfer pathways and will be available for students to declare for the fall of 2020.

All endorsement votes were in support of the Economics pathway: 14 in favor; 3 non reporting.

RECOMMENDATION

It is the recommendation of the TAP Manager and the Framework and Review Committee that the Board of Regents approve this pathway.

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CSCU Economics Transfer Pathway

Contents

Transfer Pathway and Degree Programs

Remaining Credits

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PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Economics Studies

1	**FRAMEWORK30**		
2	*Section A: Common Designated Competencies*		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	**At least one of the courses from lines 6 and 7 below must include a lab**		
6	Scientific Reasoning	General Education Elective	3-4 credits
7	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
8	Quantitative Reasoning	MAT 190 Calculus for Business and Social Sciences (NCC, TXCC)	3
		MAT 230 Applied Calculus (CCC), Applied Calculus with a Modeling Approach (MCC)	3
		MAT 232 Applied Calculus (GCC, NVCC)	3 (GCC) 4(NVCC)
		MAT 254 Calculus I (ACC, HCC, MXCC, NCCC, QVCC, TRCC)	4
9	Historical Knowledge & Understanding	General Education Elective	3 credits
10	Social Phenomena	General Education Elective	3 credits
11	Aesthetic Dimensions	General Education Elective	3 credits
12	*Section B: Campus Designated Competencies*		
13	Competency 1	General Education Elective	3 credits
14	Competency 2	General Education Elective	3 credits
15	**Framework30 Total**		**30-33 credits**

16	**PATHWAY30**		
17	*Additional General Education Courses – up to two (2)*		
18	General Education Elective I: Creativity CCSU—Study Area I: Arts & Humanities ECSU—Creative Expressions SCSU—Creative Drive WCSU—General Education Elective /Second Exposure to Creative Process and also Explorations if outside the major COSC—Open Elective	General Education Elective	3 credits
19	General Education Elective II: Global Knowledge CCSU—Study Area II: Social Sciences ECSU—Individuals and Society SCSU—Global Awareness	General Education Elective	3 credits

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	WCSU—Intercultural Competency and also Explorations if outside the major COSC—Global Understanding		
20			36-39
21	*Major Program Requirements*		
22	ECN 101*	Principles of Macroeconomics*	3 credits
23	ECN 102*	Principles of Microeconomics*	3 credits
24			
25			
26	MAT 166	Principles of Business Statistics (GCC)	3 credits
	MAT 167	Principles of Statistics (ACC, CCC, GCC, HCC, MxCC, NVCC, NWCC, QVCC, TRCC)	
	MAT 201	Statistics (NCC)	
	MAT 165	Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)	4 credits
27			
28			
29			
30	*Unrestricted Electives*		11-15 credits
31	Students should consider beginning or completing work on foreign language requirements at CCSU, ECSU and WCSU not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements.		
32	**Pathway30 Total**		30 credits

33	**Economics Studies Pathway Total**		**60- credits**

==*ECN 101 Principles of Economics and ECN 102 Principles of Macroeconomics cannot be used to fulfill Framework30, Creativity, or Global Knowledge requirements.==

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

Learning Outcomes:

1. Students will be able to analyze and evaluate real world economic problems using statistical methods.
2. Students will be able to effectively communicate economic based solutions to multiple audiences.
3. Students will be able to demonstrate an understanding of macroeconomic concepts, theories, measurements and policies.
4. Students will be able to demonstrate an understanding of microeconomic concepts, theories, measurements and policies.

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Transfer Pathway and Degree Program
Central Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Economics, B.A.

1	Community Colleges*:			CCSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	English 110	3
8	Written II	Gen Ed	3	Skill Area I – Communication	3
9	Scientific Reasoning	Gen Ed	3-4	Study Area IV – Natural Sciences	3-4
10	Scientific Knowledge	Gen Ed	3	Study Area IV – Natural Sciences	3-4
11	Quantitative	MAT 190 Calculus for Business and Social Sciences (NCC, TXCC)	3	Skill Area II – Mathematics MATH 125 Applied Calculus	3
		MAT 230 Applied Calculus (CCC), Applied Calculus with a Modeling Approach (MCC)	3		
		MAT 232 Applied Calculus (GCC, NVCC)	3 (GCC) 4(NVCC)		
		MAT 254 Calculus I (ACC, HCC, MXCC, NCCC, QVCC, TRCC)	4	Math 152 Calculus I	
12	Historical Knowledge	Gen Ed*	3	Study Area II – History	3
13	Social Phenomena	Gen Ed	3	Study Area II – Social Science	3
14	Aesthetic Dimensions	Gen Ed	3	Study Area I – Arts and Humanities	3
15	**Section B**				
16	Competency:	Gen Ed	3	Skill Area IV – University Requirement	3
17	Competency:	Gen Ed	3	Study Area III – Behavioral Sciences	3
18	**Framework30 Credits (30-31):**				
19	**Pathway30**				
20	**Additional General Education Courses**				

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21			Study Area I – Literature	3
22	Additional General Education I – Creativity	3	Study Area I – Arts and Humanities	3
23	Additional General Education II – Global Knowledge	3	Study Area II – Social Sciences	3
24			Study Area III – Behavioral Sciences	3
25	MAT 166 Principles of Business Statistics (GCC) MAT 167 Principles of Statistics (ACC, CCC, GCC, HCC, MxCC, NVCC, NWCC, QVCC, TRCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)	3 4	Skill Area II – Math/Stat/ Comp Sci STAT 215 Statistics for Behavioral Sciences	3
26			Skill Area III – Foreign Language Proficiency. See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
27	**General Education Credits:**	**36-37**		**51-52**
28			**Major Program Courses**	
29	ECN 101 Principles of Macroeconomics	3	ECON 200 Principles of Macroeconomics	3
30	ECN 102 Principles of Microeconomics	3	ECON 201 Principles of Microeconomics	3
31			ECON 300 Macroeconomics	3
32			ECON 305 Microeconomics	3
33			ECON 308 Political Economy	3
34			*Complete 15 additional credits in ECON*	15
35				
36	**Program Course Credits:**	**9-10**		**30**
37	**Minor Course Credits:**			**18**
38			**Open Electives**	
39				
40	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements**			

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	will end up with more open elective credits at the CCSU.			
41	Open Elective credits:	13-16		20-21
42	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

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Transfer Pathway and Degree Program
Eastern Connecticut State University
Complete four-year degree with articulation of community college degree to four-year degree
General Economics, B.A.

Students interested in graduate school are strongly recommended to take ECO 305, Introduction to Econometrics, and may substitute two of the following MAT designated courses for two ECO designated elective courses (see line 40):

MAT 243 Calculus I with Technology
MAY 244 Calculus II with Technology
MAT 315 Applied Probability and Statistics
MAT 340 Calculus III
MAY 341 Differential Equations

1	Community Colleges*:		ECSU	
2		Credits		Credits
3	**Framework30****			
4	**General Education Requirements**			
5	**Competency:**			
6	**Section A**			
7	Written I	English 101	3	T1 College Writing, Literature and Thought	3
8	Written II	Gen Ed	3	T1 College Writing, Literature and Thought	3
9	Scientific Reasoning	Gen Ed	3-4	T1 Natural Sciences	3-4
10	Scientific Knowledge	Gen Ed	3	T2 Natural Sciences	3-4
11	Quantitative	MAT 190 Calculus for Business and Social Sciences (NCC, TXCC)	3	T1 Math MAT 1XX Mathematics Elective	 3
		MAT 230 Applied Calculus (CCC), Applied Calculus with a Modeling Approach (MCC)	3	MAT 2XX Mathematics Elective	3
		MAT 232 Applied Calculus (GCC, NVCC)	3 (GCC) 4(NVCC)		
		MAT 254 Calculus I (ACC, HCC, MXCC, NCCC, QVCC, TRCC)	4	MAT 243 Calculus I with Technology See lines 37 and 39.	4
12	Historical Knowledge	Gen Ed*	3	T1 Historical Perspectives	3
13	Social Phenomena	Gen Ed	3	T1 Social Sciences	3

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14	Aesthetic Dimensions	Gen Ed	3	T1 Arts in Context	3
15	**Section B**				
16	Competency:	Gen Ed	3	T1 FYI 100	3
17	Competency:	Gen Ed	3	T1 Health and Wellness	3
18	**Framework30 Credits (30-31):**				
19	**Pathway30**				
20	**Additional General Education Courses**				
21				T2 Cultural Perspectives	3
22	Additional General Education – Global Knowledge	3		T2 Individuals and Societies	3
23	Additional General Education -- Creativity	3		T2 Creative Expressions	3
24				T2 Applied Information Technologies	3
25				Tier 3 Capstone (Must be taken at ECSU)	3
26				Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
27	**General Education Credits:**		**36-37**		**51-52**
28	**Major Program Courses**				
29	ECN 101 Principles of Macroeconomics	3		ECO 200 Principles of Macroeconomics	3
30	ECN 102 Principles of Microeconomics	3		ECO 201 Principles of Microeconomics	3
31				ECO 215 Statistics for Business and Economics	3
32				ECO 300 Quantitative Methods for Economics	3
33				ECO 301 Intermediate Microeconomic Analysis	3
34				ECO 302 Intermediate Macroeconomic Analysis	3
35				ECO 479 Senior Economics Seminar	3
36				ECO 490 Internship or Co-op	3
37	Up to two of the following courses, if taken at the community college, will count towards these five courses (see lines 11 and 39): MAT 254 Calculus I MAT 256 Calculus II MAT 268 Calculus III: Multivariable			Select an additional FIVE courses from the Economics courses listed below: ECO 305 Introduction to Econometrics ECO 310 Contemporary Economic Problems and Issues	15

			ECO 320 Developing Economies	
	MAT 285 / 286 Differential Equations		ECO 320 Developing Economies ECO 322 Environmental Economics ECO 325 Money and Banking ECO 330 Labor Economics ECO 331 Economics of Sports ECO 333 Health Economics ECO 335 Urban and Regional Economics ECO 340 Business Cycles and Forecasting ECO 345 Industrial Organization and Development ECO 350 International Economics ECO 353 International Monetary Economics ECO 355 International Political Economy ECO 360 Comparative Economic System ECO 370 History of Economic Thought ECO 377 Public Finance ECO 465 Special Topics in Economics	
38				
39			NOTE: Students interested in graduate school are strongly recommended to take ECO 305 Introduction to Econometrics, and may substitute two of the following MAT designated courses for two ECO designated elective courses (see lines 11 and 37): MAT 243 Calculus I with Technology MAT 244 Calculus II with Technology MAT 315 Applied Probability and Statistics MAT 340 Calculus III MAT 341 Differential Equations	
40	**Program Course Credits:**	6		39
41	**Open Electives**			

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42	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at the ECSU.**			
43	MAT 166 Principles of Business Statistics (GCC) MAT 167 Principles of Statistics (ACC, CCC, GCC, HCC, MxCC, NVCC, NWCC, QVCC, TRCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)	3 4		
44				
45	**Open Elective credits:**	**10-12**		**29-30**
46	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Eastern Connecticut State University
Complete four-year degree with articulation of community college degree to four-year degree
Business Economics, B.A.

1	Community Colleges*:			ECSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	T1 College Writing, Literature and Thought	3
8	Written II	Gen Ed	3	T1 College Writing, Literature and Thought	3
9	Scientific Reasoning	Gen Ed	3-4	T1 Natural Sciences	3-4
10	Scientific Knowledge	Gen Ed	3	T2 Natural Sciences	3-4
11	Quantitative	MAT 190 Calculus for Business and Social Sciences (NCC, TXCC)	3	T1 Math	
				MAT 1XX Mathematics Elective	3
		MAT 230 Applied Calculus (CCC), Applied Calculus with a Modeling Approach (MCC)	3	MAT 2XX Mathematics Elective	3
		MAT 232 Applied Calculus (GCC, NVCC)	3 (GCC) 4(NVCC)		
		MAT 254 Calculus I (ACC, HCC, MXCC, NCCC, QVCC, TRCC)	4	MAT 243 Calculus I with Technology	4
12	Historical Knowledge	Gen Ed*	3	T1 Historical Perspectives	3
13	Social Phenomena	Gen Ed	3	T1 Social Sciences	3
14	Aesthetic Dimensions	Gen Ed	3	T1 Arts in Context	3
15	**Section B**				
16	Competency:	Gen Ed	3	T1 FYI 100	3
17	Competency:	Gen Ed	3	T1 Health and Wellness	3
18	**Framework30 Credits (30-31):**				
19	**Pathway30**				

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20	**Additional General Education Courses**			
21			T2 Cultural Perspectives	3
22	Additional General Education – Global Knowledge	3	T2 Individuals and Societies	3
23	Additional General Education -- Creativity	3	T2 Creative Expressions	3
24			T2 Applied Information Technologies	3
25			Tier 3 Capstone (Must be taken at ECSU)	3
26			Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
27	**General Education Credits:**	**36-37**		**51-52**
28	**Major Program Courses**			
29	ECN 101 Principles of Macroeconomics	3	ECO 200 Principles of Macroeconomics	3
30	ECN 102 Principles of Microeconomics	3	ECO 201 Principles of Microeconomics	3
31			ECO 215 Statistics for Business and Economics	3
32			ECO 300 Quantitative Methods for Economics	3
33			ECO 301 Intermediate Microeconomic Analysis	3
34			ECO 302 Intermediate Macroeconomic Analysis	3
35			ECO 322 Environmental Economics	3
36			ECO 479 Senior Economics Seminar	3
37			ECO 490 Internship or Co-op	3
38			Select ONE additional course from the Economics courses listed below: ECO 305 Introduction to Econometrics ECO 325 Money and Banking ECO 330 Labor Economics ECO 333 Health Economics ECO 340 Business Cycles and Forecasting ECO 350 International Economics	3

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39				
40			**Business/Accounting Courses:** An additional THREE courses from business and/or accounting courses, *underline*_excluding_: ACC 480 Independent Study ACC 490 Internship in Accounting ACC 492 Departmental Internship – Accounting BUS 480 Independent Study BUS 490 Internship in Business Administration BUS 492 Departmental Internship	9
41	**Program Course Credits:**	**6**		**39**
42		**Open Electives**		
43	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at the ECSU.**			
44	MAT 166 Principles of Business Statistics (GCC) MAT 167 Principles of Statistics (ACC, CCC, GCC, HCC, MxCC, NVCC, NWCC, QVCC, TRCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)	3 4		
45				
46	**Open Elective credits:**	**10-12**		**29-30**
47	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Southern Connecticut State University
Complete four-year degree with articulation of community college degree to four-year degree
Economics, B.A.

1		Community Colleges*:		SCSU	
2			Credits		Credits
3		**Framework30****			
4		**General Education Requirements**			
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	FYE	3
8	Written II	Gen Ed	3	Written Communication	3
9	Scientific Reasoning	Gen Ed	3-4	Natural World 1 – Physical Realm	3-4
10	Scientific Knowledge	Gen Ed	3	Natural World II – Life and Environment	3-4
11	Quantitative			Quantitative Reasoning	
		MAT 190 Calculus for Business and Social Sciences (NCC, TXCC)	3	MAT 139 Short Course: Calculus for Social Sciences	3
		MAT 230 Applied Calculus (CCC), Applied Calculus with a Modeling Approach (MCC)	3	MAT 139 Short Course: Calculus for Social Sciences	3
		MAT 232 Applied Calculus (GCC, NVCC)	3 (GCC) 4(NVCC)	MAT 139 Short Course: Calculus for Social Sciences	3
		MAT 254 Calculus I (ACC, HCC, MXCC, NCCC, QVCC, TRCC)	4	MAT 150 Calculus I	4
12	Historical Knowledge	Gen Ed*	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	**Section B**				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	**Framework30 Credits (30-31):**				

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19	Pathway30			
20	**Additional General Education Courses**			
21	Additional General Education I: Creativity	3	Creative Drive	3
22	Additional General Education II: Global Knowledge	3	Global Awareness	3
23	*Select one of the following two areas:*			3
24			American Experience	(3)
25			Mind and Body	(3)
26			**Must be taken at SCSU:**	
27			Tier 3 Connections Capstone	3
28	**General Education Credits:**	**36-38**		**42-44**
29	**Major Program Courses**			
30	ECN 101 Principles of Macroeconomics	3	ECO 100 Principles of Macroeconomics	3
31	ECN 102 Principles of Microeconomics	3	ECO 101 Principles of Microeconomics	3
32			ECO 200 Macroeconomic Analysis	3
33			ECO 201 Microeconomic Analysis	3
34	MAT 166 Principles of Business Statistics (GCC) MAT 167 Principles of Statistics (ACC, CCC, GCC, HCC, MxCC, NVCC, NWCC, QVCC, TRCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)	3 4	ECO 221 Statistics for Economics and Business	3
35			Select one course from the following: ECO 311 Public Finance ECO 350 International Economics I: Trade ECO 351 International Economics II: Finance	3
36			Select an additional 12 credits in ECO	12
37			CSC 200 Information Management and Productivity Software	3
38	**Program Course Credits:**	**9-10**		**33**
39	**Open Electives**			
40				
41	**Open Elective credits:**	**13-16**		**43-45**

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42	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

Transfer Pathway and Degree Program
Western Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Economics, B.A.

	Community Colleges*:		Credits	WCSU	Credits
1		Community Colleges*:		WCSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	Writing I	3
8	Written II	Gen Ed	3	Writing II	3
9	Scientific Reasoning	Gen Ed	3-4	Scientific Inquiry	3-4
10	Scientific Knowledge	Gen Ed	3-4	General Education Elective / Second Exposure to Scientific Inquiry	3-4
11	Quantitative	MAT 190 Calculus for Business and Social Sciences (NCC, TXCC)	3	Quantitative Reasoning MAT 118 Elementary Applied Mathematics	3
		MAT 230 Applied Calculus (CCC), Applied Calculus with a Modeling Approach (MCC)	3	MAT 118 Elementary Applied Mathematics	3
		MAT 232 Applied Calculus (GCC, NVCC)	3 (GCC) 4(NVCC)	MAT 118 Elementary Applied Mathematics	3
		MAT 254 Calculus I (ACC, HCC, MXCC, NCCC, QVCC, TRCC)	4	MAT 181 Calculus I	4
12	Historical Knowledge	Gen Ed	3	Critical Thinking	3
13	Social Phenomena	Gen Ed	3	Information Literacy	3
14	Aesthetic Dimensions	Gen Ed	3	Creative Process	3
15	**Section B**				
16	Competency:	Gen Ed	3	Oral Communication	3
17	Competency:	Gen Ed	3	General Education Elective / Exploration	3
18	**Framework30 Credits (30-31):**				
19	**Pathway30**				

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20	**Additional General Education Courses**			
	Students complete a two-part general education curriculum: Part I (Foundations) addresses life-long learning in and through 10 competencies. Part II (Exploration) requires students to complete a minimum of 40 credits outside their major. Students must also repeat three different competencies, excluding writing and first-year navigation. *In the Framework30 portion of the transfer degree, students who complete a TAP degree will receive credit for having met 8 competencies in Foundations, one repeat, and 30 or the 40 credits of Explorations.*			
21	Additional General Education I: Creativity	3	General Education Elective/Second Exposure to Creative Process	3
22	Additional General Education II: Global Knowledge	3	General Education Elective/Explorations or/and Second Exposure	3
23			Intercultural Competence	3
24			Health and Wellness	3
25			A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits of foreign language may count as fulfilling Intercultural Competence	3
26			**Must be taken at WCSU:**	
27				
28			Written Communication III— embedded in a major course	0
29			Culminating Gen Ed Experience – satisfied by a major capstone	0
30	**General Education Credits:**	**36-38**		**45-47**
31	**Major Program Courses**			
32	ECN 101 Principles of Macroeconomics	3	ECO 211 Principles of Macroeconomics	3
33	ECN 102 Principles of Microeconomics	3	ECO 213 Principles of Microeconomics	3
34			ECO 318 Intermediate Microeconomics	3
35			ECO 319 Intermediate Macroeconomics	3
36			SS 201 Researching Social Issues (C or better required)	3
37	MAT 166 Principles of Business Statistics (GCC) MAT 167 Principles of Statistics (ACC, CCC, GCC, HCC, MxCC, NVCC, NWCC, QVCC, TRCC)	3	Select one of the following: FIN 230 Business Statistics SS 300 Quantitative Research Methods (C or better required)	3

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	MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)	4		
38			Select one of the following: ECO 450 Seminar in ECO Research SS 400 Senior Research Thesis (C or better required)	3
39			Select an additional 18 credits of Economics Electives	18
40	**Program Course Credits:**	**12-13**		**39**
41	**Open Electives**			
42	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**			
43	**Open Elective credits:**	**10-13**		**34-36**
44	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Credits remaining in the four-year degree
Economics, B.A.

1	**Central Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	Study Area I – Literature	3
5	Study Area III – Behavioral Sciences	3
6	Skill Area III – Foreign Language Proficiency. See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
10	**General Education Credits**	**12**
11	**Remaining Major Program Requirements**	
12	**Course**	**Credits**
13	ECON 300 Macroeconomics	3
14	ECON 305 Microeconomics	3
15	ECON 308 Political Economy	3
16	*Complete 15 additional credits in ECON*	15
17	**Program Course Credits**	**24**
18	**Minor** – Students should consider beginning work on a minor at the community college.	**18**
19	**Remaining Open Electives**	
20	**Courses**	**Credits**
21	**Open Elective credits**	**6**
22	**Students who have fulfilled the foreign language requirement in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**	
23	**Total Credits Remaining for the 4-Year Degree**	**60**

Revised 04/29/2019

Credits remaining in the four-year degree
General Economics, B.A.

Students interested in graduate school are strongly recommended to take ECO 305, Introduction to Econometrics, and may substitute two of the following MAT designated courses for two ECO designated elective courses (see line 40):

MAT 243 Calculus I with Technology

MAY 244 Calculus II with Technology

MAT 315 Applied Probability and Statistics

MAT 340 Calculus III

MAY 341 Differential Equations

1	**Eastern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*The first three below must be completed at ECSU.*	
5	T2 Cultural Perspectives	3
6	T2 Applied Information Technologies	3
7	T3 Capstone	3
8	Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
9	**General Education Credits**	**15**
10	**Remaining Major Program Requirements**	
11	**Course**	**Credits**
12	ECO 215 Statistics for Business and Economics	3
13	ECO 300 Quantitative Methods for Economics	3
14	ECO 301 Intermediate Microeconomic Analysis	3
15	ECO 302 Intermediate Macroeconomic Analysis	3
16	ECO 479 Senior Economics Seminar	3
17	ECO 490 Internship or Co-op	3
18		
19	Select an additional FIVE courses from the Economics courses listed below: ECO 305 Introduction to Econometrics ECO 310 Contemporary Economic Problems and Issues ECO 320 Developing Economies ECO 322 Environmental Economics ECO 325 Money and Banking ECO 330 Labor Economics ECO 331 Economics of Sports ECO 333 Health Economics ECO 335 Urban and Regional Economics ECO 340 Business Cycles and Forecasting ECO 345 Industrial Organization and Development ECO 350 International Economics ECO 353 International Monetary Economics	15

Revised 04/29/2019

	ECO 355 International Political Economy ECO 360 Comparative Economic System ECO 370 History of Economic Thought ECO 377 Public Finance ECO 465 Special Topics in Economics	
20		
21	NOTE: Students interested in graduate school are strongly recommended to take ECO 305 Introduction to Econometrics, and may substitute two of the following MAT designated courses for two ECO designated elective courses (see line 11): MAT 243 Calculus I with Technology MAT 244 Calculus II with Technology MAT 315 Applied Probability and Statistics MAT 340 Calculus III MAT 341 Differential Equations	
22	**Program Course Credits**	**33**
23	**Remaining Open Electives**	
24	**Courses**	**Credits**
25	**Open Elective credits**	**12**
26	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.**	
27	**Total Credits Remaining for the 4-Year Degree**	**60**

Version Under Review 04/29/2019

Revised 04/29/2019

Credits remaining in the four-year degree
Business Economics, B.A.

1	**Eastern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*The first three below must be completed at ECSU.*	
5	T2 Cultural Perspectives	3
6	T2 Applied Information Technologies	3
7	T3 Capstone	3
8	Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
9	**General Education Credits**	**15**
10	**Remaining Major Program Requirements**	
11	**Course**	**Credits**
12	ECO 215 Statistics for Business and Economics	3
13	ECO 300 Quantitative Methods for Economics	3
14	ECO 301 Intermediate Microeconomic Analysis	3
15	ECO 302 Intermediate Macroeconomic Analysis	3
16	ECO 322 Environmental Economics	3
17	ECO 479 Senior Economics Seminar	3
18	ECO 490 Internship or Co-op	3
19	Select ONE additional course from the Economics courses listed below: ECO 305 Introduction to Econometrics ECO 325 Money and Banking ECO 330 Labor Economics ECO 333 Health Economics ECO 340 Business Cycles and Forecasting ECO 350 International Economics	3
20		
21	**Business/Accounting Courses:** An additional THREE courses from business and/or accounting courses, ***excluding***: ACC 480 Independent Study ACC 490 Internship in Accounting ACC 492 Departmental Internship – Accounting BUS 480 Independent Study BUS 490 Internship in Business Administration BUS 492 Departmental Internship	9
22	**Program Course Credits**	**33**
23	**Remaining Open Electives**	
24	**Courses**	**Credits**
25	**Open Elective credits**	**12**

Version under Review 04/29/2019

Revised 04/29/2019

26	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.**	
27	**Total Credits Remaining for the 4-Year Degree**	**60**

Version Under Review 04/29/2019

Credits remaining in the four-year degree
Economics, B.A.
Students must complete 2 "W" courses at SCSU.

1	**Southern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*Select one of the following two areas*	
5	American Experience	0-3
6	Mind and Body	0-3
7		
8	**Must be taken at SCSU:**	
9	Tier 3 Connections Capstone	3
10	**General Education Credits**	**6**
11	**Remaining Major Program Requirements**	
12	**Course**	**Credits**
13	ECO 200 Macroeconomic Analysis	3
14	ECO 201 Microeconomic Analysis	3
15	Select one course from the following: ECO 311 Public Finance ECO 350 International Economics I: Trade ECO 351 International Economics II: Finance	3
16	Select an additional 12 credits in ECO	12
17	CSC 200 Information Management and Productivity Software	3
18	**Program Course Credits**	**24**
19	**Remaining Open Electives**	
20	**Courses**	**Credits**
21	**Open Elective credits**	**30**
22	**Total Credits Remaining for the 4-Year Degree**	**60**

Version Under Review 04/29/2019

Revised 04/29/2019

Credits remaining in the four-year degree
Economics, B.A.

1	**Western Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*If not already met, the student must complete enough additional credits to add up to a total of 40 credits outside the major to meet the Explorations requirement. The Framework30 portion of the community college degree meets 30 of the 40 credits. The General Education I & II may have helped meet these requirements.* *In the general education portion of this program at the community college, the student will have completed two of the required three General Education Elective / Second Exposure requirements and up to 36 credits of the Explorations requirement. The student may have used open elective credit to complete one or both of the Explorations and Second Exposure requirements.*	
5	Intercultural Competence	3
6	Health and Wellness	3
7	A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits of foreign language may count as fulfilling the Intercultural Competence.	3
8	**Must be taken at WCSU:**	
9	First Year Navigation	0
10	Written Communication III – fulfilled in the major	0
11	Culminating Gen Ed Experience – fulfilled in the major	0
12	**General Education Credits**	**9**
13	**Remaining Major Program Requirements**	
14	**Course**	**Credits**
15	ECO 318 Intermediate Microeconomics	3
16	ECO 319 Intermediate Macroeconomics	3
17	SS 201 Researching Social Issues (C or better required)	3
18	Select one of the following: ECO 450 Seminar in ECO Research SS 400 Senior Research Thesis (C or better required)	3
19	Select an additional 18 credits of Economics Electives	18
20	**Program Course Credits**	**30**
21	**Remaining Open Electives**	
22	**Courses**	**Credits**
23	**Open Elective credits**	**21**
24	*Remove this language if the program does not require a foreign language:* **Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**	
25	**Total Credits Remaining for the 4-Year Degree**	**60**

Revised 04/29/2019

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Executive Master of Public Health (CIP Code: 51.2201) – leading to a Master of Public Health at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to an Executive Master of Public Health at Southern Connecticut State University.

BACKGROUND
The results of the 2017 Public Health Workforce Interests and Needs Survey suggest that the U.S. may not be prepared for the next health epidemic, since almost 50% of the public health workforce may leave their organizations in the next five years due to retirements or changes in job sectors (https://www.debeaumont.org/ph-wins/). This percentage includes the 34% of national survey respondents with at least one public health degree.

These results confirm the need for training to prepare today's workforce for the future public health needs and underscore the importance of training for mid-level public health professionals. The findings also emphasize the need for the following topics to be included in training the future public heath workforce: budgeting and financial management, systems and strategic thinking, change management, and developing a vision for a healthy community. Represented employment prospects include health department/district directors, epidemiologists, environmental health specialists, sanitarians, health inspectors, health educators, emergency/disaster preparedness coordinators, health policy advocates, researchers, project coordinators, communication analysts. Since public health is an interdisciplinary field with collaborative, interprofessional approaches to health issues, the Executive MPH degree program will be attractive to mid-career professionals in other areas such as: nursing, medicine, education, emergency services, health and wellness coaching, hazardous waste, navigation, data analysis, quality improvement, and social navigation, data analysis, quality improvement, marketing. Southern regularly receives inquiries about whether we offer executive and/or online MPH programs.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Southern Connecticut State University
Department/Division:	Department of Public Health
Name of Program:	Executive Master of Public Health
Title of Credential:	Master of Public Health
Total Course Credits Required:	42
Instructional Modality:	Online
Locality of Program:	Main Campus
Anticipated Program Initiation Date:	Summer 2021
Anticipated Date of First Graduation:	August 2022

Need/Demand for Program:

The results of the 2017 Public Health Workforce Interests and Needs Survey suggest that the U.S. may not be prepared for the next health epidemic, since almost 50% of the public health workforce may leave their organizations in the next five years due to retirements or changes in job sectors (https://www.debeaumont.org/ph-wins/). This percentage includes the 34% of national survey respondents with at least one public health degree.

These results confirm the need for training to prepare today's workforce for the future public health needs and underscore the importance of training for mid-level public health professionals. The findings also emphasize the need for the following topics to be included in training the future public heath workforce: budgeting and financial management, systems and strategic thinking, change management, and developing a vision for a healthy community. Represented employment prospects include health department/district directors, epidemiologists, environmental health specialists, sanitarians, health inspectors, health educators, emergency/disaster preparedness coordinators, health policy advocates, researchers, project coordinators, communication analysts. Since public health is an interdisciplinary field with collaborative, interprofessional approaches to health issues, the Executive MPH degree program will be attractive to mid-career professionals in other areas such as: nursing, medicine, education, emergency services, health and wellness coaching, hazardous waste, navigation, data analysis, quality improvement, and social navigation, data analysis, quality improvement, marketing. Southern regularly receives inquiries about whether we offer executive and/or online MPH programs.

Projected Enrollment	Year 1					
	Summer 2021		Fall 2021		Winter2022	
	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	0	15	0	0	0	0
Internal Transfers (from other programs)	0	0	0	0	0	0
Continuing Students	0	0	15	0	0	13

Headcount Enrollment	0	15	15	0	0	13
Total FTE	**0**	**0**	**15**	**0**	**0**	**0**

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$322,532	$380,642	$440,448
Program-Specific Fees			
Other Revenue	$3,080	$3,796	$4,290
Total Estimated Program Revenue	**$325.612**	**$384,437**	**$444,738**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$33,000	$33,000	$33,000
Faculty (Full-time, total for program)	$99,000	$132,000	$132,000
Faculty (Part-time, total for program)	$70,314	$57,002	$51,752
Operating Expenses	$1,500	$15,00	$1,500
Advertising	$25,000	$20,000	$15,000
Info Tech On Line Support	$35,000	$35,000	$35,000
SOPHAs Admission Portal	$25,000	$25,000	$25,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$36,498	$37,280	$35,624
Total Estimated Program Expenditures	**$288,814**	**$340,782**	**$328,876**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Data Science (CIP Code: 27.0304) – leading to a Bachelor of Art or Bachelor of Science at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

_____

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

ITEM
Establishment of a new program leading to a Bachelor of Arts or a Bachelor of Science in Data Science at Eastern Connecticut State University.

BACKGROUND
The field of data science, including analytics and extraction of information from big data, is one of the fastest growing career areas in Connecticut and in the country. Data Science can be applied in fields as diverse as business, finance, healthcare, environmental science, medicine, political science, social science, human culture, text analysis, climate change, and the list goes on. The creation of an interdisciplinary Data Science (DSC) major, a major uniquely suited for a liberal arts university, would provide Eastern's students a pathway to this exciting and evolving field. As a liberal arts university, we will expect our DSC majors to have computer programming skills, to be able to apply appropriate statistical techniques, to think critically about what is needed to solve problems, to interpret results of analyses, and to effectively communicate results both orally and in writing. In addition, because of the broader educational background of a liberal arts program, students should be comfortable grappling with questions from a variety of disciplines.

Not only did *Glassdoor* list "Data Scientist" as the #1 best job of 2019, but also for 2018, 2017 and 2016. *Indeed Hiring*'s Occupation Spotlight for January 17, 2019 states "Data scientist postings as a share of all postings on *Indeed* jumped a full 31% in December 2018, compared with the same period the year before. Yet, that was just another solid year in the spectacular and steady rise in data science jobs on *Indeed*. Since December 2013, postings have rocketed 256%." Moreover, Data Science/Analytics jobs pay well. According to ZipRecruiter, the average salary for a data scientist job in Connecticut was $119,225 and there were 3,722 job postings (1/24/20). The average salary for entry level positions was $69,355.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Eastern Connecticut State University
Department/Division:	Department of Mathematical Sciences
Name of Program:	Data Science
Title of Credential:	Bachelor of Arts / Bachelor of Science
Total Course Credits Required:	120
Instructional Modality:	On ground
Locality of Program:	Main Campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	2023

Need/Demand for Program:

The field of data science, including analytics and extraction of information from big data, is one of the fastest growing career areas in Connecticut and in the country. Data Science can be applied in fields as diverse as business, finance, healthcare, environmental science, medicine, political science, social science, human culture, text analysis, climate change, and the list goes on. The creation of an interdisciplinary Data Science (DSC) major, a major uniquely suited for a liberal arts university, would provide Eastern's students a pathway to this exciting and evolving field. As a liberal arts university, we will expect our DSC majors to have computer programming skills, to be able to apply appropriate statistical techniques, to think critically about what is needed to solve problems, to interpret results of analyses, and to effectively communicate results both orally and in writing. In addition, because of the broader educational background of a liberal arts program, students should be comfortable grappling with questions from a variety of disciplines.

Projected Enrollment	Year 1					
	Fall		Spring		Summer	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	9	1	1	1	0	0
Internal Transfers (from other programs)	13	1	5	1	0	0
Continuing Students	0	0	19	4	0	0
Headcount Enrollment	22	2	25	4	0	0
Total FTE	22	1	25	2	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$281,965	$430,572	$638,213
Program-Specific Fees			
Other Revenue	$3,080	$3,796	$4,290
Total Estimated Program Revenue	**$325,612**	**$384,437**	**$638,213**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$2,264	$2,264	$2,264
Faculty (Full-time, total for program)	$36,000	$51,000	$59,750
Faculty (Part-time, total for program)	$7,200	$12,000	$14,400
Staff Support			
Library Resources Program			
Equipment			
Other	$5,000	$3,000	$2,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$50,464**	**$68,264**	**$78,414**

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

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Human Resources Management (CIP Code: 52.1005) – leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Science in Human Resources Management at Charter Oak State College.

BACKGROUND

This application continues the process as noted in the prior and current Charter Oak State College five-year strategic plans to convert concentrations from the General Studies degree that meet market demand and where the College offers all the courses for a student that is required to earn a bachelor's degree. This new degree program is a conversion of an existing degree program. As such, incremental operational and capital investments are not required as existing resources will be utilized. An investment in full-time faculty is not required pursuant to the business model employed by COSC.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Charter Oak State College
Department/Division:	Business
Name of Program:	Human Resource Management
Title of Credential:	Bachelor of Science
Total Course Credits Required:	120
Instructional Modality:	Online
Locality of Program:	
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Fall 2020

Need/Demand for Program:

This application continues the process as noted in the prior and current Charter Oak State College five-year strategic plans to convert concentrations from the General Studies degree that meet market demand and where the College offers all the courses for a student that is required to earn a bachelor's degree. This new degree program is a conversion of an existing degree program. As such, incremental operational and capital investments are not required as existing resources will be utilized. An investment in full-time faculty is not required pursuant to the business model employed by COSC.

Projected Enrollment	Year 1					
	Fall		**Spring**		**Summer**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	**0**	**6**	**0**	**1**	**0**	**0**
Internal Transfers (from other programs)	**1**	**3**	**0**	**0**	**0**	**0**
Continuing Students	**0**	**0**	**0**	**6**	**0**	**0**
Headcount Enrollment	**1**	**9**	**0**	**7**	**0**	**4**
Total FTE	**1**	**4.5**	**0**	**6.5**	**0**	**4**

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$48,387	$57,538	$66,390

Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$48,387**	**$57,538**	**$66,390**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$6,050	$6,486	$6,547
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	$10,124	$11,965	$13,806
Staff Support			
Library Resources Program			
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$4,620	$5,775	$6,930
Total Estimated Program Expenditures	**$20,794**	**$24,226**	**$27,283**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Organizational Leadership (CIP Code: 52.1003) – leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

_____

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

ITEM
Establishment of a new program leading to a Bachelor of Science in Organizational Leadership at Charter Oak State College.

BACKGROUND
This application continues the process as noted in the prior and current Charter Oak State College five-year strategic plans to convert concentrations from the General Studies degree that meet market demand and where the College offers all the courses for a student that is required to earn a bachelor's degree. This new degree program is a conversion of an existing degree program. As such, incremental operational and capital investments are not required as existing resources will be utilized. An investment in full-time faculty is not required pursuant to the business model employed by COSC.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Charter Oak State College
Department/Division:	Business
Name of Program:	Organizational Leadership
Title of Credential:	Bachelor of Science
Total Course Credits Required:	120
Instructional Modality:	Online
Locality of Program:	
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Fall 2020

Need/Demand for Program:

This application continues the process as noted in the prior and current Charter Oak State College five-year strategic plans to convert concentrations from the General Studies degree that meet market demand and where the College offers all the courses for a student that is required to earn a bachelor's degree. This new degree program is a conversion of an existing degree program. As such, incremental operational and capital investments are not required as existing resources will be utilized. An investment in full-time faculty is not required pursuant to the business model employed by COSC.

Projected Enrollment	Year 1					
	Fall		Spring		Summer	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	**0**	**11**	**0**	**12**	**0**	**0**
Internal Transfers (from other programs)	**1**	**7**	**0**	**0**	**0**	**0**
Continuing Students	**0**	**0**	**0**	**12**	**0**	**13**
Headcount Enrollment	**1**	**18**	**0**	**24**	**0**	**13**
Total FTE	**1**	**9**	**0**	**12**	**0**	**6.5**

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$125,824	$132,780	$134,993

Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$125,824**	**$132,780**	**$134,993**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$6,050	$6,486	$6,547
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	$26,231	$27,612	$28,072
Staff Support			
Library Resources Program			
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$12,705	$13,860	$15,015
Total Estimated Program Expenditures	**$44,986**	**$47,958**	**$49,634**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Paraprofessional Studies (CIP Code: 13.1501) – leading to an Associate of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to an Associate of Science in Paraprofessional Studies at Charter Oak State College.

BACKGROUND

The Associate of Science degree in Paraprofessional Studies will address CT workforce needs by preparing adults to work in schools to support principals, classroom teachers and parents in providing for the special learning needs of students. Both No Child Left Behind (NCLB) and the Individuals with disability Act (IDEA) require advanced training of 2 years of college, an Associate Degree or the passing of the Paraprofessional Assessment for all paraprofessionals working in Title 1 schools or with Special Education Students. In researching need for this degree program, Charter Oak State College (COSC) contacted priority school districts receiving Title 1 funding. Four priority school districts indicated that it is very difficult to fill these vacant positions due to lack of qualifications. Representatives from the districts also indicated that when paraprofessionals are hired, they are minimally trained. This degree meets the workforce need because it addresses the numerous vacancies that currently exist in CT schools to fill paraprofessional positions and allows for additional training of paraprofessionals once hired.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Charter Oak State College
Department/Division:	Early Childhood Education / Child Studies
Name of Program:	Paraprofessional Studies
Title of Credential:	Associate of Science
Total Course Credits Required:	60
Instructional Modality:	Online
Locality of Program:	
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Fall 2021

Need/Demand for Program:

The Associate of Science degree in Paraprofessional Studies will address CT workforce needs by preparing adults to work in schools to support principals, classroom teachers and parents in providing for the special learning needs of students. Both No Child Left Behind (NCLB) and the Individuals with disability Act (IDEA) require advanced training of 2 years of college, an Associate Degree or the passing of the Paraprofessional Assessment for all paraprofessionals working in Title 1 schools or with Special Education Students. In researching need for this degree program, Charter Oak State College (COSC) contacted priority school districts receiving Title 1 funding. Four priority school districts indicated that it is very difficult to fill these vacant positions due to lack of qualifications. Representatives from the districts also indicated that when paraprofessionals are hired, they are minimally trained. This degree meets the workforce need because it addresses the numerous vacancies that currently exist in CT schools to fill paraprofessional positions and allows for additional training of paraprofessionals once hired.

Projected Enrollment	Year 1					
	Fall		Spring		Summer	
	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	2	8	2	8	0	0
Internal Transfers (from other programs)	0	0	0	0	0	0
Continuing Students	0	0	2	7	2	9
Headcount Enrollment	2	8	4	15	2	9
Total FTE	2	4	4	7.5	2	4.5

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$103,832	$144,683	$133,917
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$103,832**	**$144,683**	**$133,917**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$8,524	$8,950	$9,397
Faculty (Full-time, total for program)	$6,733	$7,070	$7,423
Faculty (Part-time, total for program)	$22,090	$30,833	$28,532
Staff Support			
Library Resources Program			
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$10,742	$15,015	$13,860
Total Estimated Program Expenditures	**$47,742**	**$61,868**	**$59,212**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Paralegal (CIP Code: 22.0302) – leading to a C2 Certificate at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to a C2 Certificate in Paralegal at Tunxis Community College.

BACKGROUND
The Paralegal Studies certificate fits into the mission of the college as this new certificate will provide the necessary skill set to be hired into a growing job market. The cost to the student remains affordable. The return on investment for the student is worth the cost of tuition as the entry level salary for paralegals is $43,100.

The Paralegal certificate program at Manchester Community College has been successful for two decades. The program at Tunxis Community College will mirror the American Bar Association (ABA) approved program at MCC. Given the success at MCC, we have every reason to believe this program will be a success at Tunxis Community College as well.

In order for the program to be considered for ABA accreditation in the future, students completing the certificate in Paralegal Studies will be concurrently enrolled in an Associate degree program at Tunxis. Paralegal students will be positioned to gain entry into this growing field with a starting salary of $43,100 per year. Paralegals with an Associate degree make up 15.9% of the market for the paralegal field, while those with some college and no degree only makeup 13.4% of the field. While the entry level salary is $43,100 per year, the average annual wage for Paralegals and Legal Assistants was $62,800. The average annual wage for an experienced paralegal in Connecticut is $72,600.

The 2019 CT Department of Labor JobsEQ report found that employment of paralegals and legal assistants is expected to increase by 121 jobs over the next ten years, with an additional demand of 3,280 new workers in this field due to separation demand - the replacement of workers in this occupation and industry that retire or move into a different occupation.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Tunxis Community College
Department/Division:	Business
Name of Program:	Paralegal
Title of Credential:	C2 Certificate
Total Course Credits Required:	23
Instructional Modality:	Combined on ground and online
Locality of Program:	On and off campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2023

Need/Demand for Program:

The Paralegal Studies certificate fits into the mission of the college as this new certificate will provide the necessary skill set to be hired into a growing job market. The cost to the student remains affordable. The return on investment for the student is worth the cost of tuition as the entry level salary for paralegals is $43,100.

The Paralegal certificate program at Manchester Community College has been successful for two decades. The program at Tunxis Community College will mirror the American Bar Association (ABA) approved program at MCC. Given the success at MCC, we have every reason to believe this program will be a success at Tunxis Community College as well.

Projected Enrollment	Year 1					
	Fall		Spring		Summer	
	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	7	4	9	3	0	0
Internal Transfers (from other programs)	4	2	2	1	0	0
Continuing Students	0	0	11	6		
Headcount Enrollment	**11**	**6**	**22**	**10**		
Total FTE	**11**	**3**	**22**	**5**		

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3

Tuition	$78,020	$149,234	$207,334
Program-Specific Fees			
Other Revenue	$11,370	$14,027	$24,141
Total Estimated Program Revenue	**$89,390**	**$163,261**	**$231,475**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$793	$793	$793
Faculty (Full-time, total for program)	$89,262	$82,246	$82,246
Faculty (Part-time, total for program)	$44,376	$80,684	$86,735
Staff Support			
Library Resources Program	$991	$1,120	$1,120
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$2,982	$4,034	$4,034
Total Estimated Program Expenditures	**$138,404**	**$168,877**	**$174,928**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, College of Technology: Technology Studies: Energy Management Option (CIP Code: 15.0503) – leading to an Associate of Science at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to an Associate of Science in College of Technology: Technology Studies: Energy Management Option at Tunxis Community College.

BACKGROUND
The Technology Studies: Energy Management Associate of Science degree offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate of Science Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses.

There is an on-going need for well-trained individuals in the field of commercial energy management in Connecticut and the larger region. As of October 2019, Connecticut ranked 6th in the nation for its energy efficiency policies and programs by the American Council for an Energy Efficient Economy. Connecticut continues to be considered among the "leading and trending states" and also being noted for the Lamont administration's work towards reducing the state government's carbon footprint. Projects that achieve those efforts typically require pre-and post-construction energy analysis, project management and assistance through mid-level energy analysts. Those skills and education are directly correlated to the curricula at Tunxis.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Tunxis Community College
Department/Division:	Engineering and Technology Studies and STEAM and Advanced Manufacturing
Name of Program:	College of Technology: Technology Studies: Energy Management Option
Title of Credential:	Associate Degree
Total Course Credits Required:	64
Instructional Modality:	Combined on ground and online
Locality of Program:	On campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2022

Need/Demand for Program:

The Technology Studies: Energy Management Associate of Science degree offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate of Science Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses.

There is an on-going need for well-trained individuals in the field of commercial energy management in Connecticut and the larger region. As of October 2019, Connecticut ranked 6th in the nation for its energy efficiency policies and programs by the American Council for an Energy Efficient Economy. Connecticut continues to be considered among the "leading and trending states" and also being noted for the Lamont administration's work towards reducing the state government's carbon footprint. Projects that achieve those efforts typically require pre-and post-construction energy analysis, project management and assistance through mid-level energy analysts. Those skills and education are directly correlated to the curricula at Tunxis.

Projected Enrollment	Year 1					
	Fall		Spring		Summer	
	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	5	0	5	0	0	0

Internal Transfers (from other programs)	**5**	**0**	**3**	**0**	**0**	**0**
Continuing Students	**0**	**0**	**10**	**0**	**0**	**0**
Headcount Enrollment	**10**	**0**	**18**	**0**	**0**	**0**
Total FTE	**10**		**18**	**0**	**0**	**0**

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$55,776	$151,392	$229,080
Program-Specific Fees			
Other Revenue	$8,008	$21,736	$31,460
Total Estimated Program Revenue	**$63,784**	**$173,128**	**$260,540**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$7933	$7933	$7933
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	$31,739	$103,872	$207,744
Staff Support			
Library Resources Program			
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$13,260	$26,520	$30,204
Total Estimated Program Expenditures	**$52,932**	**$138,325**	**$245,881**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, College of Technology: Energy Management (CIP Code: 15.0503) – leading to a C2 Certificate at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to a C2 Certificate in College of Technology: Energy Studies at Tunxis Community College.

BACKGROUND
The Certificate in Energy Management offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The certificate folds seamlessly into the 2-year Tech Studies, Energy Management Option Associate Degree and allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This certificate path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses.

The Certificate in Energy Management is a career-oriented 16-credit program that trains undergraduate students and working-age adults for energy analyst jobs in the commercial and industrial (C&I) energy sector. Students need no prior experience in an energy/sustainability field to be successful in this program. The program helps to meet the need for well-trained commercial energy conservation workers in Connecticut and the Northeast region of the United States.

There is an on-going need for well-trained individuals in the field of commercial energy management in Connecticut and the larger region. As of October 2019, Connecticut ranked 6th in the nation for its energy efficiency policies and programs by the American Council for an Energy Efficient Economy. Connecticut continues to be considered among the "leading and trending states" and also being noted for the Lamont administration's work towards reducing the state government's carbon footprint. Projects that achieve those efforts typically require pre-and post-construction energy analysis, project management and assistance through mid-level energy analysts. Those skills and education are directly correlated to the curricula at Tunxis.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Tunxis Community College
Department/Division:	Engineering and Technology Studies and STEAM and Advanced Manufacturing
Name of Program:	College of Technology: Energy Management
Title of Credential:	C2 Certificate
Total Course Credits Required:	16
Instructional Modality:	Combined on ground and online
Locality of Program:	On campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Summer 2021

Need/Demand for Program:

The Certificate in Energy Management offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The certificate folds seamlessly into the 2-year Tech Studies, Energy Management Option Associate Degree and allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This certificate path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses.

The Certificate in Energy Management is a career-oriented 16-credit program that trains undergraduate students and working-age adults for energy analyst jobs in the commercial and industrial (C&I) energy sector. Students need no prior experience in an energy/sustainability field to be successful in this program. The program helps to meet the need for well-trained commercial energy conservation workers in Connecticut and the Northeast region of the United States.

Projected Enrollment	Year 1					
	Fall		**Spring**		**Summer**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	0	4	0	5	0	0
Internal Transfers (from other programs)	0	4	0	3	0	0
Continuing Students	0	0	0	8	0	0

Headcount Enrollment	0	0	0	16	0	0
Total FTE		4	0	8	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$26,570	$59,926	$75,198
Program-Specific Fees			
Other Revenue	$124,560	$132,160	$135,770
Total Estimated Program Revenue	**$151,130**	**$192,086**	**$210,968**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$1587	$1587	$1587
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	$44,516	$89,033	$101,399
Staff Support			
Library Resources Program			
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)	$7367	$11,787	$11,787
Total Estimated Program Expenditures	**$53,470**	**$102,407**	**$114,773**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, English as a Second Language (CIP Code: 16.0103) – leading to a C2 Certificate at Gateway Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to a C2 Certificate in English as a Second Language at Gateway Community College.

BACKGROUND
The certificate in English as a Second Language prepares qualified English as a Second Language Students with a bachelor's degree or higher from their home countries with college-level English and Communication skills that qualify them for jobs in healthcare/education/social work/education/manufacturing/banking/retail.

The program takes advantage of already existing classes and sequences them in an accelerated or traditional format to provide easy access to students.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Gateway Community College
Department/Division:	English / English as a Second Language
Name of Program:	English as a Second Language
Title of Credential:	C2 Certificate
Total Course Credits Required:	15
Instructional Modality:	On ground
Locality of Program:	On campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2021

Need/Demand for Program:

The certificate in English as a Second Language prepares qualified English as a Second Language Students with a bachelor's degree or higher from their home countries with college-level English and Communication skills that qualify them for jobs in healthcare/education/social work/education/manufacturing/banking/retail.

The program takes advantage of already existing classes and sequences them in an accelerated or traditional format to provide easy access to students.

Projected Enrollment	Year 1					
	Fall		Spring		Summer	
	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	2	4	1	2	0	0
Internal Transfers (from other programs)	4	8	3	5	0	0
Continuing Students	0	0	0	0	0	0
Headcount Enrollment	6	12	4	7	0	0
Total FTE	6	6	4	3.5	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3

Tuition	$52,788	$53,785	$61,792
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$52,788**	**$53,784**	**$61,792**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Staff Support			
Library Resources Program			
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**0**	**0**	**0**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Criminal Justice (CIP Code: 43.0199) – leading to an Associate of Science at Gateway Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to an Associate of Science in Criminal Justice at Gateway Community College.

BACKGROUND

This Criminal Justice Associate of Science program is responding to the needs of the students we serve, by presenting an option for those students who intend to pursue employment in the Protective Services industry rather than transferring for a 4-year degree. As many jobs in this industry do not require a 4-year degree, the stringent requirements of the Criminology Studies Transfer Ticket present an unnecessary barrier to graduation for many of the students we serve. The proposed Criminal Justice AS program is an opportunity for Gateway to increase retention and graduation, while serving the needs of our community and the Protective Services industry.

According to the Connecticut Department of Labor, the majority of the jobs in the Protective Services (the employment category which includes most criminal justice-related occupations, such as law enforcement, corrections, court officers, security guards, etc.) do not require 4-year degrees. Additionally, careers in the Protective Services category are well-paying, and growing. In the State of Connecticut, the average annual earnings in this employment category are $57,250, which is well above the statewide median per capita income of $42,029. Considering the fact that almost no occupations in this category require a 4-year degree, this is a very good option for many of our students to obtain a well-paying, steady, and meaningful job. Employment in this industry in the State of Connecticut is also expected to grow by 5.9% over the 10-year period of time ending in 2022, with over 36,000 people expected to be working in Protective Service occupations in the state by 2022.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Gateway Community College
Department/Division:	Social Science
Name of Program:	Criminal Justice
Title of Credential:	Associate of Science
Total Course Credits Required:	60
Instructional Modality:	On ground and online
Locality of Program:	On campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2022

Need/Demand for Program:

This Criminal Justice Associate of Science program is responding to the needs of the students we serve, by presenting an option for those students who intend to pursue employment in the Protective Services industry rather than transferring for a 4-year degree. As many jobs in this industry do not require a 4-year degree, the stringent requirements of the Criminology Studies Transfer Ticket present an unnecessary barrier to graduation for many of the students we serve. The proposed Criminal Justice AS program is an opportunity for Gateway to increase retention and graduation, while serving the needs of our community and the Protective Services industry.

According to the Connecticut Department of Labor, the majority of the jobs in the Protective
Services (the employment category which includes most criminal justice-related occupations, such as law enforcement, corrections, court officers, security guards, etc.) do not require 4-year degrees. Additionally, careers in the Protective Services category are well-paying, and growing. In the State of Connecticut, the average annual earnings in this employment category are $57,250, which is well above the statewide median per capita income of $42,029. Considering the fact that almost no occupations in this category require a 4-year degree, this is a very good option for many of our students to obtain a well-paying, steady, and meaningful job. Employment in this industry in the State of Connecticut is also expected to grow by 5.9% over the 10-year period of time ending in 2022, with over 36,000 people expected to be working in Protective Service occupations in the state by 2022.

Projected Enrollment	Year 1					
	Fall		Spring		Summer	
	FT	PT	FT	PT	FT	PT
New Students (first time matriculating)	4	8	2	5	0	0
Internal Transfers (from other programs)	7	10	0	5	0	0
Continuing Students	0	0	8	11	0	0

Headcount Enrollment	11	18	10	21	0	0
Total FTE	11	9	10	10.5	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$88,146	$116,034	$198,702
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$88,146**	**$116,034**	**$198,702**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$65,965	$67,944	$69,982
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Staff Support			
Library Resources Program			
Equipment			
Other			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$65,965**	**$67,944**	**$69,982**

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

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Accelerated Criminology (BA) to Criminal Justice (MA) (CIP Code: 43.0104) – leading to a Bachelor of Arts at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Establishment of a new program leading to an Bachelor of Arts in Accelerated Criminology (BA) to Criminal Justice (MA) at Central Connecticut State University.

BACKGROUND
Workforce and State Economic Development is a key element of CCSU's mission. Our existing B.A. in Criminology and M.S. in Criminal Justice have prepared over 2,000 students to successfully enter criminal justice and related fields at the local, state, and federal levels. An increasing number of professions require students with advanced degrees who have the knowledge to make informed decisions about criminal justice policy and the skills to implement evidence-based practices. The Accelerated 5-year B.A./M.S. enables students to seamlessly attain both the undergraduate and advanced degree, and meet workforce needs more efficiently. By providing this option, we expect to attract highly motivated students who will be successful in their chosen fields while increasing enrollment in both our undergraduate and graduate programs.

The Accelerated B.A./M.S. capitalizes on our existing B.A. program that places over 100 students each year in internships with local, state and federal criminal justice agencies. Our M.S. program prepares students for leadership positions in the criminal justice field (e.g., police chiefs, agency directors) and continued study at the doctoral level. Our faculty possess expertise in a wide range of areas (e.g., policing strategies, cybercrime, correctional counseling, juvenile justice, program evaluation, organizational leadership) and are actively engaged in research and consulting with numerous municipal and state criminal justice agencies (e.g., State of CT Judicial Branch, CT Department of Correction). Being centrally located positions us well to be a source for education and outreach for agencies throughout CT and the region.

The purpose of this accelerated pathway is to provide students of all backgrounds with the opportunity to finish a Bachelor's and Master's degree within 5 years.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Central Connecticut State University
Department/Division:	Social Science
Name of Program:	Accelerated Criminology B.A. to Criminal Justice M.S.
Title of Credential:	Bachelor of Arts
Total Course Credits Required:	120
Instructional Modality:	On ground and online
Locality of Program:	On campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2023

Need/Demand for Program:

Workforce and State Economic Development is a key element of CCSU's mission. Our existing B.A. in Criminology and M.S. in Criminal Justice have prepared over 2,000 students to successfully enter criminal justice and related fields at the local, state, and federal levels. An increasing number of professions require students with advanced degrees who have the knowledge to make informed decisions about criminal justice policy and the skills to implement evidence-based practices. The Accelerated 5-year B.A./M.S. enables students to seamlessly attain both the undergraduate and advanced degree, and meet workforce needs more efficiently. By providing this option, we expect to attract highly motivated students who will be successful in their chosen fields while increasing enrollment in both our undergraduate and graduate programs.

The Accelerated B.A./M.S. capitalizes on our existing B.A. program that places over 100 students each year in internships with local, state and federal criminal justice agencies. Our M.S. program prepares students for leadership positions in the criminal justice field (e.g., police chiefs, agency directors) and continued study at the doctoral level. Our faculty possess expertise in a wide range of areas (e.g., policing strategies, cybercrime, correctional counseling, juvenile justice, program evaluation, organizational leadership) and are actively engaged in research and consulting with numerous municipal and state criminal justice agencies (e.g., State of CT Judicial Branch, CT Department of Correction). Being centrally located positions us well to be a source for education and outreach for agencies throughout CT and the region.

The purpose of this accelerated pathway is to provide students of all backgrounds with the opportunity to finish a Bachelor's and Master's degree within 5 years.

	Year 1					
Projected Enrollment	**Fall**		**Spring**		**Summer**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	**55**	**9**	**5**	**1**	**0**	**0**

Internal Transfers (from other programs)	0	0	0	0	0	0
Continuing Students	**433**	**83**	**458**	**87**	**0**	**0**
Headcount Enrollment	**488**	**92**	**458**	**87**	**0**	**0**
Total FTE	**488**	**45.5**	**458**	**43.5**	**0**	**0**

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$5,202,732	$5,300,132	$5,397,532
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$5,202,732**	**$5,300,132**	**$5,397,532**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$13,661	$13,661	$13,661
Faculty (Full-time, total for program)	$1,307,150	$1,307,150	$1,307,150
Faculty (Part-time, total for program)	$150,267	$163,928	$177,589
Staff Support	$56,137	$57,821	$59,556
Library Resources Program			
Equipment			
Other	$1,000	$1,000	$1,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$1,528,216**	**$1,543,560**	**$1,558,956**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a licensed program – Early Childhood Studies and Infant / Toddler Mental Health (CIP Code: 13.1210 / OHE #19028) – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

ITEM
Accreditation of a licensed program in Early Childhood Studies and Infant / Toddler Mental Health leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

PERFORMANCE INDICATORS
<u>Student Enrollment</u>
Projected full-time equivalent (FTE) enrollment for program's Year 2: 39.3
Actual full-time equivalent (FTE) enrollment for program's 5th Semester: 36.5
Difference: -2.8

<u>Cost Effectiveness</u>
Total Revenue generated by program during its Year 2: $309,467 (includes contrarevenue)
Total Expenditures apportioned to program in its Year 2: $323,186
Difference: -$13,719

Actual expenses in Year 2 exceeded projection because projections for program coordination appear to have been based on replacement cost for part-time faculty rather than true cost of a full-time faculty coordinator.

<u>Improvement Plan</u>
The proposal for the ECTC Credential was just recently submitted to the Office of Early Childhood and if CCSU is approved, the number of transfer students from our in-state early childhood associate degree programs should increase. CCSU graduates are currently eligible to apply for the Infant Mental Health credential and we are confident that our work with CT-AIMH over the last two years will put our graduates in a strong position to earn this endorsement. Our current recruiting and marketing efforts have not emphasized this endorsement in the past. Future recruiting and marketing efforts will emphasize both the ECTC credential and the IMH endorsement.

<u>Learning Outcomes</u>
Learning outcomes are aligned with the accrediting standards of NAEYC (National Association for the Education of Young Children) and ECTC (Early Childhood Teacher Credential). Multiple assessments are used to reveal how well our candidates have learned what we want them to learn through instruction and field experience. Data have been collected and analyzed at end of Year 1 showing that students achieved a score of 2.9 out of 3.0 on the assessed learning outcomes.

PROGRAM CHANGES
The program has undergone minor curricular changes since licensure. 3 1-credit courses in Instructional Design and Production have been eliminated after receiving feedback from our partners in the CT Association for Infant/Toddler Mental Health and colleagues at NAEYC that technology needs for early childhood learning and development are minimal. A 3-credit introductory course was added to the program (EDEC 106: Introduction to Infant/Toddler

Development: An Infant Mental Health Foundation for Home Visiting and Early Care and Education). This inclusion provides students with additional foundation to successfully apply for the Infant/Mental Health Endorsement through the Connecticut Association for Infant Mental Health. Adding this course provides special focus on the effects of primary caregiving relationships on infant and toddler development.

The program is currently in the process of applying for the Early Childhood Teacher Credential (ECTC). Significant revisions and adjustments were recommended after the first year of program implementation, which spurred the curricular changes described above. After a robust review process, the application will be submitted during Spring 2020 to the Connecticut Office of Early Childhood. If the program is approved for the ECTC credential, we will then pursue joining the ECTC Transfer Pathway though the BOR.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the accreditation of this program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/03/2020– BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR *ACCREDITATION OF A LICENSED PROGRAM*

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University

Date of Submission to CSCU Office of the Provost: February 26, 2020

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Program Characteristics

Name of Program: **Early Childhood Studies and Infant/Toddler Mental Health**

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

  Degree's Associated Certificate(s) (if any)

Stand-Alone Certificate: *(specify type and level)*

Semester Date Program was Initiated: **Spring 2018**

Year 2 – 5th Semester Date: **Spring 2020**

Date of First Graduation: **May 17, 2020**

Modality of Program: X On ground   Online   Combined

If "Combined", % of fully online courses?

Locality of Program: On Campus   Off Campus   X Both

Program Credit Distribution

\# Credits in General Education: 41-44

\# Credits in Program Core: 65

\# Credits of Related Requirements: 3

\# Credits of Electives: 8-11

\# Cr Special Requirements *(include internship, etc.):* 15 credits of pre-practicum and practicum courses included in Program Core

Total # Cr in the Program *(sum of all #Cr above)*: 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Date of BOR Approval: May 11, 2017   CIP: 13.1210   OHE#: 19028

Institutional Contact for this Proposal: Kimberly Kostelis

Title: Dean, School of Education and Professional Studi*es*

Tel.: 860-832-2101 e-mail: kimberly.kostelis@ccsu.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 2:   39.3

Actual full-time equivalent (FTE) enrollment for program's 5th Semester: 36.5

Difference: -2.8

Cost Effectiveness

Total Revenue generated by program during its Year 2: $309,467 (includes contrarevenue)

Total Expenditures apportioned to program in its Year 2: $323,186

Difference: -$13,719

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 2:

Learning outcomes are aligned with the accrediting standards of NAEYC (National Association for the Education of Young Children) and ECTC (Early Childhood Teacher Credential). Multiple assessments are used to reveal how well our candidates have learned what we want them to learn through instruction and field experience. Data have been collected and analyzed at end of Year 1 (as reported in the 2018-2019 annual Assessment Report), summarized as follows:

LO1: Knowledgeable and competent in executing the values and skills necessary to serve and care for infants and toddlers and their families to meet Level I of the Infant Mental Health Levels of Endorsement competencies in eight areas: Theoretical Foundations; Law, Regulation & Agency Policy; Systems Expertise; Direct Service Skills; Working With Others; Communicating; Thinking; and Reflection.

Overall, results from multiple assessments show that candidates meet LO #1 with group average score of 2.9/3.0. With only two semesters of the program completed, the data collected from the Literacy Unit Plan, Designing and Implementing an Activity Plan Using The Pyramid Framework, and the Critique on Curriculum Models in Early Childhood provide evidence of candidates' knowledge and competence in promoting child development and learning, especially infant/toddler, preschool, and children with and without exceptionalities.

LO2: Knowledgeable and competent in executing the values, roles and responsibilities of a professional working with preschool children in state private and public agencies, including non-profit community-based agencies that are state- and/or federally funded.

Overall, results from multiple assessments show that candidates meet LO #2 with a group average score of 2.9/3.0. With only two semesters of the program completed, the data collected from the Literacy Unit Plan, Infant/Toddler & Preschool Interdisciplinary Lesson Implementation, and the Designing and Implementing an Activity Plan Using The Pyramid Framework provide evidence of candidates' knowledge and competence in using developmentally effective approaches to advance the development and learning of infant/toddler, preschool children with and without exceptionalities.

LO3: Knowledgeable and competent in promoting child development and learning, especially infant/toddler, preschool, and children with and without exceptionalities.

Overall, results show that candidates meet LO #3 with a group average score of 2.9/3.0. With only two semesters of the program completed, and one content methods course implemented during the two semesters, only one assignment is available. The Literacy Unit Plan provides evidence of candidates' knowledge and competence in using content knowledge to build meaningful curriculum and learning activities that are appropriate for infant/toddler, preschool, and young children with and without exceptionalities.

At end of program Year 2, we will have data on all course-embedded assessments and field and practicum assignments. Data are being collected and will be analyzed at end of this semester which will include all program learning outcomes. Additional learning outcomes that have not yet been evaluated include:

LO4: Knowledgeable and competent in building family and community relationships, especially with families whose members include infant/toddlers and/or preschool children.

LO5: Knowledgeable and competent in assessing and supporting families and young children, especially infant/toddler, preschool, and children with and without exceptionalities.

LO6: Knowledgeable and competent in using developmentally effective approaches to advance the development and learning of infant/toddler, preschool children with and without exceptionalities.

LO7. Knowledgeable and competent in using content knowledge to build meaningful curriculum and learning activities that are appropriate for infant/toddler, preschool, and young children with and without exceptionalities.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes (Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).

The program has undergone minor curricular changes since licensure. 3 1-credit courses in Instructional Design and Production have been eliminated after receiving feedback from our partners in the CT Association for Infant/Toddler Mental Health and colleagues at NAEYC that technology needs for early childhood learning and development are minimal. A 3-credit introductory course was added to the program (EDEC 106: Introduction to Infant/Toddler Development: An Infant Mental Health Foundation for Home Visiting and Early Care and Education). This inclusion provides students with additional foundation to successfully apply for the Infant/Mental Health Endorsement through the Connecticut Association for Infant Mental Health. Adding this course provides special focus on the effects of primary caregiving relationships on infant and toddler development.

The lead faculty member in early childhood, Dr. Maxine Howell retired in Summer 2017. She was replaced with an emergency appointment for 1 year while a full search was conducted. The new faculty member and program coordinator, Dr. Candace Barriteau-Phaire, is in her second year at CCSU.

The program is currently in the process of applying for the Early Childhood Teacher Credential (ECTC). Significant revisions and adjustments were recommended after the first year of program implementation, which spurred the curricular changes described above. After a robust review process, the application will be submitted during Spring 2020 to the Connecticut Office of Early Childhood. If the program is approved for the ECTC credential, we will then pursue joining the ECTC Transfer Pathway though the BOR.

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

Dr. Barriteau-Phaire has devoted considerable effort to identifying and recruiting potential students for the program. She forged a partnership with HRA of New Britain, "*a multi-service non-profit organization dedicated to increasing economic self-sufficiency among individuals and families residing in greater New Britain, Bristol and surrounding towns."* One of their program divisions focuses specifically on early childhood education. CCSU has extended enrollment opportunities for staff at HRA that work in early childhood classrooms but have not yet earned a bachelor's degree. To accommodate a cohort of working caregivers at the HRA of New Britain (approximately 10 minutes from CCSU), some courses have been offered on site and on-campus at the end of the workday; others have been offered in 8-week sessions. HRA provides a 3-hour weekly educational leave opportunity for employees that most have used to observe in other classrooms at their site or attend course sessions at CCSU in the Early Childhood Program. A new cohort will begin in Summer 2020.

An extensive review of CT Community College early childhood courses occurred within the past year resulting in nearly 100 course-to-course articulations.

Henry Barnard Hall, the former and future location of the Early Childhood Studies and Infant/Toddler Mental Health Program, is currently undergoing renovations. Included in the renovations is the addition of a model early childhood classroom which will enhance the learning of our students. Additionally, space has been requested adjoined to the future Drop-In (childcare) Center for an observation and debriefing room to be used by our Early Childhood students.

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

N/A

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
EDEC 101 Introduction to Early Childhood Studies	1,2,3		3	**PSY 136** Life Span Development		3
EDEC 102 Fieldwork in Early Childhood and Infant/Toddler Mental Health I	1,2,3		1			
EDEC 105 Arts & Aesthetics for Infant, Toddler, and Preschool Children	1,2, 3		3			
EDEC 103 Health, Safety and Nutrition for Young Children	1,2,3		3			
EDEC 106 Foundations for Home Visiting and Early Care and Ed	**1,2,3,6**		**3**			
~~EDT 201 Intermediate Instructional Design and Production~~			~~1~~			
~~EDT 302 Advanced Instructional Design and Production~~			~~1~~			
~~EDT 402 Designing Instruction for the Professional~~			~~1~~			
EDEC 104 Fieldwork in Early Childhood and Infant/Toddler Mental Health II	1,2,3		1			
EDEC 201 Language & Literacy for Infants, Toddlers, and Preschool Children	1,3		3			
EDEC 202 Infant/Toddler and Preschool Children, Family, and the Community I	1,2,3,4,5		3			
EDEC 203 Fieldwork in Early Childhood & Infant/Toddler Mental Health III	1,2,4		1			
SPED 301 Assessment, Instruction & Curriculum Adaptations for Early Childhood	1,3,5,6		3			
EDEC 204 Observing, Documenting, & Assessing to support Children & Families	1,2,4,5		3			
EDEC 206 Fieldwork in EC and Infant/Toddler Mental Health IV	1,4		1			
EDEC 306 Design and Management of Infant/Toddler and Preschool Programs	1,2,3,4,5		3			
EDT 101 Basic Instructional Design & Production	5,6,7		1			
EDEC 300 Curriculum and Instruction for Diverse Learners	1,2,3,4,5,7		3			

EDEC 304 Pre-Practicum in Early Childhood and Infant/Toddler Mental Health I	1,2,4,6,7		3			
EDEC 307 Current Trends and Issues in Infant/Toddler & Pre-school Children's Development	1,2,4		3			
SPED 321 Establishing Learning Environments for Young Children	1,3,5,6		3			
EDEC 205 Infant/Toddler and Preschool Children, Family, and the Community II	1,2,3,4,5		3			
EDEC 305 STEM for Infants, Toddlers, and Preschool Children	1,4,5,6,7		3			
EDEC 308 Pre-Practicum in Early Childhood and Infant/Toddler Mental Health II	1,2,4,6,7		3			
EDEC 309 Literature for Infants, Toddlers, and Preschool Children	1,4,6,7		3			
EDEC 403 Practicum in Early Childhood and Infant/Toddler Mental Health I	1,4,6,7		3			
EDEC 404 Practicum in Early Childhood and Infant/Toddler Mental Health II	1,4,6,7		6			
Core Course Prerequisites				**Elective Courses in the Field**		
				Free Electives		11

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

Enrollment and Credentialing Information

ACTUAL Enrollment	AY 2017-18		AY 2018-19		AY 2019-20	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students*	5	2	6	2	14	2
Returning Students**	2	2	10	1	30	5
ACTUAL Headcount Enrollment**	2	1	11	1	32	6
ACTUAL FTE**	2.0		10.3		33.2	
PROJECTED FTE *(at Licensing)*			(Year 1) 23.0		(Year 2) 39.3	
ACTUAL-PROJECTED			-12.7		-6.1	
Size of First Credentialed Group	Expected 2 students		**Date of Award of First Credential**		Expected May 17, 2020	

*Spring 2018 only for AY 2017-18. Otherwise, Fall + Spring new students. Although students were enrolled in Spring 2018, students did not begin taking EDEC courses until Fall 2018.
**Based on Spring semester data.
***Averaged across Fall and Spring semesters.

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

The current difference between actual revenue and expenses is $13,719—roughly the equivalent of one full-time and one part-time student. The $13,719 loss does not substantially affect the bottom line of the institution's budget. Enrollments have increased significantly over the last two years and are expected to continue to increase. Fall 2020 applications to the major are up 25% and acceptances are up 60% compared to the same time last year. While new admits have until May 1 to confirm their enrollment, 3 students have already confirmed. We are well on our way to meeting the projection of 8 new students for Fall 2020 and in fact may exceed that number. Class sizes can accommodate more students without additional faculty load; increased enrollment should not impact expenses.

The differences in projected revenue at licensure and actual revenue are explained in part by not meeting enrollment targets, but also because projected revenue estimates at licensure were overestimated. Projected fees at licensure did not remove certain fees (University General Fee, Media fee, Student Activity Fee, Parking fee, and accident insurance) that we currently remove when calculating actual revenue (and making future projections). Approximately $25,000 of the differential in Year 1 can be explained by the change in method of calculation.

Actual expenses in Year 2 exceeded projection because projections for program coordination appear to have been based on replacement cost for part-time faculty rather than true cost of a full-time faculty coordinator.

Improvement Plan

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

Since licensure, Dr. Barriteau-Phaire has continued to work with the Connecticut Office of Early Childhood and the Connecticut Association for Infant Mental Health (CT-AIMH) to ensure that the program aligns with each agency's standards. The proposal for the ECTC Credential was just recently submitted to the Office of Early Childhood and if CCSU is approved, the number of transfer students from our in-state early childhood associate degree programs should increase. CCSU graduates are currently eligible to apply for the Infant Mental Health credential and we are confident that our work with CT-AIMH over the last two years will put our graduates in a strong position to earn this endorsement. Our current recruiting and marketing efforts have not emphasized this endorsement in the past. Future recruiting and marketing efforts will emphasize both the ECTC credential and the IMH endorsement.

Dr. Barriteau-Phaire continues to build relationships with federally funded preschool programs such as HRA of New Britain. Additionally, we have increased in-person recruitment efforts with Connecticut community colleges.

Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieve, what course of action is planned for improvement of teaching and learning:

NA

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Resources and Costs Estimates Form
(Whole Dollars Only)

Projected Three Years Enrollment and Completion for the Program

Projected Enrollment	Fall 2020		Fall 2021		Fall 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students	8	0	9	1	10	2
Returning Students	22	6	25	6	28	6
PROJECTED Headcount Enrollment	30	6	34	7	38	8
Projected Fall FTE accounted for by Program Majors	32		36.3		40.7	
Projected Size of Credentialed Group(s) for Given Year	3		5		10	

(Whole Dollars Only)

ACTUAL Program Revenue	2018-2019		2019-2020		n/a	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	$86,904	$15,486	$279,372	$38,069		
Program-Specific Fees	$0	$0	$0	$0		
Other Revenue (Annotate in narrative)	$50	$0	$100	$936		
Actual Program Revenue	$83,624	$15,486	$270,462	$39,005		
Projected Revenue (at Licensing)	$204,540	$17,352	$340,900	$37,596		
Difference: Actual - Projected	-$120,916	-$1,866	-$70,438	$1,409		

ACTUAL Program Expenditures	2018-2019		2019-2020		n/a	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	0.33	$46,500	0.25	$78,512		
Faculty (Full-time, total for program)	0.62	$87,351	1.10	$168,252		
Faculty (Part-time, total for program)	0.13	$10,073	1.37	$69,923		
Support Staff	0.05	$6,236	0.05	$6,500		
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Actual Program Expenditures		$150,160		$323,186		
Projected Expenditure (at Licensing)		$157,996		$282,326		
Difference: Actual - Projected		-$7,836		$40,860		

Full-time tuition includes University General Fees less the parking garage fee and accident insurance. In addition, part-time student revenue includes the registration fee per term. Tuition also includes all contrarevenue (e.g., fee waivers, corrections, etc.)

Other revenue includes E-program learning fees and online course fees where applicable.

A full-time Assistant Professor administers the program. Annual salary and actual fringe rates were applied.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
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Instructional cost was calculated by examining total enrollment in a section, determining the number of students in the program who were enrolled in the course, and calculating the fractional load attributable to students enrolled in the program. It was relatively rare for students who were not enrolled in the program to take these courses. Instructional cost for full-time faculty was based on actual annual salary and fringe rate. Part-time faculty instructional cost used actual rates (CSCU-AAUP contract Article 12.8) and 31% fringe.

An administrative assistant supports the Department of Literacy, Elementary and Early Childhood Education. We estimated that they spent 5% of their time in direct service to this program. Actual salary and fringe rate were applied to the calculation.

(Whole Dollars Only)

PROJECTED Program Revenue	2020-21		2021-22		2022-23	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	$304,140	$41,506	$358,480	$50,360	$400,654	$57,554
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Total Program Revenue	$345,646		$408,840		$458,208	

PROJECTED Program Expenditures	2020-21		2021-22		2022-23	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	0.25	$41,208	0.25	$41,208	0.25	$41,208
Faculty (Full-time, total for program)	1.30	$190,494	1.36	$199,297	1.36	$199,297
Faculty (Part-time, total for program)	1.66	$81,645	1.73	$85,413	1.73	$85,413
Support Staff	0.05	$6,695	0.05	$6,896	0.05	$7,103
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures	$320,042		$332,814		$333,021	

Tuition for AY 2020-21 was estimated using AY 2020-21 rates. A conservative 4% increase—considerably under the 4.9% 10-year average—was applied to each subsequent year.

Administrative load was projected to not exceed 6 load credits per academic year (.25 FTE). Salary for Dr. Barriteau-Phaire was projected to increase 5.5% for AY 2020-21 and then remain stable thereafter. Fringe rate from AY 2019-2020 was applied to all 3 projected years.

Instructional load was projected to be 71 credits in 2020-21, and 74 credits the following 2 years to account for additional summer offerings. The ratio between full-time and part-time instruction was assumed to remain consistent across the next 3 years. Full-time faculty salary for AY 2020-21 was projected to increase 5.5% for AY 2020-21 and not thereafter. We applied the fringe rate for AY 2019-20 across the next 3 years. Part-time salary rates were adjusted to reflect contractual increases (CSCU-AAUP contract Article 12.8) for AY 2020-21 and remain consistent thereafter. A 31% fringe rate was applied to part-time salary.

The current level of support was expected to remain constant over the next 3 years. A 3% COLA was anticipated each year.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Data Science Option (CIP Code: 27.0304) – leading to an Associate of Science at Gateway Community College.

A True Copy:

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

ITEM
Approval of the replication of a College of Technology Program in Technology Studies: Data
Science Option at Gateway Community College.

BACKGROUND
Per Board of Regents Policy, Community colleges may replicate a College of Technology's
Engineering Science or Technology Studies academic program (Associate of Science degree,
Certificate, and Program Option) or modification previously approved by the Board of Regents
for another Community College. Gateway Community College intends to create a Technology
Studies: Data Science Option that mirrors the program and curriculum at Northwestern
Community College approved by the Board of Regents on September 19, 2019.

The Technology Studies: Data Science option A.S. degree provides exposure and essential
applications in key elements of data science including data structures and data sources,
programming languages, statistical principles, computing and analytics, data management,
machine learning tools, and data science applications. This degree will afford our students more
opportunities in the job market by providing them with highly sought-out preferred skills. The
use of data science bachelor's degree, new jobs are being created at the associate degree level of
entry which allows our students to enter this field early while receiving mentorship within these
organizations from senior data scientists. Students looking to continue their education have
several options in COT schools. Southern CT State University offers a B.S. in Data Science and
University of Hartford offers a B.S. in Mathematics with a minor Data Science. Additionally,
Central CT State University, Fairfield University and Sacred Heart University offers M.S.
degrees in Data Science.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council
that the Board of Regents approve the replication of this College of Technology Program. The
System's Provost and Senior Vice President for Academic and Student Affairs concurs with this
recommendation.

04/03/2020– BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

Gateway
Community College

January 27, 2020

TO: Karen Wosczyna-Birch, Coordinator, College of Technology

FROM: Mark Kosinski, Dean of Academic Affairs

RE: Technology Studies: Data Science Option

Gateway Community College intends to create a Technology Studies: Data Science Option that mirrors the program and curriculum at Northwestern Connecticut Community College authorized by the BOR for this spring, 2020. Northwestern has now implemented its program and anticipates their first graduates in spring, 2021.

Gateway Community College's Business and Math & Sciences department are beginning preliminary steps to create this program. We bring this to your attention as Coordinator of the COT, and look forward to your support and counsel as we move forward with this initiative.

Please feel free to contact me if you have any questions. Once a concept paper is designed for the Academic Council, I will forward you a copy for review and comment.

Thank you.

Mark Kosinski, Ph.D.
Dean of Academic Affairs
Gateway Community College
20 Church Street
New Haven, CT 06510
203-285-2077

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR NEW **PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date:

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Program Characteristics

Name of Program: Technology Studies: Data Science Option

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

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

Stand-Alone Certificate: *(specify type and level)*

Anticipated Program Initiation Date: Fall 2020

Anticipated Date of First Graduation: Spring 2022

Modality of Program: On ground   Online x Combined

If "Combined", % of fully online courses? 33%

Locality of Program: x On Campus   Off Campus   Both

</td>
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Program Credit Distribution

Credits in General Education: 28

Credits in Program Core Courses: 33

Credits of Electives in the Field: 3

Credits of Other Electives: 3

Cr Special Requirements *(include internship, etc.)*:

Total # Cr in the Program *(sum of all #Cr above)*: 67

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **58**

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Replicated College of Technology Program Characteristics Name of Program: Technology Studies: Data Science Option Institution: Northwestern Connecticut Community College CIP Code No. 27.0304   Title of CIP Code: Computational and Applied Mathematics

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#:   BOR Accreditation Date: Phase Out Period   Date of Program Termination

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

Institutional Contact for this Proposal: Susan Spencer	Title: Professor of Mathematics	Tel.: 203-285-2452 e-mail: sspencer@gwcc.commnet.edu

Institution's Unit *(e.g. School of Business)*: Math/Science Location *(e.g. main campus)* Offering the Program: Downtown Campus

Background and Rationale: (Provide the context for and need for the proposed replication) The Technology Studies: Data Science option A.S. degree provides exposure and essential applications in key elements of data science including data structures and data sources, programming languages, statistical principles, computing and analytics, data management, machine learning tools, and data science applications. This degree will afford our students more opportunities in the job market by providing them with highly sought-out preferred skills. The use of data science teams is becoming more popular in the business industry. While most current jobs require a bachelor's degree, new jobs are being created at the associate degree level of entry which allows our students to enter this field early while receiving mentorship within these organizations from senior data scientists. Students looking to continue their education have several options in COT schools. Southern CT State University offers a B.S. in Data Science and University of Hartford offers a B.S. in Mathematics with a minor Data Science. Additionally, Central CT State University, Fairfield University and Sacred Heart University offers M.S. degrees in Data Science.

SECTION 2: PROGRAM QUALITY ASSESSMENT

Cost Effectiveness and Availability of Adequate Resources

(Please complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form.)

This degree is made up of 3 courses that are in the System but are new to Gateway CC and 18 existing courses. The new courses can all be taught by existing fulltime faculty. The two new data science courses will also be allowed as electives in existing Computer Science degree and the new mathematics course can be used as an elective in Natural Science & Mathematics degree, thereby increasing enrollment in all these new courses. All new courses can be used in a Data Science certificate, to be adopted in the future.

There will be no additional costs for this program as the administration falls under current duties of the program coordinator, and the teaching of the courses will be part of the regular duties of existing full-time faculty.

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)*

This degree will be overseen and advised by Susan Spencer, Professor of Mathematics and COT Program Coordinator. Approximately 40% her FTE will be spent teaching, advising and administering this program, along with other current COT programs.

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?
Current full-time and adjunct faculty members will teach in this program. 100% of the data science courses will be taught by current full-time faculty.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program
A Master's Degree is required to teach the courses in the program.

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 Expenditures Projections spreadsheet)*

No special resources are required for this program. Open source and free software may be utilized for coding, statistics, and machine learning.

*Special Requirements include co-curriculum activities – structured learning activities that complement the formal curriculum – such as internships, innovation activities and community involvement.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the "Cost Effectiveness …" narrative on page 3.

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
Susan Spencer- Professor	Southern Ct State University	Mathematics	COT Program Coordinator
Saverio Perugini, EdD- Professor	Columbia University	Mathematics; Statistics	Mathematics Academic Coordinator
Beata Gebuza- Professor	Southern Ct State University	Research, Statistics and Measurement	
Mirco Speretta, PhD- Instructor	University of Arkansas	Computer Science; Data Science; Programming Languages	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM
PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs		9		9				3		3				3		3		
New Students (first time matriculating)		3		3				3		3				8		8		
Continuing Students progressing to credential								9		9				9		9		
Headcount Enrollment		12		12				15		15				20		20		
Total Estimated FTE per Year[1]						7						9						11

PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2] *		$13692		$13692				$17604		$17604				$21516		$21516		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue **		$16786		$16786				$21582		$21582				$26378		$26378		
Total Annual Program Revenue	$30460						$39186						$47894					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	Existing/no additional cost	Existing/no additional cost	Existing/no additional cost
Faculty (Full-time, total for program)[4]	Existing/no additional cost	Existing/no additional cost	Existing/no additional cost
Faculty (Part-time, total for program)[4]			
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5] (marketing)	$300	$300	$300
Estimated Indirect Costs[6]	Existing/no additional costs	Existing/no additional costs	Existing/no additional cost
Total Expenditures per Year	$300	$300	$300

NOTE: 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."

1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring

2 Revenues from all courses students will be taking.

3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.

4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

**Assume state revenue per FTE of $2398. *Assume tuition revenue per FTE of $1956.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a the Vision Statement

for

Central Connecticut State University

April 16, 2020

WHEREAS,   The vision statement has emerged through appropriate university committees and processes as part of the Central Connecticut State University's "Strategic Plan 2030: Changing Lives, Building Communities; Central to Connecticut, therefor be it

RESOLVED,   That the Board of Regents for the Connecticut State University System approves the vision statement for Central Connecticut State University.

A True Copy:

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

ITEM

Resolution concerning Approval of Modification to the Vision Statement for Central Connecticut State University

BACKGROUND

As part of its strategic planning, the university has revisited its mission and vision statements approved by the Board of Trustees in 2010. The proposed modification advances the university's distinctiveness, as well as the cohesiveness of roles, with other universities in the CSUS.

ANALYSIS

CCSU's community engaged in a year long process developing a Strategic Plan for the university and defining the elements of its distinctive identity. Students, faculty, staff, alumni, union leaders, System leadership, Board of Regents members, elected officials, and other stakeholders were provided opportunities for sharing their ideas and feedback, including a survey, a series of open forums, small group meetings, and email. The University Planning and Budget Committee and Faculty Senate have fully reviewed and unanimously voted to endorse our plan. The process concluded with the President's approval on .

The resulting plan organizes the priorities of Central Connecticut State University into five goals: prepare graduates who will thrive in an ever-changing economy; increase access to higher education; foster an inclusive and safe campus culture, advance scholarship, service learning, and community development for the public good; and assure the University's financial sustainability. As important as the goals are, so too are the specific objectives and metrics we included to determine achievement of each goal. As part of the process for developing this strategic plan, Central Connecticut State University revised the vision statement for the institution.

RECOMMENDATION

That the Board of Regents approve the modification to the vision statement for Central Connecticut State University.

04/03/2020 BOR Academic Affairs Committee
04/16/2020 Board of Regents

February 18, 2020

President Mark Ojakian
Connecticut State Colleges & Universities
61 Woodland St.
Hartford, CT 06105

Dear President Ojakian,

On behalf of the Central Connecticut State University (CCSU) family, I am very proud to submit our proposed Strategic Plan 2030: Changing Lives, Building Communities; Central to Connecticut.

As the state's oldest public institution of higher education with a long record of success, we have established a path forward that builds on our strengths and distinctive features, while encouraging innovation and participation within every facet of the University community.

Our new vision for CCSU is the result of a year-long, collaborative process. All along the way, our students, faculty, staff, alumni, union leaders, System leadership, Board of Regents members, elected officials, and other stakeholders were provided opportunities for sharing their ideas and feedback, including a survey, a series of open forums, small group meetings, and email. I am so grateful for their willingness to support their University and invest in its future. I also am extremely appreciative of the time, effort, and generosity of the Strategic Planning Steering Committee, the Work Groups, and the University Planning & Budget Committee (UPBC) whose members did the heavy lifting in both the planning and development processes.

In setting priorities, we were especially mindful of current enrollment issues and the financial challenges they present; the state's fiscal realities; the workforce and technology needs of business and industry; and, among other factors, the growing Hispanic population in our state and our country.

The resulting plan organizes our priorities into five goals: prepare graduates who will thrive in an ever-changing economy; increase access to higher education; foster an inclusive and safe campus culture, advance scholarship, service learning, and community development for the public good; and assure the University's financial sustainability. As important as the goals are, so too are the specific objectives and metrics we included to determine achievement of each goal.

While a strategic plan is required for accreditation by the New England Commission on Higher Education (NECHE), it serves an even greater purpose. Over the next decade, it will guide our strategic investments; it will help persuade prospective and current donors that this University is worthy of investment; it will demonstrate to business and industry leaders that we are willing partners in workforce development; it will inform our current and prospective students of our resolve to prepare graduates who are ready for the complexities of the 21-st century work environment; and to our communities, it emphasizes our commitment to working with them to solve the issues they are facing.

While the strategic plan serves as our primary guide, we also created an action plan that identifies key activities within each University division to achieve each goal and objective. Also, a financial model was developed that will inform us about implementation costs and funding sources.

While the strategic plan serves as our primary guide, we also created an action plan that identifies key activities within each University division to achieve each goal and objective. Also, a financial model was developed that will inform us about implementation costs and funding sources.

I am grateful that both the University Planning and Budget Committee and Faculty Senate have fully reviewed and unanimously voted to endorse our plan. With great anticipation, we respectfully request your approval as well.

Sincerely,

Zulma R. Toro
President

CC: Provost Jane Gates

CHANGING LIVES, BUILDING COMMUNITIES; CENTRAL TO CONNECTICUT

STRATEGIC PLAN
2030

TABLE OF CONTENTS

AN INVITATION FROM THE PRESIDENT

With great enthusiasm and determination, we enter a new decade at Central Connecticut State University. Looking ahead, we remember our beginnings as the State Normal School and how much the institution has advanced and grown to meet the needs of the community it serves. Founded in 1849, CCSU is the oldest public university in the state, and our deep commitment to quality, affordable, and accessible education has transformed us into the public comprehensive university we are today.

We believe that education provides the most effective vehicle for social mobility. Appreciating how far we've come has inspired us to develop ambitious goals for the future of the institution. This new strategic plan builds upon CCSU's historic mission. It exemplifies the ideas of access, inclusiveness, community engagement, sustainability, and the advancement of academic excellence. Its goals will strengthen our work as a "student success-centered" institution that creates lifelong learners and provides the best opportunities to the next generation of hardworking Connecticut families.

Zulma Toro, Ph.D.
President

CCSU has become an engine of significant economic and social development in Connecticut. *Our unique ability to provide a strong liberal arts foundation combined with high impact practices and community engagement prepares our students for real-world experiences.* We will continue to engage, share ideas, and promote innovative and positive changes throughout New Britain, the region, and the state. These elements embody the spirit and value of a CCSU education.

A renewed vision will extend Central's reach through unique academic programming and a solid liberal arts foundation to prepare graduates for the careers they will pursue 10 to 15 years from now. This approach will benefit the CCSU community by developing graduates who are well-informed, civic-minded citizens, and professionals contributing to the needs of our increasingly diverse society.

CCSU is a driving force in the state. We will use this momentum to elevate the institution to new levels of academic recognition and civic engagement. Through rigorous yet affordable four-year higher education opportunities we will meet the needs of the most diverse population of students the institution has ever seen.

There are challenges to come in the years ahead, as Connecticut faces some of the most difficult financial obstacles and socioeconomic shifts in decades. During these times of struggle, CCSU will build upon our strengths and become more innovative, bold, inclusive, and engaged. It is through this plan and our determination and optimism that we will persevere.

In this spirit, I welcome your support, commitment, and involvement in building upon CCSU's traditions of success to bring the University into an exciting new decade. These collective efforts will allow us to overcome any challenges we face and promote positive change for our students and community.

INTRODUCTION

CHANGING
LIVES,
BUILDING
COMMUNITIES;
CENTRAL TO
CONNECTICUT

Central Connecticut State University plays an essential role by offering quality, affordable education and socioeconomic development in New Britain, the region, and the state. Since 2010, CCSU has dramatically improved the diversity of its student population, growing from 21 percent to 35 percent in just a few years.

CCSU's unique programs help make us the largest recipient of transfer students in the state and attract traditional undergraduate students, graduate students, and adult learners. *The value of a CCSU education begins with a deep liberal arts foundation combined with high impact practices, community engagement, and innovative ideas to prepare our graduates for success in the workforce of today and tomorrow.* Our goal is to develop lifelong learners who become industry leaders and pillars of their community. This plan builds upon these fundamental principles to provide an enriching student experience to the increasingly diverse 21st-century population of Connecticut and beyond. It was created over the course of a year and includes the contributions and input of hundreds of CCSU faculty, staff, students, and community members.

A NEW VISION

The strategic plan for CCSU affirms our historic mission and presents the following new vision: *A modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve.*

We will achieve this vision by engaging all of our stakeholders in our mutual success and focusing on **five bold goals:**

1. **Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy**

2. **Increasing Access to Higher Education and Ensuring Student Success**

3. **Fostering an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas**

4. **Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good**

5. **Assuring Sustainability for the Future**

The first goal of the plan, *Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy,* is the foundation from which CCSU achieves its mission. The subsequent three goals are essential to supporting academic excellence and distinguishing the unique value of a CCSU education. The last goal will make the first four goals possible.

BUILDING ON OUR HISTORIC MISSION

Adopted by the University in 2010, CCSU's mission states:

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible, and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

In the spirit of this mission, *Changing Lives, Building Communities; Central to Connecticut* continues to support CCSU's community of learners as we strive toward new goals that align the University with 21st-century needs.

ELEMENTS OF DISTINCTIVENESS

To accompany its mission, in 2008, CCSU identified the following as distinctive elements within the Connecticut State University system. These elements will continue to differentiate CCSU as Connecticut's oldest public university and are reflected throughout our new strategic planning framework as we look toward the future.

- International Education
- Workforce and State Economic Development
- Community Engagement
- Interdisciplinary Studies and Cross-Curricular Initiatives

CCSU'S CORE VALUES

The following is a list of our principal values that distinguish CCSU from other institutions (in alphabetical order):

Accountability.
We commit to holding ourselves and each other **Accountable** to the highest ethical standards and to fostering a culture of civility, collegiality, and justice.

Collaboration.
We commit to **Collaboration** within the University and the Connecticut State Colleges and University system, as well as with our legislators, industry, and community partners.

Equity.
We commit to embrace and strengthen **Diversity and Inclusion,** providing an enriching and equitable learning environment where every individual is valued, and promoting diversity of people and ideas.

Engagement.

We commit to the recognition of the **Centrality of Engagement,** involving our communities in all aspects of our work.

Excellence.

We commit to **Excellence** in everything we do. We hold ourselves to highest academic and professional standards and focus on continuous improvement.

Innovation.

We commit to **Innovation and Creativity** in our teaching, research, and interdisciplinary approaches to inspire our students to meet the challenges of the 21st century.

Integrity.

We commit to **Integrity.** As stewards of the public trust, we will be honest, ethical, and transparent.

Responsibility.

We commit to **Social Responsibility** to promote the public good and contribute to global understanding.

Responsiveness.

We commit to **Agility and Responsiveness** to address the emerging needs of our region and state and create a sustainable future for the University.

TAKING ACTION

Since its founding in 1849, Central Connecticut State University has advanced and developed to meet the needs of the communities it serves. This ten-year strategic plan consists of five goals, each with specific objectives for achievement. As a supplement, CCSU has developed an Action Plan which identifies key activities essential to the accomplishment of each goal and objective. With these collective documents, we will build upon our strengths as a "student success-centered" institution that creates lifelong learners and provides the best opportunities to the next generation of hardworking Connecticut families.

GOAL 1

Academic excellence is the cornerstone of the Central Connecticut State University mission, and our faculty, full- and part-time, take pride in being scholars, mentors, and advisors who collectively contribute to a vibrant and engaged community. We graduate students who think creatively and critically, communicate effectively, and engage with their surrounding communities in a meaningful way. A CCSU education builds upon foundations in core General Education areas and in-depth mastery in chosen fields of study to foster the valuable and transferable skills needed to be successful in the 21st-century workforce.

Central is a driving force of the economic, social, cultural, and intellectual development of Connecticut; an enabler of social mobility; and a committed community partner. To support our academic goals, faculty are dedicated to excellence in teaching and scholarship. Faculty provide innovative learning opportunities necessary for students to meet the changing economic, social, and cultural needs of society. CCSU will continue to educate Connecticut's hardworking families, incorporating high-impact practices and innovative pedagogical approaches to prepare them for the next phase of their lives and ensuring lifelong learning. We will pursue the expansion of academics beyond the walls of our classrooms, and we will challenge students to embrace diverse ideas and experiences through domestic and international programs and developing the knowledge, skills, and values to make a difference in the world for today and tomorrow.

To achieve academic excellence, all constituent groups must commit to being bold, innovative, and dedicated:

- **Students** will challenge themselves in the pursuit of knowledge and develop skills that foster lifelong learning in preparation for career agility, benefiting their communities as engaged citizens.
- **Instructional faculty** will focus on the "whole" student, fostering critical thinking, communication skills, quantitative and scientific reasoning, teamwork, and civic responsibility; excel in their scholarship, creative activity and development of innovative teaching practices, remaining dedicated and engaged in professional development; and serve their departments, Central, and the wider community.
- **Administrative faculty** and staff will engage as partners with instructional faculty and administration in support of the educational mission, while dedicating themselves to student success in and beyond the classroom through student programming, health and wellness, residence life, advising, and more.
- The **administration** will provide leadership to enhance and develop the necessary resources to carry out the goals of academic excellence. The administration will be responsible for establishing relationships with the System, state, federal, and regional partners. At its core, the administration will ensure that transparency and integrity are embraced across the institution.

ENHANCING ACADEMIC EXCELLENCE AND PREPARING GRADUATES TO THRIVE IN A CHANGING ECONOMY

GOAL 1

ENHANCING
ACADEMIC
EXCELLENCE
AND
PREPARING
GRADUATES
TO THRIVE IN
A CHANGING
ECONOMY

EDUCATIONAL FOUNDATION	HIGH-IMPACT PRACTICES	ADVISING	INNOVATIVE PEDAGOGY
A strong educational foundation rests on scholarly excellence. It prepares students for successful careers upon graduation and promotes lifelong learning. It ensures students will be able to think critically, communicate effectively, and interpret scientific and quantitative information. These along with other core skills, coupled with discipline specific knowledge, prepares students to pursue the careers of today and tomorrow.	High-impact practices help students learn more effectively, preparing them for future careers. These educational practices can come in many forms, including, but not limited to: first-year experience programs, writing-intensive courses, study abroad and away, undergraduate research projects, collaborative assignments, internships, leadership opportunities, and capstone courses.	Effective advising is a teaching and learning opportunity that shapes the student's educational experience. Advising helps students frame their aspirational goals, identify opportunities to enhance their educational experiences, and prepares them to succeed in college and their careers.	Innovative pedagogical approaches enhance student learning through nontraditional teaching styles. Lectures are supplemented with experiential learning activities such as flipped classrooms or service learning, whereby students are expected to actively engage in their own education.

1. Offer degrees, certificates, and experiences designed for today and tomorrow

    A. Expose students to multiple high-impact educational practices such as community engagement, writing in the disciplines, research and creative activity, study abroad/away, internships, leadership, and capstone experiences.

    B. Develop flexible academic programs that ensure accessibility, inspire lifelong learning, and prepare graduates to meet the demands of the 21st century and the future needs of industry.

    C. Prepare students to succeed in the 21st century by exposing them to differences in culture and ways of thinking, equity issues, and the advantages of an inclusive society.

    D. Consult with alumni and employers to ensure all programs are contemporary and relevant.

    E. Increase academic program offerings that accommodate working students, adult learners, and graduate student populations through delivery of online, evening, and weekend courses.

    F. Encourage interdisciplinary collaborations through innovative courses and degree options.

GOAL 1

   G. Enhance infrastructure support for academic programs, including state-of-the-art classrooms, laboratories, technology, library facilities, galleries, and performance spaces.

2. Develop educational foundations that strengthen student learning

   A. Provide a comprehensive, multi-faceted first-year program to all incoming undergraduates that prepares them to thrive in a complex and challenging 21st-century environment.

   B. Guide undeclared students toward academic pathways that match their aspirations and abilities.

   C. Ensure a liberal arts education strong in critical thinking, written communication, and scientific and quantitative reasoning.

   D. Collaborate with community college partners to improve transfer students' consistency of skills and learning outcomes.

3. Promote a student-centered environment to ensure success

   A. Improve advising such that all undergraduate students are regularly and consistently advised according to their academic and career aspirations.

   B. Increase student success rates through predictive analytics, improved utilization of Degree Works, and software that facilitates information sharing.

   C. Engage faculty in using all available tools and resources to support and ensure student success.

   D. Improve student access and performance by expanding open educational resources, focusing on information literacy and promoting sound digital practices.

4. Recognize faculty as pillars of knowledge

   A. Encourage faculty to adopt innovative pedagogical approaches to teaching, research, and service that contribute to the advancement and application of knowledge.

   B. Recruit and retain a diverse faculty who think boldly and innovatively to address the challenges of the 21st century.

   C. Encourage and support faculty in obtaining external funding.

   D. Recognize innovative faculty activities that increase access to higher education, support student success, and enhance advising and community engagement.

   E. Incorporate professional development opportunities for faculty that highlight effective strategies they can use to prepare students to succeed in a diverse and changing world.

ENHANCING ACADEMIC EXCELLENCE AND PREPARING GRADUATES TO THRIVE IN A CHANGING ECONOMY

GOAL 1

ENHANCING
ACADEMIC
EXCELLENCE
AND
PREPARING
GRADUATES
TO THRIVE IN
A CHANGING
ECONOMY

5. Drive academic transformation through innovation

A. Increase support for interdisciplinary centers of excellence, such as the Center of Excellence in Social & Emotional Learning, by building on the expertise of faculty across the disciplines to improve scholarship, create learning opportunities, and address community needs.
B. Expand the offerings of the Center for Teaching and Faculty Development, fostering innovative pedagogical approaches that support the success of the diverse students of Connecticut.
C. Broaden the Honors Program to include outreach and retention strategies to serve a more diverse audience, encouraging future civic and business leaders that transform the state and country.
D. Embrace periodic, rigorous reviews that promote strategic investments in academic programs ensuring a continuous commitment to excellence.

POTENTIAL METRICS

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

1. **Metric:** Diversity of faculty, staff and administration
   Target: Mirror the diversity of the student population

2. **Metric:** Alumni and employer satisfaction regarding how prepared students are upon graduation
   Target: Continuous increase in level of satisfaction

3. **Metric:** Assessment of all General Education Learning Objectives
   Target: Continuous improvement on all general education assessment indicators

4. **Metric:** Number and percent of courses incorporating high-impact practices
   Target: Continuous increase in number and percent of courses with high-impact practices

5. **Metric:** Student satisfaction with advising
   Target: Continuous increase in level of satisfaction

6. **Metric:** Number and type of professional development offerings through the Center for Teaching and Faculty Development
   Target: Increase the number of and faculty participation rate in professional development offerings

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GOAL 2

As the oldest public institution of higher education in Connecticut, CCSU takes pride in its role as an affordable gateway to success and lifelong learning. We recognize that access to quality education is the most effective route for social and economic mobility, and Central is committed to providing the residents of New Britain, the region, and the state with multiple pathways to a transformative educational experience. We will emphasize the creation of an inclusive and "student-ready" institution that meets our 21st-century students where they are and eliminate obstacles and achievement barriers. Increasing innovative programs, support services, flexible course options, and co-curricular opportunities will extend CCSU's reach and influence in the community.

The University also will continue to develop a greater connection with the underrepresented populations of Connecticut. It will expand outreach to historically marginalized socioeconomic groups to provide equal opportunity for an excellent education and student success. Coupled with this effort, CCSU will develop initiatives that inspire more K-12 students to pursue a higher education degree, as well as provide accessible and industry relevant programs to adult learners and working professionals.

CCSU is an inclusive and "student success-centered" institution with an increasingly diverse student body that represents the populations of the communities it serves. We are dedicated to enhancing our innovative practices to increase access, improve retention, engage students in campus life, incorporate high-impact practices, and promote educational achievement and career readiness.

INCREASING ACCESS TO HIGHER EDUCATION AND ENSURING STUDENT SUCCESS

ACCESS	ENGAGEMENT	FIRST-YEAR RETENTION RATE	STUDENT SUCCESS
Providing an equal opportunity to all individuals to take full advantage of a life-changing educational experience.	Engagement is the cornerstone of student success, providing the support and encouragement to take full advantage of all academic and co-curricular opportunities that will prepare lifelong learners.	The percentage of first-time, full-time students who began their educational career at CCSU in the fall and reenrolled the following fall.	Accomplishment of the desired educational and experiential goals that will equip students to become fully engaged citizens and successful professionals.

GOAL 2

1. Develop a culture of accessibility

A. Make Central a "student-ready" institution to meet the needs of incoming 21st-century students.
B. Develop innovative marketing strategies to attract new and diverse incoming student populations.
C. Expand offerings that appeal to transfer students and working professionals, such as flexible class schedules and in-demand professional programs.
D. Foster a welcoming and safe learning environment for all.

2. Facilitate student success in the college environment

A. Prepare our students for successful careers.
B. Engage students in the campus community and encourage participation in clubs, sports, and campus events.
C. Provide supplemental academic support in and out of the classroom.
D. Foster student wellness and counseling services.
E. Educate students and families regarding financial resources and support.
F. Ensure the opportunity for timely degree completion.
G. Expand and enhance advising and mentorship.
H. Incorporate high impact practices and foundational skills into every major.

3. Prepare students for career readiness and future success

A. Expand student horizons and expose them to new challenges.
B. Engage students in career discussions from day one.
C. Strengthen relationships with local businesses and industries to provide internships and future job opportunities.
D. Prepare students to enter the workforce.
E. Increase alumni involvement in career preparation and student mentorship through the development of career events and workshops.

4. Provide accessible and relevant graduate education

A. Increase responsiveness to evolving trends in graduate studies leading to careers in the public and private sector.
B. Provide alternative delivery options for academic programs.
C. Partner with industry to increase program offerings.
D. Develop marketing campaigns to target working professionals and prospective students.

GOAL 2

POTENTIAL METRICS

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information when appropriate.

1. **Metric:** Percent of undergraduate full-time equivalent (FTE) students who identify as Hispanic
   Target: Become a Hispanic Serving Institution

2. **Metric:** First-year retention rate and six-year graduation rate
   Target: First-year retention rate and six-year graduation rate equal to or higher than 85 percent and 60 percent, respectively

3. **Metric:** Local high school students completing the Free Application for Federal Student Aid (FAFSA)
   Target: Continuous increase in number and percent of local high school students who complete the FAFSA each year

4. **Metric:** Alumni survey on career preparation
   Target: Continual increase in favorable response

5. **Metric:** Student enrollment and profile of the student body
   Target: Increase enrollment to 15,000 students and transition the student population to 25 percent graduate enrollment

GOAL 3

FOSTER AN INCLUSIVE AND SAFE CAMPUS CULTURE THAT VALUES AND ENCOURAGES INDIVIDUALS TO PARTICIPATE IN A FREE AND RESPECTFUL EXCHANGE OF IDEAS

Central Connecticut State University is dedicated to the development and preservation of an equitable, inclusive, safe, responsible, accessible, and accountable campus environment, ensuring that all can achieve their full potential as active citizens and lifelong learners. Addressing the 21st-century challenges and opportunities, CCSU will transform into a stronger, student-centered university that prepares graduates to work and lead in a global world. The University will emerge as a leader in inclusion and social justice and become a national model for community built on mutual respect, compassion, and support for one another. We will develop a community that values individuality and diversity of thought, ensures equity, and celebrates each other's successes.

CCSU commits to ensuring that every member of our community, regardless of how they identify or the group they associate with, feels safe and secure, and to communicating a policy of "zero tolerance" for acts of violence, bias, and discrimination. We must be bold and progressive in our approach, addressing these actions in innovative ways while holding ourselves responsible for achieving a diverse, equitable, and inclusive environment where we are all accountable. Our collective efforts will ensure a richly diverse campus with a healthier, more vibrant climate that is safe, inclusive, and welcoming.

ACCOUNTABILITY	DIVERSITY	EQUITY	INCLUSION	SAFETY
We will hold each other accountable for following our policies and procedures while behaving morally and ethically.	Ensuring that the population of the CCSU community reflects the diversity and social conditions of the surrounding communities and the State of Connecticut.	The fair and unbiased treatment of all people.	Providing an enriching and equitable learning environment to every individual.	Ensuring a welcoming and secure environment, wherein every member of the CCSU community is physically protected and comfortable expressing individual thoughts and ideas.

GOAL 3

1. Welcome and engage a diverse community of students, faculty, and staff

   A. Invest in and reframe the Office of Equity and Inclusion such that the office responsibilities are broadened beyond compliance.
   B. Develop a Commission on Diversity, Equity, and Inclusion that will provide oversight and advise the President as needed.
   C. Create an Endowed Professorship for the study of social justice, civil rights, and equity.
   D. Strengthen and encourage CCSU's existing academic cultural centers and affinity groups.
   E. Enhance the efforts of departments, schools, and colleges, encouraging the development of specific actions to address their diversity priorities.

2. Integrate diversity into the curriculum, pedagogical methods, professional development, and co-curricular activities that contribute to cultural competency

   A. Develop new diversity models that inform the curriculum, pedagogy, and advising.
   B. Support innovative and inclusive teaching, scholarship, and creative activities.
   C. Incorporate requirements identified in Title IX and the American with Disabilities Act (ADA) into professional development activities.
   D. Ensure community engagement activities are culturally responsive.
   E. Expand funding beyond current levels to support projects and initiatives led by students, faculty, and staff.

3. Use data to inform and develop accountability measures in support of a diverse 21st-century university

   A. Identify and administer a series of campus climate surveys on a regular basis to inform tomorrow's academic directions.
   B. Review and analyze the survey data to identify priorities and gaps in educational needs.
   C. Develop a portfolio of training and engaging activities for students, faculty, and staff.
   D. Implement tracking mechanisms to ensure compliance and guide future planning.

4. Identify best practices that align with federal and state policies to increase safety both on and around campus

   A. Identify and assess all compliance requirements.
   B. Continue to work with local and state authorities to ensure compliance with the most up-to-date campus safety measures and procedures, including completion of required safety training and emergency drills.
   C. Update digital signage to conform to emergency notification standards.

GOAL 3

FOSTER AN
INCLUSIVE
AND SAFE
CAMPUS
CULTURE
THAT VALUES
AND
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INDIVIDUALS
TO PARTICIPATE
IN A FREE
AND
RESPECTFUL
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OF IDEAS

> **5. Enhance recognition of faculty and staff for their value and service to the institution**

A. Expand the value of service in the evaluation and promotion guidelines to incorporate activities such as community engagement, advising, and committee assignments.
B. Establish an annual recognition ceremony for innovative scholarship, service and teaching on behalf of equity and inclusion.
C. Promote a culture of respect, collegiality and teamwork within the CCSU family

POTENTIAL METRICS

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

1. **Metric:** Number of collaborative activities produced by the academic cultural centers
   Target: Increase the number of collaborative activities produced by the academic cultural centers and increase attendance

2. **Metric:** Number of courses that incorporate an element of diversity, equity or inclusion
   Target: Increase the number of courses that integrate elements of diversity, equity or inclusion

3. **Metric:** Number of training programs offered by type (mandatory, optional, etc.) and attendance
   Target: One-hundred percent of CCSU employees comply with all required trainings and continually increase the attendance at optional trainings

4. **Metric:** Effectiveness of all trainings, including those that are state or federally mandated
   Target: Improve the effectiveness of trainings and meet or exceed federal and state requirements

5. **Metric:** Number of people actively participating in service such as community engagement, advising and diversity, equity and inclusion taskforces
   Target: One-hundred percent of academic and non-academic departments incorporating service in their performance evaluation guidelines

GOAL 4

Central Connecticut State University has developed a reputation as a model for community engagement in New Britain, the region, and the state. True to our mission, we build upon partnerships with the broader community to exchange ideas and develop stronger relationships that meet the educational, social-cultural, and economic needs of our institution and community. CCSU will serve the central Connecticut region and beyond, fully engaging with communities and leveraging University resources to become more responsive to the needs of the people it serves. We will utilize our academic strengths and innovative ideas to further enhance the region and contribute to the education, advancement, and social mobility of an increasingly diverse population.

The key to our success depends on the meaningful engagement of our students, faculty, and staff. These are the lead players and drivers of the development and sustainability of innovative programming and initiatives that distinguishes CCSU from other institutions. Ultimately, we will be a premier institution that embraces its civic responsibilities to engage and contribute substantially to the public good through service, research, and educational opportunity.

STRENGTHENING STEWARDSHIP – ADVANCING SCHOLARSHIP, SERVICE LEARNING, AND COMMUNITY DEVELOPMENT FOR THE PUBLIC GOOD

SCHOLARSHIP OF ENGAGEMENT	SERVICE LEARNING	COMMUNITY DEVELOPMENT	PUBLIC GOOD
Connection of the CCSU community's accumulated knowledge and University resources to inform community engagement and service, and to contribute to economic and social advancement.	Integration of learning with thoughtful and beneficial service to the community. Promotes educational experiences built upon academic and co-curricular instruction, reinforces civic responsibility, builds a stronger community and society, and complements classroom learning where students reflect upon their experiences.	Mutually beneficial collaboration between CCSU and the region, leading to the exchange of knowledge and resources that enhance, strengthen, and provide valuable contributions to the community. This relationship enriches scholarship, research, and creative activity; enhances learning; and prepares students to engage and contribute to the public good.	Activities resulting in service and outcomes beneficial to the broader community and to the mission of the institution.

GOAL 4

1. Foster partnerships that contribute to societal improvements

A. Expand mutually beneficial partnerships with community organizations, local government, alumni, industry, and employers.
B. Engage with community leaders and potential partners whose needs align with the expertise provided by CCSU.
C. Develop new community engagement opportunities that benefit New Britain, the region, and the state socially, culturally, environmentally, and economically.
D. Encourage students, faculty, staff, and administrators to strengthen relationships with the broader community and create a more welcoming and inclusive atmosphere for community members of all ages.

2. Institute a framework that promotes and strengthens community engagement and partnerships

A. Reengineer the Office of Community Engagement and develop a more comprehensive mission and organizational framework, building on the work of the Faculty Senate Community Engagement Committee.
B. Establish an advisory board to guide community engagement priorities.
C. Identify internal and external opportunities to fund community engagement activities and promote economic development.
D. Assess the impact of community engagement initiatives to inform future activities.

3. Develop seamless communication and exchange of knowledge and resources for the public good

A. Identify how community engagement will prepare students to be better leaders and citizens in their communities.
B. Establish community engagement efforts that reflect the diverse backgrounds, languages, and cultures within the region and state and address pressing challenges.
C. Promote global awareness and respect for diversity and inclusion in the CCSU community and beyond.
D. Dedicate University resources to adequately support economic development in the region and state.

4. Create innovative community connections to inspire the integration of teaching, learning, scholarship, and service

A. Increase and strengthen K-12 partnerships.
B. Encourage the scholarship of engagement and the scholarship of application while building on the knowledge and experience of participants.
C. Align community engagement activities with the curriculum while leveraging the resources available in Institutional Advancement.

GOAL 4

POTENTIAL METRICS

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information, when appropriate.

1. **Metric:** Completion of the application for The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification
   Target: Application is completed in full every year

2. **Metric:** Community satisfaction with CCSU sponsored/affiliated activities
   Target: Improve the level of satisfaction with community engagement efforts for members of the campus and the community

3. **Metric:** Number of community engagement activities, partners, and participants
   Target: Continually increase the number of community engagement partnerships, the number of events, and the number of participants

4. **Metric:** Number and value of community engagement grants and funded events
   Target: Annually, increase the number and value of externally funded community engagement grants

5. **Metric:** Number of collaborations between CCSU and K-12 partners
   Target: Increase the number of events and participants in CCSU and K-12 collaborations

GOAL 5

ASSURING SUSTAINABILITY FOR THE FUTURE

Central Connecticut State University provides quality and affordable education to the hardworking citizens of New Britain, the region, and the state. To successfully achieve our mission and vision, CCSU is committed to looking at creative and cost-effective ways to remain financially stable while continuing to meet the needs of our 21st-century students in a changing landscape.

In order to achieve these goals, the University will continue to implement a financially sustainable model supplemented by entrepreneurial and philanthropic efforts, innovative partnerships, and increased external support for funded research activities. We will advance our mission by enhancing financial aid, supporting academic pursuits, providing research and community engagement grants, and funding initiatives like the endowed chairs and centers of excellence. In the face of financial obstacles and socioeconomic shifts, CCSU will build upon its strengths and develop creative ways to remain an engine of social and economic development within Connecticut.

STEWARDSHIP	ENTREPRENEURSHIP	PARTNERSHIP
Management of resources entrusted to CCSU in a thoughtful, responsible, and ethical manner.	Innovative and organized approach to creating and cultivating economic and social ventures that are purposeful and flexible.	Beneficial relationship and collaboration between CCSU and public or private entities that positively affects the public good and enhances social and economic development.

1. Cultivate an entrepreneurial culture in support of academic excellence

    A. Capitalize on existing policies and practices to expand high-demand educational courses and programs in alternative ways.

    B. Leverage Continuing Education resources and expertise to increase credentialed programs offered by faculty as well as non-credit offerings in support of lifelong learning.

    C. Cultivate campus ventures that increase revenues.

    D. Provide an ecosystem that fosters student, faculty, and staff innovation and creativity.

    E. Encourage and support faculty and staff in pursuit of external funding.

2. Exercise thoughtful stewardship of resources

    A. Strengthen the thoughtful and innovative management of resources to improve affordability and contain costs.

    B. Optimize processes and ensure appropriate allocation of resources.

    C. Complete implementation of the Athletics Program Sustainability Plan.

GOAL 5

D. Customize services to meet the needs of CCSU's unique student population.
E. Develop an integrated marketing strategy and communication plan to promote the University and its programs.
F. Continue to implement mitigation strategies to reduce greenhouse gas emissions as outlined in the Climate Action Plan and in the objectives of the Governor's Council on Climate Change.

3. Grow the CCSU endowment to facilitate access to higher education, student success, and faculty achievement

A. Complete the $75M Capital Campaign.
B. Make giving count through thoughtful and responsible allocation of grants and donations.
C. Develop and implement a plan to seek private funding for capital projects to support academic programs and student services.

POTENTIAL METRICS

Each metric will have an assessment tool identified and will be assessed annually using quantifiable and qualitative information when appropriate.

1. **Metric:** Number of programs and enrollments offered in flexible delivery formats
   Target: Increase the University's enrollment by increasing the number of enrollments in online, hybrid, 8-week term courses and programs

2. **Metric:** Number of faculty and staff utilizing technology to improve efficiencies
   Target: Increase the use of technology by faculty and staff

3. **Metric:** Number of students on scholarship and the amount of aid awarded
   Target: Annually, increase the number of students on scholarship, the average value awarded, and the total amount awarded

4. **Metric:** Number of alumni donors
   Target: Increase the number of alumni donors from three percent to ten percent

5. **Metric:** Annual funds raised
   Target: Raise in excess of $15M annually for the Capital Campaign

STRATEGIC PLAN

BACKGROUND AND PROCESS TO DEVELOP OUR STRATEGIC PLAN

The strategic plan for Central Connecticut State University represents a year-long process that engaged the campus community and key stakeholders in conversations about the University's strengths and elements of distinction, the challenges faced by public higher education, and emerging opportunities to strengthen the University's mission as a regional, public comprehensive university.

The process was led and facilitated by the Strategic Planning Steering Committee (SPSC), chaired by President Toro and composed of representatives from all campus constituencies. The SPSC worked closely with the University Planning and Budget Committee (UPBC) and the Integrated Planning Council (IPC) throughout the year-long effort.

The SPSC, UPBC, and IPC engaged in an inclusive process to solicit feedback from students, faculty, staff, system and union leaders, legislators, employers, community members, alumni, and friends. In early 2019, a web-based survey was conducted, and targeted interviews and listening sessions were held with members of the Board of Regents, CSCU system leadership, legislators, donors, and community members. The University also hosted open forums to engage the CCSU community in roundtable discussions about their vision and goals.

Input from the forums, survey, and interviews with external stakeholders was analyzed to produce a comprehensive stakeholder analysis and environmental scan that would inform strategic themes. These themes were reviewed and recommended by the UPBC. Multidisciplinary workgroups were convened for each of the themes over the course of the spring semester 2019. The SPSC produced multiple revisions of the strategic plan which were presented to UPBC for review and comment, as well as to the campus community in fall 2019. The input received was incorporated into the plan and presented to the Faculty Senate for final review and approval. The final strategic plan was adopted in February 2020.

STRATEGIC PLAN IMPLEMENTATION

Changing Lives, Building Communities; Central to Connecticut is a dynamic planning strategy that enables the University to remain adaptable to changing trends and conditions, respond to economic pressures, and pursue emerging opportunities. The plan will be integrated with the University's enrollment, resource, and facility planning. The strategic plan will be supported by a robust and bold action plan, comprised of key activities to be completed over a 10-year period. The Action Plan will consist of a three-year rolling planning horizon, in which key activities will be updated as they transition from development, to implementation, and finally, to maintenance. The University will measure its progress against the milestones and metrics, as outlined in the strategic plan, in order to set annual priorities and align resources accordingly. The President and division leadership will oversee

implementation of the plan to achieve success or make modifications as unforeseen conditions arise or new opportunities emerge. In consultation with the UPBC and IPC, the divisions and schools/colleges, will develop strategic and resource allocation plans that align with the overall strategic plan.

STRATEGIC PLANNING STEERING COMMITTEE MEMBERSHIP

Zulma Toro – Chair, President
>   Rusty Barceló – Interim Vice President for Equity and Inclusion
>   Lisa Bigelow – Chair, UPBC (2018-19) & Director, Institutional Advancement
>   Daniel Broyld – Faculty, History
>   Charlene Casamento – Chief Financial Officer
>   Andres Cintron – Student, Graduate Student Association (2018-19)
>   David Dauwalder – Provost and Vice President for Academic Affairs
>   Joseph Farhat – Chair, UPBC (2018-19) & Faculty, Finance
>   Kassandra Fruin – Student, Student Government Association (2018-19)
>   Mark Jackson – Faculty Senate President & Faculty, Biology
>   Yvonne Kirby – Associate Vice President for Planning and Institutional Effectiveness
>   Danielle McCormick – Student, Graduate Student Association (2019-20)
>   Jason Melnyk – Chair, UPBC (2019-20) & Faculty, Physical Education and Human Performance
>   Anthony Ortiz – Student, Student Government Association (2019-20)
>   Robert Wolff – Dean, Carol A. Ammon College of Liberal Arts & Social Sciences

UNIVERSITY PLANNING AND BUDGET COMMITTEE MEMBERSHIP

Lisa Bigelow – Chair, Director, Institutional Advancement, 2018-19
Joseph Farhat – Chair, Faculty, Finance, 2018-19
Jason Melnyk – Chair, Faculty, Physical Education and Human Performance, 2019-20
>   Nidal Al-Masoud – Faculty, Engineering, 2018-19, 2019-20
>   Charlene Casamento – Chief Financial Officer*
>   Linda Clark – Faculty, Educational Leadership, Policy & Instructional Technology, 2018-19
>   Stephen Cohen – Faculty, English, 2018-19, 2019-20
>   David Dauwalder – Provost and Vice President for Academic Affairs*
>   Nicole Elsinger – Student, 2019-20
>   Marianne Fallon – Faculty, Psychological Science, 2018-19
>   Justine Gamache – Advising and Student Support Specialist, SEST, 2018-19, 2019-20

UNIVERSITY PLANNING AND BUDGET COMMITTEE MEMBERSHIP *(continued)*

Khaled Hammad – Faculty, Engineering, 2018-19

Scott Hazan – Director, Student Activities/Leadership Development, 2019-20

Fan He – Faculty, Finance, 2019-20

Judy Hodgson – Faculty, Mathematical Sciences, 2018-19, 2019-20

Yvonne Kirby – Associate Vice President for Planning and Institutional Effectiveness*

Peter LeMaire – Faculty, Physics & Engineering Physics, 2019-20

Kathy Martin – Faculty, Biomolecular Science, 2018-19

Mary McCarthy – Faculty, Accounting, 2019-20

Katherine Poirier – Director, Student Center, 2019-20

Jason Snyder – Faculty, Marketing, 2019-20

Elisabeta Pana – Faculty, Finance, 2018-19, 2019-20

Sarah Petras – Networking/Telecomm Specialist, Information Technology, 2018-19, 2019-20

Carlos Soler – Assistant Director, Admissions, 2018-19, 2019-20

Chad Valk – Media Technology Manager, Information Technology, 2018-19

Lisa Washko – Instructional Technology Mgr., Information Technology, 2018-19, 2019-20

Ex Officio

WORK GROUP MEMBERSHIPS

INCREASE ENROLLMENT AND RETENTION:

Karissa Peckham – Chair, Assoc. VP for Enrollment Management

    Kris Larsen – Faculty, Geological Sciences

    Justine Gamache – Advising and Student Support Specialist, SEST

    Scott Hazan – Director, Student Activities/Leadership Development

    Sheri Fafunwa-Ndibe – Faculty, Art

    Perry Cornelio – Student

    Maria Lourdes Casas – Faculty, Modern Languages

    Mark Cistulli – Faculty, Management Information Systems

    David Lopez – Facilities Management

    Dylan Goncalves – Student

ENHANCE ACADEMIC EXCELLENCE:

Jerry Jarrett – Chair, Faculty, Biology

    Steve Cohen – Faculty, English

    Cassandra Broadus-Garcia – Academic Assessment Committee; Faculty, Art

    Monique Durant – Faculty, Accounting

    Nidal Al-Masoud – Faculty, Engineering

    Kim Kostelis – Interim Dean, School of Education

    Andres Cintron – GSA

EXPAND COMMUNITY ENGAGEMENT AND STRATEGIC PARTNERSHIPS:

Nghi Thai – Chair, Faculty, Psychological Science

    Kathy Martin – UPBC & Faculty, Biomolecular Science

    Jessica Hernandez – Coordinator of Community Engagement

    Cheryl Crespi – Faculty, Accounting

    Lauren Tafrate – Coordinator of School-Community Partnerships

    John Patrick – Chair, CCSU Foundation

    Brian Barrio – Director of Athletics

    Wangari Gichiru – Faculty, Educational Leadership, Policy & Instructional Technology

    Christopher Theriault – Student

DEVELOP AND DIVERSIFY ADDITIONAL FUNDING:

Chris Galligan – Chair, VP for Institutional Advancement
    Carlos Soler – Asst. Dir. Admissions & UPBC
    Rick Piotrowski – Manager of Contract Compliance and Procurement Services
    Christa Sterling – Director of Continuing Education
    Dan Chase – Faculty, Biomolecular Science
    Jennifer Hedlund – Faculty, Criminology
    Candace Barriteau Phaire – Program Coordinator, Early Childhood Studies
    Carol Ammon – Alum, Donor
    Sanil Patel – Student

BUILD CAMPUS CLIMATE:

Michael Jasek – Chair, VP for Student Affairs
    Fumilayo Showers – Faculty, Sociology
    Lisa Washko – Manager, Information Technology Services
    Jason Melnyk – Faculty, Physical Ed and Human Performance
    Kia Bryan – Budget Office
    Sinead Ruane – Faculty, Management and Org
    Gregory Sneed – Chief of CCSU Police
    Helen Abadiano – Faculty, Literacy, Elementary, & Early Childhood Education
    Natalie Ford – Secretary, The Learning Center
    Nilda Alicea-Velazquez – Faculty, Chemistry
    Karen Martin – Student

BOR Mission, Vision, Goals

Mission & Vision

Our Vision for CSCU

The Connecticut State Colleges & Universities will continually increase the number of students completing personally and professionally rewarding academic programs

CSCU's Mission

The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

Connecticut State Universities Mission Statement

As part of the Connecticut State Colleges & Universities (ConnSCU) system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere

of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.

TO: Mark Ojakian, President
Connecticut State Colleges and Universities System

FROM: Zulma R. Toro, President
Central Connecticut State University

DATE: February 21, 2020

SUBJECT: Recommendation to Appoint Carolyn Lumsden to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Ms. Carolyn Lumsden of Suffield, Connecticut, as the holder of the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University (CCSU).

Following an extensive search, faculty in the Department of Communication unanimously recommended the appointment of Ms. Lumsden.

This appointment will be as a part-time Associate Professor for a period of two years, renewable yearly afterwards at CCSU's discretion.

This proposed appointment, which has my full support, has been reviewed and recommended by the Interim Chair of the Department of Communication, Dean of the Carol A. Ammon College of Liberal Arts & Sciences at CCSU, and the CCSU Provost.

Ms. Lumsden has decades of experience as a writer, editor, and journalist, including twenty-six years at the *Hartford Courant* where she served most recently as editorial page editor. Earlier in her career, she worked as a copy editor at Random House and as a reporter for the Associated Press. She has received important professional accolades including the 2015 Yankee Quill Award, and the Sigma Delta Chi award from the Society of Professional Journalists in 1996 and 2017. Ms. Lumsden's professional experiences will serve as an inspiration to CCSU students aspiring to careers in journalism and mass communication.

Ms. Lumsden received her Bachelor's degree in English from Boston University. She holds Master's degrees in communication from Stanford University and legal studies from Yale University, where she studied under the auspices of a Knight Foundation scholarship. She has also taught as an adjunct lecturer at the University of Massachusetts, Amherst.

The Robert C. Vance Endowed Chair in Journalism and Mass Communication offers CCSU students mentorship by exemplary professionals in these fields, while fostering public

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ASAC 4-3-2020 Page 233 of 330

programming that brings credit to CCSU. The Vance Endowed Chair will engage in the following activities:

- **Teaching**: Offer one class per semester. Topics chosen in consultation with the Department of Communication and the Dean.

- **Mentorship**: Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.

- **Public Programming**: Promote public events that bring distinguished practitioners in journalism and mass communication to CCSU, working collaboratively with the Dean.

In recruiting individuals for the Vance Endowed Chair, priority is given to individuals with distinguished records in journalism or mass communication. The ideal candidate would be a practitioner with a meritorious career, commitment to integrity, and deep experience in Connecticut's public discourse. Ms. Lumsden's qualifications meet perfectly the prestige and expectations of an Endowed Chair.

The term of appointment would be for two years commencing as soon as possible.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
designating
CAROLYN LUMSDEN
to fill the
ROBERT C. VANCE ENDOWED CHAIR
IN JOURNALISM AND MASS COMMUNICATION
at
CENTRAL CONNECTICUT STATE UNIVERSITY

February 18, 2020

WHEREAS, Central Connecticut State University is seeking to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of service in the fields of journalism and mass communication, and

WHEREAS, Ms. Carolyn Lumsden has decades of experience as a writer, editor, and journalist, including twenty-six years at the Hartford Courant, most recently as editorial page editor. Ms. Lumsden's distinguished career, professional accolades, and deep engagement with the affairs of Connecticut make her uniquely qualified to support student learning and the academic programs at the university associated with the Vance Endowed Chair, and,

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Ms. Carolyn Lumsden to this position.

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Carolyn Lumsden to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University beginning as soon as possible but no later than the fall 2020 semester.

A True Copy:

_____

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

ITEM
Designation to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University (CCSU).

BACKGROUND
Central Connecticut State University has requested designation of Carolyn Lumsden to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication. The Vance Endowed Chair was established in 2001 under the former CSU Board of Trustees with a multi-year grant of 1.4 million dollars. As noted in CCSU President Toro's attached letter of recommendation, the holder of the Endowed Chair:

> "...offers CCSU students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to CCSU. The Vance Endowed Chair will engage in the following activities:
>
> - **Teaching**: Offer one class per semester. Topics chosen in consultation with the Department of Communication and the Dean.
> - **Mentorship**: Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
> - **Public Programming**: Promote public events that bring distinguished practitioners in journalism and mass communication to CCSU, working collaboratively with the Dean."

President Toro also advises that the recommendation is being brought forward for BOR consideration following an extensive search. The recommendation for the designation of Ms. Lumsden as Endowed Chair is supported by the Interim Chair of the CCSU Communication Department, the Dean of the Carol A. Ammon College of Liberal Arts & Social Sciences at CCSU, and the CCSU Provost.

RECOMMENDATION
That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Carolyn Lumsden as the Robert C. Vance Endowed Chair of Journalism and Mass Communication by adopting the proposed resolution.

04/03/2020– BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

Carolyn Lumsden

19 Green Briar Drive ◼ Suffield, Connecticut 06078 ◼ (860) 481-5505
carolynlumsden@gmail.com

Career Profile

Award-Winning Writer and Editor with skills in:

- Writing
- Editing
- Research
- Events
- Investigative Reporting
- Publishing
- Team Leadership
- Project Management
- Teaching

Professional Background

Opinion Editor / Editorial Writer (1992-2018)
The Courant, Hartford, Connecticut

- Led a team of editors, writers and designers in producing the largest opinion section in Connecticut. Reported to the publisher. Served on the executive committee.
- Guided writers in creating viral opeds that were often the most-read of the year.
- Created such initiatives as "Fresh Talk," publishing hundreds of young writers.
- Organized dozens of public debates and community forums, including one with celebrated UConn coach Geno Auriemma on leadership that led to an annual conference.
- Drove social media with thousands of friends and followers on Facebook and Twitter and innovations such as Ed Page on Facebook.

Lecturer / Opinion Writing (2008-09)
University of Massachusetts, Amherst

- Taught third- and fourth-year students to debate like an editorial board, honing critical thinking.

Editor (1989-92)
Holyoke Transcript-Telegram, Massachusetts

- Led news staff of 18 and wrote daily editorials.
- Oversaw a 20-member board of local writers that included Pulitzer-winning historian Joseph Ellis.

Reporter (1983-89)
Associated Press, Massachusetts

- Led coverage of the 1985 discovery of the wreck of the Titanic as the first reporter at the Woods Hole Oceanographic Institute, home base of marine archeologist Robert Ballard.
- Reported from Canada on the 1985 military plane crash in Gander, Newfoundland, that killed 256 servicemen and crew coming home for Christmas from peacekeeping in the Mideast.
- Wrote dozens of other popular stories that ran nationwide.

Copy Editor (1976-81)
Random House publishing house, New York City

- Edited fiction by Mary Gordon and Thomas McGuane; a poetry anthology by Kenneth Koch; nonfiction by John Langston Gwaltney.

Honors and Awards

Pulliam Fellowship, 2018-19, a $75,000 grant to write about the international pyrrhotite plague.

Sigma Delta Chi Award in Editorial Writing, Society of Professional Journalists, 2018 and 1995.

American Society of News Editors Awards, finalist, 2018.

Congressional Record Tribute to Carolyn Lumsden, from Sen. Richard Blumenthal, 2018.

Academy of New England Journalists' Yankee Quill Award, 2015.

Times Mirror Journalist of the Year, 1996 .

Professional Affiliations

Mentor since 2011 for The OpEd Project, whose aim is to increase the diversity of voices in the media.

Trustee, Association of Opinion Journalists Foundation, 2013-16
Raised $40,000 for the AOJ's Minority Writers Workshop.

Association of Opinion Page Editors, 2001-08
For the group's 2003 conference at UConn, I recruited New York Times Editorial Page Editor Gail Collins, Wall Street Journal EPE Paul Gigot, and former Secretary of State Henry Kissinger. I was honored that year with the AOPE's award for community service.

Executive Committee member, World Affairs Council, 1997-2001
Recruited Harold Hongju Koh, Yale Law School professor, to speak just after the Sept. 11, 2001, attack on the World Trade Center. He later became the State Department's top legal adviser.

Education

Master of Studies of Law, 1999
Yale University, New Haven
- Received a Knight Foundation Fellowship in Law for Journalists; graduated with three honors.
- Spent spring break reporting on war in Eritrea.
- Enlisted legal thriller writer Scott Turow and "A Civil Action" author Jonathan Harr to speak.

Master of Arts degree, Communications, 1987
Stanford University, Palo Alto, California
- Received a full-tuition scholarship.
- Served as lead writer on a survey of attorneys for California Lawyer magazine.

Radcliffe Course in Publishing Procedures, 1975
Radcliffe College, Cambridge, Massachusetts
- Intensive summer school (now at Columbia University) in book and magazine publishing.

Bachelor's, English Literature, 1975
Boston University
- Graduated *cum laude* a semester early.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

Honorary Degree Nominations for 2020 Commencements

Institution	Nominee	Commencement
Capital Community College	**Tanya Cleveland-Wiggins**	
Central Connecticut State University		
Charter Oak State College	**Wendy Garcia**	
Eastern Connecticut State University		
Gateway Community College	**William P. Villano**	
Housatonic Community College	**John Torres**	
Manchester Community College		
Naugatuck Valley Community College		
Norwalk Community College		
Three Rivers Community College		
Tunxis Community College		
Southern Connecticut State University	**Marna P. Borgstrom**	
Western Connecticut State University		

A True Copy:

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

ITEM
Approval of Nominations for Honorary Degrees

BACKGROUND
Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with the approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE
The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION
The nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

04/03/2020 – BOR Academic & Student Affairs Committee
04/16/2020 – Board of Regents

CAPITAL
Community
COLLEGE

February 25, 2020

Dear Dr. Harris,

I write to request an Honorary Associate of Science degree be granted for Tanya Nadine Cleveland-Wiggins. As you know Tanya died unexpectedly on September 11, 2019. Tanya was a profound loss for our campus, especially our Capital Cares Food Pantry. Tanya had been working in the food pantry for over one year. In that time, she was trained by Foodshare and took the lead on all orders and deliveries. When the College needed a new delivery person she was the one who used her considerable community contacts to find one. During her year working in the food pantry it grew to serve over 140 families each month distributing 19,978 pounds of food. She created a warm and welcoming environment for the campus community.

Outside of the food pantry Tanya was known for her encouragement of her fellow students. Multiple students have told me that her kind words of encouragement when they were having a rough day helped motivate them to persevere. Tanya was clean for 22 years and spoke candidly with fellow students about her journey. She was very active in her church, the Mount Olive Church Ministries. She organized a Mother's Day Tea for her church and prepared care packages for college students.

Tanya started at Capital over 30 years ago in 1980. Her first attempt with us was a struggle, however, she took advantage of Fresh start to begin again in Spring 2019. She earned 12 more credits and maintained a 4.0 GPA in her second attempt with us. She also had considerable transfer credits and as a result had 45 credits towards her General Studies A.S. Degree. She was very proud of how close she was to completing her degree. I believe that an honorary degree is a fitting tribute to her. Thank you in advance for your time and consideration.

Truly,

Jason Scappaticci
Associate Dean of Student Affairs
Capital Community College

February 28, 2020

President Mark Ojakian
CSCU
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian,

I write to submit a nominee for the 2020 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee decided to offer our honorary doctorate to **Wendy Garcia**. Wendy is a Charter Oak alum whose journey illustrates the core reasons why Charter Oak was created. Like many of our graduates, Wendy did not start her education with us. She began her academic work in 1984 at Central Connecticut State University. In her own words, "that process was interrupted by life." Her educational aspirations were set aside after she married, had children, and needed to work. It was when she noticed that her promotional opportunities were restricted, that the importance of completing her degree come to the forefront. As with many adult learners sandwiched between work and family, fitting another responsibility into a full schedule proved challenging. In 2009, she heard about Charter Oak State College. The notion of affordable online courses was promising, and Wendy decided to try one more time to finish her degree. The convenience of the online format offered her the flexibility to schedule her studies around the rest of her responsibilities, which was a game changer. In January of 2012 she graduated with a bachelor's degree in business administration. Shortly afterwards, she was promoted to a new position.

Wendy's path illustrates two essential truths about Charter Oak. First, Charter Oak offers a critical service to non-traditional students in removing barriers by offering an affordable, non-traditional structure. They begin their educational journey, but it gets interrupted. They have credits and life experience, but those credits and/or experience often don't transfer or translate into meaningful credits. Additionally, non-traditional learners have financial responsibilities, oftentimes forcing tough decisions between family, work, and life, leaving them with limited time for educational pursuits and restricted funds. Such was the case with Wendy.

The second truth is that Charter Oak is an excellent second chance partner for the CSCU system. By the time students who have stopped out for a prolonged period re-enter their education journey, their needs are very different. Wendy's college experience at CCSU was appropriate for a traditional student, but as an adult learner with limited time and funds, Charter Oak's specialty in degree completion and online structure offered an efficient, flexible, and viable option. By accepting Wendy's CCSU credits and working with her towards degree completion, Charter Oak supports the CSCU system in its mission to provide high quality post-secondary education and its aim to enable individuals to achieve their life and career goals.

What makes Wendy Garcia's accomplishment so notable and worthy of recognition is that she has, in effect, internalized the CSCU and Charter Oak missions. Wendy understands the value of a post-secondary education and its impact on the workforce. But more importantly, she understands the value of education for the individual in need of a job or in need of bettering their job situation. She understands the self-esteem value that comes with accomplishing one's educational goal. And she understands what it takes to achieve that goal. She is helping others accomplish that goal through her current role at Capital Workforce Partners which involves collaborating with employers and trainers to assists individuals in their re-entry into school to overcome gaps between skills and business hiring needs. Capital Workforce Partners training and provider list includes the CSCU community colleges, universities, and Charter Oak State College. Individuals who decide to enroll at Charter Oak State College with assistance from Capital Workforce Partners are largely adult learners. They are high achieving and driven to complete their program requirements. Wendy's ability to connect Charter Oak and the CSCU schools with the needs of individuals in the Connecticut workforce for a better career alignment and future is commendable and a much-needed service to the state and local communities.

The Charter Oak Honorary Doctorate Committee, after reviewing **Wendy Garcia's** accomplishments, leadership, commitment to higher education and commitment to adults, recommends that she receive the 2020 Doctor of Humane Letters honorary degree from Charter Oak State College at our May 31, 2020 graduation.

Sincerely yours,

Ed Klonoski, President
Charter Oak State College

Cc: Dr. Jane Gates, Provost

Enc: Garcia Resume

Staff Report: Approval of Candidate for Honorary Doctoral Degree
Charter Oak State College

Background Information

The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee decided to offer our honorary doctorate to **Wendy Garcia**. Wendy is a Charter Oak alum whose journey illustrates the core reasons why Charter Oak was created. Like many of our graduates, Wendy did not start her education with us. She began her academic work in 1984 at Central Connecticut State University. In her own words, "that process was interrupted by life." Her educational aspirations were set aside after she married, had children, and needed to work. It was when she noticed that her promotional opportunities were restricted, that the importance of completing her degree come to the forefront. As with many adult learners sandwiched between work and family, fitting another responsibility into a full schedule proved challenging. In 2009, she heard about Charter Oak State College. The notion of affordable online courses was promising, and Wendy decided to try one more time to finish her degree. The convenience of the online format offered her the flexibility to schedule her studies around the rest of her responsibilities, which was a game changer. In January of 2012 she graduated with a bachelor's degree in business administration. Shortly afterwards, she was promoted to a new position.

Wendy's path illustrates two essential truths about Charter Oak. First, Charter Oak offers a critical service to non-traditional students in removing barriers by offering an affordable, non-traditional structure. They begin their educational journey, but it gets interrupted. They have credits and life experience, but those credits and/or experience often don't transfer or translate into meaningful credits. Additionally, non-traditional learners have financial responsibilities, oftentimes forcing tough decisions between family, work, and life, leaving them with limited time for educational pursuits and restricted funds. Such was the case with Wendy.

The second truth is that Charter Oak is an excellent second chance partner for the CSCU system. By the time students who have stopped out for a prolonged period re-enter their education journey, their needs are very different. Wendy's college experience at CCSU was appropriate for a traditional student, but as an adult learner with limited time and funds, Charter Oak's specialty in degree completion and online structure offered an efficient, flexible, and viable option. By accepting Wendy's CCSU credits and working with her towards degree completion, Charter Oak supports the CSCU system in its mission to provide high quality post-secondary education and its aim to enable individuals to achieve their life and career goals.

What makes Wendy Garcia's accomplishment so notable and worthy of recognition is that she has, in effect, internalized the CSCU and Charter Oak missions. Wendy understands the value of a post-secondary education and its impact on the workforce. But more importantly, she understands the value of education for the individual in need of a job or in need of bettering their job situation. She understands the self-esteem value that comes with accomplishing one's

educational goal. And she understands what it takes to achieve that goal. She is helping others accomplish that goal through her current role at Capital Workforce Partners which involves collaborating with employers and trainers to assists individuals in their re-entry into school to overcome gaps between skills and business hiring needs. Capital Workforce Partners training and provider list includes the CSCU community colleges, universities, and Charter Oak State College. Individuals who decide to enroll at Charter Oak State College with assistance from Capital Workforce Partners are largely adult learners. They are high achieving and driven to complete their program requirements. Wendy's ability to connect Charter Oak and the CSCU schools with the needs of individuals in the Connecticut workforce for a better career alignment and future is commendable and a much-needed service to the state and local communities.

The Charter Oak Honorary Doctorate Committee, after reviewing **Wendy Garcia's** accomplishments, leadership, commitment to higher education and commitment to adults, recommends that she receive the 2020 Doctor of Humane Letters honorary degree from Charter Oak State College at our May 31, 2020 graduation.

Action Recommended

That the Board of Regents approve the selection of Wendy Garcia for the 2020 Doctor of Humane Letters honorary degree from Charter Oak State College.

Wendy C. Garcia
Suffield, CT 0607

Certified Workforce Development Professional

Highly motivated, bilingual and dedicated Human Services/Business Administration professional with strong case management, counseling, demonstrated leadership skills and supervisory experience. Twenty years of Customer Service background with solid office and interpersonal skills. Expertise in case management and career counseling of adults, youth, homeless, elderly and ex-offender clientele. Proficient in Microsoft Word, Excel, PowerPoint & Outlook.

PROFESSIONAL EXPERIENCE

Capital Workforce Partners   **07/2015 – present**
One Stop Coordinator/One Stop Services Lead
  ➢ Provide leadership to Mortgage Crisis Job Training Program team in order to meet business and workforce development goals
  ➢ Lead employees using performance management process that provides overall context and framework to encourage employee contribution; includes goal setting, feedback, and performance development planning
  ➢ Provide supervision and programmatic direction to ensure that individual member efforts contribute to organizational goals
  ➢ Responsible for providing support to the Programs division on all One Stop Programming and initiatives
  ➢ Accountable for account creation and on-boarding process of new staff
  ➢ Ensure funds are exhausted in all WIOA, JFES, National Dislocated Grant and Mortgage Crisis Job Training programs
  ➢ Manage programs at the American Job Centers by reviewing performance data entered into ETO and CTHires
  ➢ Implement and coordinate special initiatives/programs
  ➢ Develop and deliver training in partnership with contractor staff
  ➢ North Central CTHires liaison – testing new system, reporting ongoing issues, providing technical assistance for CWP and American Job Centers
  ➢ Responsible for reviewing, updating and maintaining Eligible Training Provider list for North Central region in accordance with WIOA guidelines
  ➢ Coordinate and oversee scholarship process for all One Stop programs
  ➢ Individual Training Account (ITA) de-obligation in coordination with compliance unit
  ➢ Track ITA issuance, obligations and expenditures in data system
  ➢ Account creation and on-boarding process for new staff – CTHires, ImpaCT and ETO
  ➢ Conduct file and computer audits, document results and design corrective action procedures
  ➢ Support Youth Programs with technical assistance

KRA Corporation/American Job Centers   **02/10 – 07/2015**
Unit Supervisor (12/12 – 07/15)
  ➢ Provided full time site management and supervise daily operations and staff of Enfield CTWorks
  ➢ Directly supervised and oversaw the Jobs First Employment Services (JFES) and Workforce Investment Act (WIA) staff ensuring compliance with contractual requirements for benchmarks and participation rates
  ➢ Provided assistance to job seekers in the Career Resource Center and act as the first point of contact for customer inquiries, concerns and complaints

- Conducted file and computer audits, document results and design corrective action procedures
- Evaluated assigned employee performance, prepare performance appraisals, recommend and document disciplinary action
- Provided supervision and ongoing support to the JFES/WIA assigned staff

Case Manager (02/10 – 12/12)

- Acted as Team Lead and took on management roles
- Maintained a case load of JFES registered clients in need of intensive case management for employment and training purposes and made referrals to community agencies for other services
- Provided intensive career counseling such as cover letter and resume critique, interviewing tips, job search information and educational and career coaching
- Facilitated assessments and made recommendations based on results
- Ensured that job seekers met employment goals and had resources to be self-sufficient
- Facilitated orientations and workshops for employment services
- Accountable for accurate and timely data reporting
- Documented client's activities and tracked progress
- Assisted with eliminating barriers that divert employment goals
- Made determination of continued eligibility of program based on policy and procedure
- Trained and mentored new hires
- Created and designed new employment service workshops

American Airlines, Inc. - Eastern Division/Southern Division/Headquarters   07/91 – 10/09

Injury on Duty & Leave Coordinator Assistant (06/08 – 10/09)

- Counseled, supported and advised employees regarding company policies for injuries and leaves in a sensitive and tactful manner
- Maintained extensive records of confidential data
- Prepared records of all personal contacts made with employees while absent
- Assisted employees with submitting documents for injuries and leaves

IT Subject Matter Expert/Business Analyst (04/01 – 06/08)

- Facilitated, corrected and coordinated outstanding bugs and enhancements
- Managed, lead, and performed efforts for contract simplification processes
- Supported Technical Team with IT operations
- Assisted with development, implementation, planning, design and training of new applications and business processes
- Developed policies and procedures for internal processes to increase productivity of operations
- Prepared requirement documents and scope documents for new projects
- Requested software for users
- Interacted with all levels of Management in regard to policy and procedural changes
- Modified and updated database table data and layout information

Technical Coordinator (11/97 - 04/01)

- Researched and resolved errors and/or discrepancies in program/platform
- Facilitated the implementation of new products and enhancements
- Created and managed test groups
- Assisted in the implementation of upgrades to computer systems
- Installed and maintained computer hardware and software
- Accountable for trouble shooting and correcting application problems

Senior Sales Representative/Marketing Sales Representative (07/91 - 11/97)
- Sold the services of American Airlines to travel agencies, and the general public generating revenue for American Airlines
- Handled requests for group travel
- Negotiated prices and creative terms for group contracts
- Instructed new hires in policies, procedures and sales
- Coached, monitored and counseled sales representatives
- Presented motivational sales sessions
- Trained unit members in customer service sales techniques
- Consistent top performer in sales and customer service
- Team Recognition Committee Member

EDUCATION

Charter Oak State College - New Britain, CT
Bachelor of Science in Business Administration

CERTIFICATIONS

Leadership Development Initiative - City of Hartford Middle Management Institute – June 2017
Certified Workforce Development Professional; Certification # 6702; June 2013
Certified Motivational Career Coach June 2012
CASAS – Comprehensive Adult Student Assessment System; January 2011
Dealing with Difficult People; Certificate Received, April 2010

Thomas G. Coley, Ph.D.
Regional President, Shoreline-West

Connecticut State Colleges & Universities

February 26, 2020

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate William P. Villano, President and CEO of Workforce Alliance, to receive an Honorary Associate of Science Degree at Gateway Community College's 28th commencement ceremony, which will be held on May 21, 2020.

Under Bill's visionary leadership at the helm of Workforce Alliance – a position he has held since 1982 – the organization develops and oversees comprehensive communitywide responses to the challenges of building a highly skilled workforce in Greater New Haven and beyond. The organization administers a variety of federal, state and municipal workforce development funds and oversees the activities of four American Job Centers serving South Central Connecticut businesses and jobseekers. These included a Job Center inside the New Haven Correctional Center, with the goal of preparing offenders to return to home, work and self-sufficiency.

The Workforce Alliance has been awarded many federal discretionary and demonstration grants serving at-risk youth; ex-offenders; a School to Career Demonstration Grant; and industry sector-based grants in health care, information technology, engineering and manufacturing.

Gateway Community College; our students, faculty and staff; and our leadership team have benefited greatly from Workforce Alliance programs, as well as from Bill's leadership and support. In particular, students have seen Bill's and the agency's "touch" in areas such as job training and placement, employment fairs and other events.

In 2014, for example, Gateway; Workforce Alliance; and the Accelerating Connections to Employment (ACE), which is grant-funded by the U.S. Department of Labor, with support of the Annie E. Casey Foundation; worked together to expand free workforce training in the region with a $1 million program expansion.

Most recently, Workforce Alliance was instrumental in bringing the "Skill Up for Manufacturing" program to the region. Skill Up for Manufacturing is a collaboration among Workforce Alliance; Connecticut manufacturing companies, who helped design the classroom curriculum; and three

Triple the **IMPACT**

of Connecticut's community colleges, including Gateway. Workforce Alliance has since been granted $3.45 million in State funding to expand this promising program. Last February, unemployed or under-employed workers received certificates of completion as part of our first Gateway cohort. Since that time, five more groups of students – an additional 100 participants, most of whom never considered careers in manufacturing -- have completed the program here. They will help meet the sector's growing labor needs over the next eight years. More importantly, these 120 people now have the skills and experience they need to get well-paying, secure jobs and build a better future for themselves, their families and our communities.

In addition to his role with Workforce Alliance, Bill uses his corporate acumen, caring spirit and a broad range of interpersonal and organizational strengths to benefit the public and private sectors of Greater New Haven. At Gateway, he is a valued member of the President's Executive Council, which includes advisors from the State, local municipalities, the business community and social service providers. Additionally, he serves on the Greater New Haven Chamber of Commerce's Board of Directors and the Tweed-New Haven Airport Commission. Bill is also a member of the Board of Directors of the National Association of Workforce Boards, the Workforce Development Council of the U.S. Conference of Mayors, and other local and regional organizations. He was active in the Steering Committees of both New Haven's Enterprise Community and Empowerment Zone projects. He holds a bachelor's degree in Sociology and a master's degree in Urban Studies.

I believe that Bill Villano is exceptionally qualified to receive an honorary degree from Gateway; a distinction reserved for those making extraordinary contributions to enhance our college and our community. Thank you in advance for your thoughtful consideration of my nomination.

Sincerely yours,

Thomas G. Coley, Ph.D.
Acting President of Gateway Community College &
CSCU Regional President, Shoreline West Region

CSCU

Thomas G. Coley, Ph.D.
Regional President, Shoreline-West

Connecticut State Colleges & Universities

February 26, 2020

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate Mr. John Torres, Executive Director of the Bridgeport Caribe Youth Leaders and Finance Manager of CASA Inc., to receive an Honorary Associate of Science Degree at Housatonic Community College's 52nd commencement ceremony on May 20, 2020.

Considered by peers and companions as a motivator, mentor and visionary leader, John Torres is the Co-Founder and Executive Director of the Bridgeport Caribe Youth Leaders (BCYL). Torres has led the transformation of a baseball league into a youth development organization providing enrichment programs and activities through its Sports, Education and Community platforms. Under his leadership BCYL has quadrupled the number of children (800) being served yearly. John's vision of leveraging sports to provide educational and leadership programs has proven to be successful model. Youngsters take part of the SAT Prep, Math & Reading Tutoring, Honor Roll Recognition, S.U.C.C.E.S.S. (Students Understanding College & Career Expectations to Succeed), Girls Empowerment, Boys to Men and Theatre Workshop programs. In 2008, Torres spearheaded the effort to create the Caribe Youth Scholarship Fund; to date 92 BCYL students have received over $1 million in high school and college scholarships collectively producing 17 college graduates of which 7 are first-time college graduates in their family. John believes it's everyone's obligation to give back to the community; this is evident in the youth participation of Caribe's community outreach programs. In 2010 President Barack Obama recognized John with the President's Volunteer Service award.

Housatonic Community College has had a long standing partnership with (John Torres) Bridgeport Caribe Youth Leaders (BYCL) especially when we look at the community needs, SAT preparation, assisting with the Puerto Rico relief. BYCL and HCC have partnership also includes the STEM Eco System and STEM Pathway Partners under the Carnegie Science Center.

Born and raised in Bridgeport Connecticut, Torres is a dedicated family man. He is married to Beatrice for 33 years and is proud of his three wonderful children; Daniel, Jonathan and Jasmine. He graduated from Bullard-Havens Tech and went on to graduate from Housatonic CC with degrees in Accounting and Business Management, becoming the first college graduate in his family. In addition to serving as BCYL's Executive Director, John is the Finance Manager for the Chemical Abuse Services Agency, Inc. (CASA).

Torres' personal mission is to assist and inspire others to reach their full potential and help them understand the importance of working together for the betterment of others.

Torres has been recognized from the following organizations:

- 2013 Eastern Connecticut State University Cesar Chavez Distinguished Service Award
- 2015 Diocese of Bridgeport St. Augustine Medal Award
- 2017 Kolbe Cathedral High School Making A Difference Award
- 2018 Greater Bridgeport Old Timers' Lou Bogash, Jr. Memorial Award
- 2019 ABCD, Inc. Community Service Award.

Triple the **IMPACT**

Gateway
Community College

HOUSATONIC
COMMUNITY COLLEGE

NCC
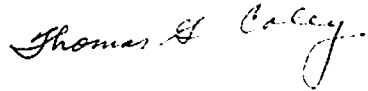
I believe the John Torres is exceptionally qualified to receive an honorary degree from Housatonic; a distinction reserved for those making extraordinary contributions to enhance our college and our community.

Thank you in advance for your thoughtful consideration of my nomination.

Sincerely,

Thomas G. Coley, Ph.D.
Acting President of Housatonic Community College /
CSCU Regional President, Shoreline-West Region

TGC/cc

Southern Connecticut State University

SCSU

Office of the President

February 19, 2020

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear President Ojakian,

I write to nominate Marna P. Borgstrom, President and CEO of Yale New Haven Hospital and Yale New Haven Health System, as the recipient of an honorary doctorate from Southern Connecticut State University.

Ms. Borgstrom began her career at Yale New Haven Hospital more than 30 years ago on a post-graduate fellowship and has assumed a number of progressively high-level staff and management roles since then.

In 1994, she was promoted to the position of Executive Vice President and Chief Operating Officer. And in 2005, she was named to her current role, where she leads a health system that has $2 billion in revenues and employs 13,000 people in Connecticut, including Bridgeport and Greenwich Hospitals as well as Yale New Haven.

Ms. Borgstrom has an exemplary record of leadership, serving on several national boards, including VHA, Inc. in Dallas, the Council of Teaching Hospitals and Healthcare Executives Study Society. Closer to home, she serves on the Connecticut Hospital Association's Board of Trustees and Greater New Haven Regional Leadership Council.

She has also served on the Boards of the Hole in the Wall Gang Camp, the United Way of Greater New Haven and the Greater New Haven Chamber of Commerce's Board and Executive Committee.

Ms. Borgstrom has been the recipient of several awards recognizing her community involvement. They include the ADL's Torch of Liberty Award, YMCA's Women In Leadership Award, the Junior Achievement Hall of Fame, New Haven Business Times' 20 Noteworthy Women, Hill Health Center's Leadership Award, and the Connecticut Women in Leadership Award. She is also a member of the Gateway Community College Hall of Fame.
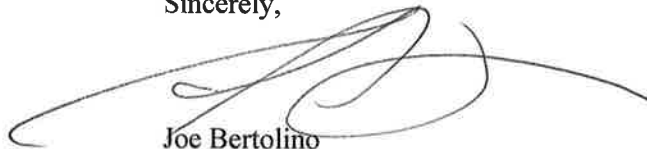
Awarding an honorary doctorate to Ms. Borgstrom at this time would be highly opportune for Southern. Yale New Haven Hospital already employs the largest number of our nursing graduates in the state. And Southern's connections with the hospital are poised to become stronger with the building of a new home for our College of Health and Human Services, which breaks ground in early March, 2020.

For her record of vision and accomplishment as leader of Connecticut's largest public health system, her commitment to making healthcare better and more accessible for all who need it, and her active partnerships with our expanding health programs, I believe that Marna Borgstrom would be a worthy recipient of an honorary doctorate of health science from Southern.

The doctorate would be awarded at our Undergraduate Commencement ceremony on May 22 at the Webster Bank Arena in Bridgeport. I thank you for your consideration of this request.

Sincerely,

Joe Bertolino
President

JB/meh

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Grading, Notations, and Academic Engagement

April 16, 2020

WHEREAS,   The CSCU Community Colleges have operated under Board of Trustees policies 3.5 (Grades), 3.5.1 (Granting of an Incomplete), and 3.5.2 (Administrative Transcript Notations – Letters other than A-F); and

WHEREAS,   All non-attendance taking institutions that participate in the Title IV, Higher Education Act (HEA) programs are required to confirm a student's attendance in registered coursework for the purposes of fulfilling federal financial aid eligibility; and

WHEREAS,   All institutions that participate in the Title IV, HEA programs are required to report a student's enrollment status to the National Student Loan Data System to maintain the eligibility and benefits to certain financial aid programs; now therefore be it

RESOLVED,   That the Connecticut Board of Regents for Higher Education adopt a community college policy on Grading, Notations, and Academic Enrollment to affirm the current grading structure and clarify the usage of administrative transcript notations; and be it further

RESOLVED,   That this policy shall result in a more accurate depiction of student enrollment at each census period while promoting student equity among financial aid and non-financial aid students; and be it further

RESOLVED,   That this policy shall replace Board of Trustees policies 3.5, 3.5.1, and 3.5.2, as well as the procedural implementation of the Unearned F (UF) administrative transcript notation; and be it further

RESOLVED,   That procedural guidance shall be developed prior to Fall 2020 in order to maintain the efficacy of this policy.

A True Copy:

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

ITEM

The proposed policy seeks to affirm the current grading structure used by all CSCU community colleges, as well as to clarify the definitions and usage of administrative transcript notations. This proposal further seeks to confirm a student's active engagement in their registered coursework prior to each 15-week semester census, and to provide a uniform framework for determining an unofficial withdrawal. This policy shall be utilized as a means to meet the standards of Title IV eligibility for financial aid students, resulting in an accurate depiction of official student enrollment at census.

BACKGROUND

In 2013, the US Department of Education/Federal Student Aid conducted a review of Housatonic Community College's administration of the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 USC §§ 1070 et seq. (Title IV, HEA programs). While there were various findings cited in the 2014 audit report, the most concerning was "Failure to Confirm Enrollment Status" due to the impact on academic grading in relation to Title IV students. In 2015, the US Department of Education delivered a Final Program Review Determination, issuing a liability due from the college in the amount of $418,154.64 directly attributable to this single finding. Also in 2015, President Paul Broadie II filed a written appeal to the US Department of Education, challenging the finding and liability.

In 2016, Administrative Judge Robert G. Layton upheld the decision, rendering the college liable to pay the US Department of Education. Housatonic Community College was unable to provide sufficient evidence to support its assertion that it confirmed students' enrollment status in terms of disbursing Title IV funds, and the college failed to meet its burden of proving that it properly disbursed Federal Pell Grant awards based on actual enrollment. The college was also cited for failing to consistently administer certain grades; a grade of F and an academic notation of N had been used interchangeably. It was therefore determined that the college could not accurately determine whether a student started attending a class based solely on a student's grades.

Subsequent to the US Department of Education issuing its Final Program Review Determination, the system engaged in an effort to distinguish between an "earned F" and an "unearned F" grade for all students for the purposes of determining students who had unofficially withdrawn versus completed a term with a poor grade. On August 13, 2015, the system effectively made a change to Connecticut Community Colleges Board of Trustees Policy Manual, Section 3.5.2, Administrative Transcript Notations – Letters other than A-F. Namely, the use of the "N" notation was discontinued in lieu of the creation of a "UF" notation without a policy change.

Confirming Enrollment Status

An institution may only disburse Title IV, HEA funds when a student is enrolled and eligible to receive those funds (34 CFR 668.164). Similarly, if a student does not begin attendance in a payment period or period of enrollment, the institution must return all Title IV, HEA program funds that were credited to the student's account at the institution or disbursed directly to the student for the payment period of enrollment (34 CFR 668.21(a)). This statement is true even for institutions that, by definition, are not required to take attendance. As such, a student's Federal Pell Grant eligibility must be recalculated if their enrollment status changes in a term (34 CFR 690.80). For financial aid purposes, a student's enrollment status should be confirmed in their registered coursework prior to each semester census and

subsequent financial aid disbursement. Final financial aid eligibility recalculations are performed at census, and funds are disbursed accordingly.

For students whose enrollment status has not been confirmed yet have been paid Title IV, HEA funds, their aid must be returned despite applicable tuition and fee charges still being present on their student accounts. This creates a liability owed to the school from the student, which often goes to collections or becomes subject to the tax intercept process – all costs to the system. In some cases, non-financial aid students would not pay tuition prior to the start of a term and be dropped for non-payment prior to the start of the term. This situation represents no financial liability owed to the college from the student. These situations present an equity issue over the treatment of financial aid versus non-financial aid students, based on the ability of financial aid to cover a student's eligible charges in relation to enrollment.

Administrative Transcript Notation Definitions
N – No Grade
An administrative transcript notation for any situation where there is no grade reported at the end of the traditional semester (i.e. no grade received from a faculty member, courses in progress, or no basis for a grade). From BOT 3.5.2, discontinued use without a policy change in Fall 2015.

UF – Unearned F
This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. It is used when, in the judgment of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of academic performance possible. Students who receive this notation will have reported on their behalf a "last date of participation" by the assigning faculty member. When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student's transcript. It will be punitive and count in the GPA. The UF notation is used for internal reporting and will not appear on the student's transcript. Effective for use without a policy change in Fall 2015.

Effects of Prior Implementation
The establishment of the UF was intended to create a distinction between an earned F for a student who completed a term, and a notation for a student who stopped-out of the college and did not complete the term. However, it became additionally used as a mechanism for determining whether the college confirmed a student's enrollment prior to financial aid disbursement as colleges.

Further, there were unintended consequences of implementing the UF as a grade on a student transcript. Compliance with the regulatory requirements for timely and accurate enrollment status reporting to the National Student Clearinghouse, and by extension reporting to the National Student Loan Data System (NSLDS) was jeopardized. Accurate reporting to these agencies is critical, since they determine when a student is eligible to enter repayment or deferment on a federal student loan, and determine a time limitation on Direct Subsidized Loan eligibility (in general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of a program).

RECOMMENDATION

To provide for the equal treatment of all students, regardless of their method of payment for applicable course-related charges, it is recommended that the Board of Regents adopt a uniform policy on Grading, Notations, and Academic Engagement for all community colleges. The policy presented affirms the current grading structure, clarifies applicable administrative transcript notations, and provides a method to uniformly determine a student's enrollment status in their registered coursework across all colleges.

This recommendation clarifies the reporting of and appropriate record keeping for an unofficial withdrawal when students actively engage their registered coursework and subsequently leave the institution without officially withdrawing. The context of an academically related activity is consistent with federal regulations.

This recommendation also encompasses the following changes:

Addition of Registration Status Determination
NP – Never Participated. Used for students who have enrolled in coursework, but who have failed to engage in an academically related activity.

Discontinuation of Administrative Transcript Notation
N – No Grade (previously defined)
UF – Unearned F (previously defined)[1]

Of note, there are both positive and negative outcomes associated with this policy change. However, the negative outcomes identified below are the result of compliance in practice. Additionally, financial aid allocations based upon enrollment would decrease because of the actual realized enrollment (Campus-Based Financial Aid, Institutional Financial Aid, and State Financial Aid/Roberta B. Willis Scholarship Program).

Positive Outcomes
- Colleges will be compliant with the Higher Education Act of 1965, as amended.
- Enrollment reporting will be accurate to NSLDS.
- Census enrollment will be accurate.
- Retention rates will increase since students who never attended will no longer be counted.
- Graduation rates will increase since students who never attended will no longer be counted.
- Bad debt and collections costs will decrease.

Negative Outcome
- Overall enrollment will experience a correction, since non-attending students will be identified prior to census and no longer be counted in census data.

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

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[1] While not in any existing Board of Trustees or Board of Regents policies, it is highly recommended that the use of the UF notation, and all of its associated procedures, be discontinued, effective with the Fall 2020 semester.

Policy on Grading, Notations, and Academic Engagement

The CSCU Provost and Senior Vice President for Academic and Student Affairs, or designee, shall be the presiding authority over the application of this policy to all community colleges. It shall be included in all college catalogs, student handbooks, and college websites, and shall be made available upon request.

Grading

Affirmed for Fall 2020, all CSCU community colleges will use the following grading system defined below.

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The calculation of the Grade Point Average (GPA) shall be two decimal places, truncated.

The letter grades shown above, with an additional designation of "#," shall also be used for grades awarded to students in developmental courses.

I – Incomplete

Used as a temporary grade assigned by a faculty member when coursework is missing and the student agrees to complete the requirements.

Although a student may request an Incomplete, the faculty member is not required to honor the request. Faculty members should assign an Incomplete when there are extenuating circumstances, such as illness, that prevent a student from completing the assigned work on time. Further consideration should be given to determine if the student has attended for at least 60% of the duration of the course and completed the majority of the course requirements, and, in the judgment of the faculty member, the student can complete the remaining work no later than the tenth week of the next standard semester.

Any faculty member that assigns an Incomplete shall document such an activity, and inform the student, the Academic Dean, the Registrar, and other appropriate parties, as needed, using a common form. Supporting documentation, agreed upon by both the faculty and student, must include:

- A brief description of the requirements to be completed;
- The date by which the coursework must be submitted to the faculty member;

- A statement that the Incomplete will change to a specific letter grade if the work is not completed by the tenth week of the next standard semester.

If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the Registrar no later than the 10th week of the following semester. If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the Registrar shall convert the Incomplete to the letter grade specified, and that letter grade shall be entered on the student's transcript.

Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided the student has earned the required GPA.

Administrative Transcript Notations
All colleges will use the following system of administrative transcript notations for student records, when required. Any other letters, whether called administrative notations, transcript notations, non-academic grades, or otherwise, currently in use shall be eliminated.

AU – Audit
Used for students not wishing credit for a course taken. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. Students may ask to have papers critiqued, but faculty members are not required to grade an auditor's coursework. Full tuition and fees are charged for courses audited. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

M – Maintaining Progress
Used only for developmental courses to indicate that the student is maintaining progress, but not at the usual rate. It may be given to a student for a course only twice.

P – Pass
Used for successful completion of courses taken on a pass/fail basis. Students failing will receive a letter grade of "F."

TR – Transfer
Used in lieu of grades for courses accepted for credit from other institutions of higher education.

W – Withdrawal
Used to indicate that a student has withdrawn from a course.

Academic Engagement

While none of the community colleges are considered attendance-taking institutions, they are required to verify the academic engagement of each student in each registered course by demonstrating "academic attendance" or an "academically-related activity" for Title IV purposes. This must be completed prior to the predetermined census date of each traditional semester, as well as during periods of enrollment shorter than the traditional 15-week semester (i.e. summer terms). The purpose of this practice is to identify students who have enrolled in coursework, but have not demonstrated an academically-related activity as a means to accurately report official college enrollment and meet the regulatory standard of compliance.

Required Activity Prior to Census

All students are required to demonstrate academic engagement (defined below) in each of their registered courses no later than the predetermined census date of each period of enrollment. Students who make this demonstration in at least one of their registered courses shall be considered to have begun the period of enrollment. Students who do not make this demonstration in any registered courses shall be considered to have not begun the period of enrollment.

Students Who Begin a Period of Enrollment

Students who begin a period of enrollment shall be counted in official census data, reflective of their actual enrollment status. Students who then cease engagement in their coursework, without officially withdrawing from the college prior to the end of the withdrawal period, shall be assigned a letter grade of "F" with a corresponding last date of academic engagement for each affected course. These students shall be considered an unofficial withdrawal from the college, and be subject to Return of Title IV regulations, if applicable. The latest date reported by faculty shall be the date of determination for unofficial withdrawal from the college.

Students Who Do Not Begin a Period of Enrollment

Students who are determined to have not academically engaged in a period of enrollment leading up to census shall be assigned a registration status of "Never Participated (NP)" for each affected course. Students assigned an NP for all courses shall be removed from the period of enrollment, and shall be counted as "never attended" for enrollment reporting purposes. Courses with an NP designation are not counted toward a college's official census, and affected students are not eligible to receive financial aid for courses assigned this status.

NP – Never Participated

A registration status used for students who have enrolled in coursework, but have failed to engage in an academically related activity by the predetermined census date. Students who receive an NP designation are no longer permitted to attend a course section after an NP has been reported. Additionally, they are not eligible to receive a final grade, and not eligible to access the learning management system for the affected course section.

Academic Engagement

In accordance with federal regulatory definition, academic engagement (otherwise known as "academic attendance" and "attendance at an academically-related activity") includes, but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;

- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

This does not include activities where a student may be present, but not academically engaged, such as:

- Logging into an online class without active participation; or
- Participating in academic counseling or advising.

The institution must make a determination of "academic attendance" or an "academically related activity;" a student's certification of attendance that is not supported by institutional documentation is not acceptable.

04/03/2020 BOR Academic Affairs Committee
04/16/2020 Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Holistic Case Management Advising Policy

For CSCU Community Colleges

April 16,, 2020

WHEREAS,   Among first-time, full-time students who enrolled at the CSCU Community Colleges between 2011 and 2015, fifteen percent completed all the requirements for a degree or certificate within three years of starting, which was lower than the average IPEDS three-year graduation rate for all other state community college systems in New England during the same time period;

WHEREAS,   over the past five years there were significant racial disparities in the IPEDS three-year graduation rate at the CSCU Community Colleges, averaging 7 percent for Black students, 11 percent for Latinx students, 18 percent for Asian students, and 19 percent for White students;

WHEREAS,   inadequacies in the CSCU Community Colleges' current advising structure, capacity, and staffing levels contribute to low graduation rates and equity gaps in attainment and other Key Performance Indicators;

WHEREAS,   research shows that the adoption of a holistic case management advising model supports the Guided Pathways principles–clarifying paths for students, getting them on a path, keeping them on a path, and ensuring their learning–and has yielded meaningful improvements in student retention, completion, and equity at community colleges that have successfully implemented Guided Pathways;

WHEREAS,   community colleges that have successfully implemented Guided Pathways and a holistic case management advising model reduced advisors' caseloads to levels significantly lower than the CSCU Community Colleges' current student (headcount) to advisor (full time equivalent) ratio of approximately 760:1;

WHEREAS,   community colleges that have successfully implemented Guided Pathways and a holistic case management advising model also adopted a student success technology platform that enables enhanced advising, progress monitoring, and greater coordination of services;

WHEREAS,   the Holistic Case Management Advising Policy, informed by Guided Pathways best practices, establishes a holistic case management advising model at the CSCU Community Colleges that ensures all degree and certificate seeking students have an assigned Guided Pathways Advisor and support network of faculty and staff who collaborate with students to plan for their educational goals and deliver the necessary holistic services to stay on track to completion;

WHEREAS,   the Board of Regents for Higher Education and the CSCU Community Colleges will reduce the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022, and to adopt a student success technology platform to ensure the effective implementation of the holistic case management advising model,

WHEREAS,   the Board of Regents for Higher Education is committed to rectifying low completion rates and equity gaps in attainment at the CSCU Community Colleges by implementing Guided Pathways practices as part of Students First; therefore be it

RESOLVED, That the Board of Regents for Higher Education formally adopts the Holistic Case Management Advising Policy for the CSCU Community Colleges.

A True Copy:

_____

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

HOLISTIC CASE MANAGEMENT ADVISING POLICY

The Board of Regents for Higher Education sets forth the following requirements for the CSCU Community Colleges, to be implemented by the CSCU System Office through the leadership of the Provost, Senior Vice President of Academic and Student Affairs, Vice President of Enrollment Management, and college administrators:

I. Adopt a holistic case management advising model, whereby
   A. All degree and certificate seeking students are assigned to a Guided Pathways Advisor upon admission, who advises them through to the completion of their time at the CSCU Community Colleges;
   B. Guided Pathways Advisors:
   1. Guide their assigned students in the creation of a personalized academic and career plan prior to initial registration; at minimum, this plan includes an outline of
      a) Career and academic goals,
      b) Requirements and expectations for chosen program of study,
      c) Course sequence from initial registration to graduation,
      d) Financial plan to pay for college,
      e) Relevant holistic resources and services, and
      f) Opportunities for employment and transfer;
   2. Continually monitor their assigned students' progress on their personalized academic and career plans, using at minimum indicators related to students'
      a) Course registration,
      b) Course drop and withdrawal,
      c) Registration holds,
      d) Academic performance,
      e) Academic momentum, and
      f) Use of holistic resources and services;
   3. Provide and coordinate sustained, strategic, integrated, proactive, and personalized support to their assigned students to help keep them on plan, which includes resources and services related to their academic, career, financial, and other individual needs;
   4. Ensure their assigned students regularly assess their personalized academic and career plans; and
   5. Collaborate with their assigned students to revise their personalized academic and career plans as needed.

    C. Faculty actively work with their students' Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B; and

    D. Other academic and student affairs staff actively work with Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B.

II. **Reduce the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022.**

III. **Adopt a student success technology platform to assist professional, faculty, and other academic and student affairs staff with**

    A. Assigning Guided Pathways Advisors to students and maintaining advisors' caseloads,

    B. Creating and revising students' personalized academic and career plans,

    C. Monitoring students' progress on their personalized academic and career plans, and

    D. Supporting students through a communication system that includes but is not limited to

        1. Early alerts,

        2. Referrals to holistic resources and services,

        3. Case notes, and

        4. Reports.

IV. **Develop an initial implementation and assessment plan for the Holistic Case Management Advising Policy by December 2020.**

ITEM

Proposal to adopt a policy concerning Holistic Case Management Advising at the CSCU Community Colleges that 1) ensures all degree and certificate seeking students have an assigned professional Guided Pathways Advisor and support network of faculty and staff who collaborate with students to plan for their educational goals and deliver the necessary holistic services to stay on track to completion; 2) reduces the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022; and 3) adopts a student success technology platform that facilitates holistic case management advising.

RECOMMENDED MOTION FOR FULL BOARD

Resolved: That the Board of Regents for Higher Education formally adopts the Holistic Case Management Advising Policy for the CSCU Community Colleges.

EXECUTIVE SUMMARY

This staff report:

- Describes how the structure of advising at the CSCU Community Colleges prevents current advising staff from providing students with the supports necessary to improve retention, completion, and equity;
- Explains how a holistic case management advising model will benefit students at the CSCU Community Colleges and promote Guided Pathways principles;
- Illustrates how a holistic case management advising model ensures all degree and certificate seeking students are assigned a Guided Pathways Advisor for their entire time at the institution, who guides students in the creation of a personalized plan, monitors their progress, and coordinates the holistic supports they need to achieve their academic and career goals;
- Explains how a holistic case management advising model is effective only when Guided Pathways Advisors have reduced caseloads and access to a student success technology platform that facilitates personalized planning, progress monitoring, service coordination, and communication;
- Provides evidence that other community colleges have improved their students' retention and completion rates and reduced equity gaps in achievement after implementing a holistic case management advising model; and
- Documents the process by which the CSCU Holistic Case Management Advising Policy was created.

THE MODEL

The Guided Pathways framework seeks to help community college students efficiently complete credentials, transfer, and attain jobs with value in the labor market. It consists of four pillars: 1) provide students with clearly structured program pathways with clearly defined expectations and

outcomes for education and employment, 2) get all students on an individualized plan that lays out the steps to achieve their academic and career goals, 3) help students stay on track to completion of a degree or credential, and 4) ensure that students are learning the knowledge, skills, and habits of mind to succeed in life.

A holistic case management advising model serves as the foundation of Guided Pathways efforts. Holistic case management advising is integral to helping students identify and plan for their academic and career goals, monitor students' progress toward their goals and assist those who stray off plan, and ensure that students are learning essential critical thinking, problem solving, and decision making skills (Bailey et al., 2015).

The central premise of a holistic case management advising model is that every student is assigned to a professional advisor (such as a Guided Pathways Advisor) who guides students through college from intake to graduation, monitors their academic progress, and coordinates the seamless provision of support services with a team of faculty and staff that stretches across traditional departmental lines. Professional advisors are able to provide deeper, more personalized services to students as a result of reduced caseloads and regular contact with their advisees. The ultimate benefit of a holistic case management advising model is that students are more likely to build a meaningful relationship with their assigned advisor and to receive a continuum of care that helps ensure their efficient completion of a credential (Richardson, 2008).

Figure 1: Overview of the Holistic Case Management Advising model
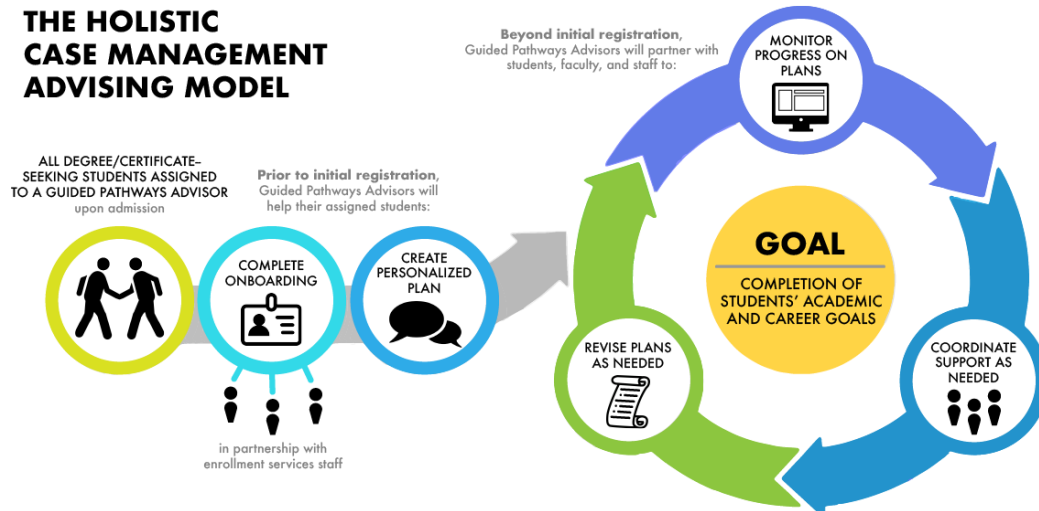
Under this model, every degree and certificate-seeking student at the CSCU Community Colleges is matched with a professional advisor, named their Guided Pathways Advisor, upon admission, who remains with the student for their entire time at the institution. Once assigned, Guided Pathways Advisors guide their respective students through an intake process that involves an initial conversation about their academic and career goals. Based on this conversation, Guided Pathways Advisors work with students to develop action steps toward these goals in the form of a plan that not only maps out the courses toward their declared area/program of study, but also identifies financial needs, opportunities for employment and

transfer, and resources and services relevant to their academic and holistic needs. Guided Pathways Advisors and students continually assess and revise plans based on academic performance and clarification of a students' interests, goals, and life circumstances.

Students' plans are maintained on a student success technology platform, which students can access at any time to check their academic progress and adjust their plan. This technology platform also enables Guided Pathways Advisors, faculty, and other academic and student affairs staff to continually track students' progress on their personalized plans through academic performance indicators, risk factors, and metrics. It also facilitates communication between these stakeholders, enabling them to share feedback, through reports and early alerts regarding student performance and progress.

The continuous monitoring of student progress allows Guided Pathways Advisors, faculty, and other academic and student affairs staff to identify emerging barriers to student success and proactively intervene before problems worsen. Real-time student information collected on the technology platform also helps advisors triage cases, target resources to students who need them most, and tailor interventions to the specific, holistic needs of each student. If Guided Pathways Advisors can't provide the support themselves, then they are able to make referrals to other service providers on campus or in the community and track students' use of services through a system of case notes; access and user rights will be determined based on role and will comply with all federal guidelines as outlined in FERPA (Family Educational Rights and Privacy Act) or any other relevant policies and regulations.

The student success technology platform, while essential to creating these planning, monitoring, and intervention capacities, is only a tool that colleges must couple with ongoing, intentional professional development focused on developmental advising practices. For holistic case management advising to work effectively, the technology must also be accompanied by an institutional culture in which all stakeholders view themselves as sharing responsibility for student success and equity. Yet another critical ingredient of the model is multi-level leadership that builds support for holistic case management advising practices within and between departments (Kalamkarian et al., 2017).

A combination of these factors–assigned Guided Pathways Advisors, reduced caseloads, a college-wide student success technology platform, professional development resources for staff and faculty, a culture of shared responsibility, and committed leadership–can create the conditions for students to develop more meaningful relationships with an advisor and to receive the holistic supports necessary for completion. Furthermore, a holistic case management advising model better meets the varying needs of community colleges' diverse student bodies, and thus moves colleges closer to providing equitable educational opportunity for historically underserved groups (Achieving the Dream, 2018; Bettinger and Baker, 2011; Karp and Stacey, 2013; Miller and Murray, 2005; Pierce, 2016).

Figure 2: *Student support under the Holistic Case Management Advising model*
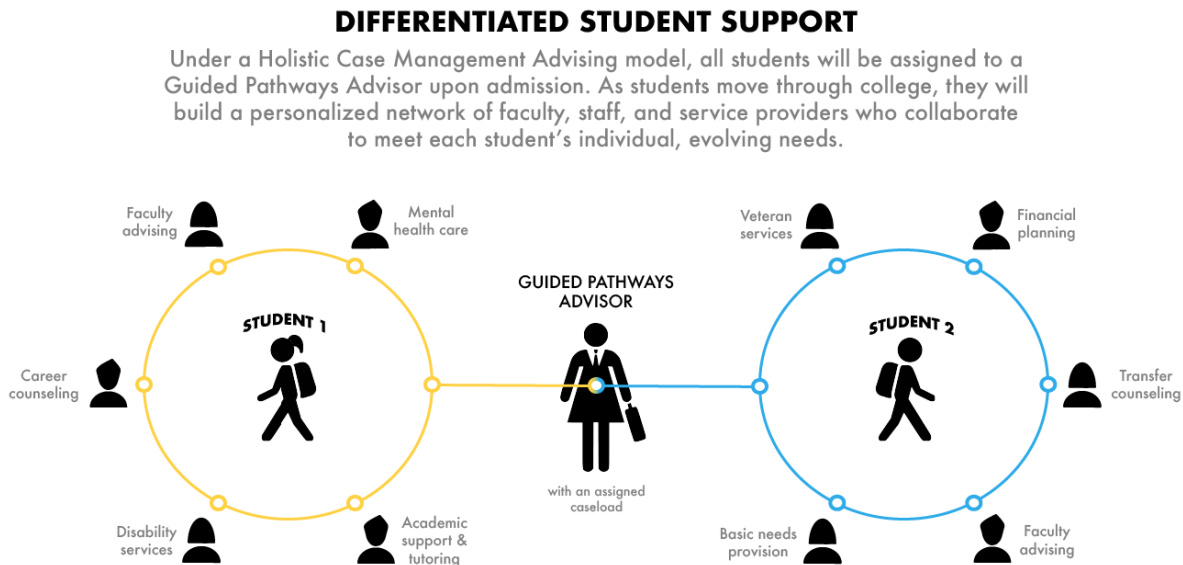
BACKGROUND

Why redesign academic advising?

The students of the CSCU Community Colleges face tremendous challenges to efficient completion of a postsecondary credential. These challenges have resulted in persistently low graduation rates across all twelve community colleges. Among first-time, full-time students who enrolled at the CSCU Community Colleges between 2011 and 2015, fifteen percent completed all the requirements for a degree or certificate within three years of starting. This was lower than the average IPEDS three-year graduation rate for all other state community college systems in New England during the same time period, which includes Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. Furthermore, Connecticut's graduation rate is consistently lower than the national average.

Figure 3: Percentage of first-time, full-time students who completed a
degree or certificate at a public 2-year college within three years
(Sample: Cohorts 2011-2015)

Source: IPEDS, 2019; Juszkiewicz, 2017; NCES, 2019
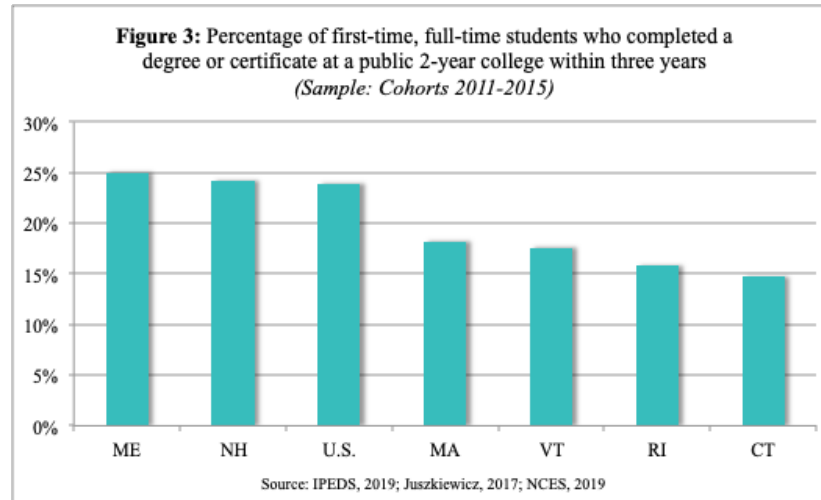
Historically underserved and minoritized student groups at the CSCU Community Colleges face additional barriers to success that make them even less likely to graduate. The average IPEDS three-year graduation rate for Black students has been 7 percent over the past five years and 11 percent for Latinx students, compared to 18 percent for Asian students and 19 percent for White students. The Board of Regents has stated its goals to increase retention and graduation rates and eliminate achievement disparities among different ethnic/racial, economic, and gender groups at the CSCU Community Colleges (CSCU, 2019).

The trends in completion and equity at the 12 CSCU Community Colleges result from many factors. One contributing factor is that the system of academic advising is neither structured nor adequately resourced to meet students' complex and diverse needs. Many of these needs are related to navigating the various decisions and processes involved in completing a credential. Many CSCU community college students also have financial and other individual needs that extend beyond the classroom but inevitably impact their educational experience and outcomes. The purpose of academic advising is to help students meet these holistic needs to maintain progress toward completion of a credential. Furthermore, academic advising should equip students with the knowledge, skills, and habits of mind to navigate the college environment and manage their needs with increasing independence and confidence (NACADA, 2003, 2006).

There are certainly pockets of advising excellence within the community college system. Students in cohort-based programs such as nursing or advanced manufacturing receive consistent, often mandatory advising, progress monitoring, and support from assigned faculty and staff; they also boast high rates of completion. However, these best practices in academic advising do not extend to the majority of CSCU community college students. The CSCU Guided Pathways Holistic Student Support Redesign (HSSR) team–through discussions with professional staff and faculty from all 12 CSCU Community Colleges and focus groups with students on four campuses–determined that the inconsistency in the quality of advising is due to resource deficits and structural issues, rather than any individual person, department, or campus.

Most obviously, advising offices are severely understaffed and financially under-resourced. Currently, there are approximately 760 students for every FTE (full time equivalent) professional advisor in the system; this far exceeds the median U.S. two-year institution advising ratio of

441:1, and the Board of Regent's ideal ratio of 250:1 as stated in its FY20/FY21 biennium expansion budget (Board of Regents, 2018; Carlstrom and Miller, 2013). The CSCU Community Colleges' current ratio reduces advisors' capacity to provide all students with the attention and services they need. Overwhelmed by the sheer number of students, professional advisors frequently only have the time to complete perfunctory tasks like course selection and registration. Current advising staff have little to no bandwidth for advising activities such as goal-setting, planning, and having conversations that develop students' critical-thinking and problem-solving skills. Even when students are able to schedule an appointment with an advisor, they often see a different advisor each semester because advisors are not typically assigned to a specific caseload of students. As a result, students often receive inconsistent and conflicting information, leaving them frustrated and their needs unmet.

Another structural issue with the advising system is that not all CSCU community college students are required to work with an advisor when they first enter college to create a detailed plan that maps out the courses, activities, and supports they need to complete their chosen program of study, gain employment, or transfer to a four-year university. Consequently, many students do not establish clear academic and career goals in their early semesters, nor do they identify the action steps and holistic supports needed to achieve their goals efficiently. The lack of a thoughtful and comprehensive plan makes it difficult not only for students to make effective decisions, but also for current advising staff to effectively monitor students' progress toward degree completion.

Current advisors' monitoring abilities are further limited by the available technology. Ellucian Degree Works, the planning and auditing tool currently used at the CSCU Community Colleges, lacks critical functionalities like digital early alerts that would allow advisors, faculty, and other academic and student affairs staff to identify when students run into problems and to intervene proactively. The provision of support often depends on a student initiating a request for support. However, many students either delay coming forward for support or don't come forward at all, limiting advisors' ability to provide students with the support they need, when they need it most.

Finally, the various academic and student affairs departments involved in the CSCU Community Colleges' advising system too often operate in uncoordinated silos, forcing students to visit several offices before getting the support they need. The current student information technology system reinforces this siloed structure by preventing advisors, faculty, and other academic and student affairs staff from collaborating to support students who require resources and services from various providers across campus. For example, they are unable to make referrals to each other or share notes about certain students, leaving it up to the student to coordinate the services themselves and retell their story to every provider. At the end of the day, no one is held accountable for ensuring that the students' needs are fully met.

Altogether, these structural and capacity issues deprive many CSCU community college students of an accountable, "go-to" advisor who actively guides them through college with a thoughtful academic and career plan tailored to their unique goals and circumstances, and an integrated support network of faculty and other academic and student affairs staff. Without one or all of these resources, students are more likely to feel disconnected from their college, make poorly informed and inefficient academic and career decisions, and run up against barriers when moving between different departments and campuses to find the supports and course offerings they need.

These experiences may increase the chances that students delay their education or drop out before completing a credential.

Weaknesses in the current structure and capacity of the CSCU Community Colleges' academic advising system further disadvantage students from historically underserved and minoritized groups. Even though these students face the highest barriers to graduation, they receive the same type and level of advising services due to scarce resources and inadequate student success policies. This standardized approach to advising does not compensate for the unequal opportunities in students' lives beyond the classroom, thus perpetuating the equity gaps in completion rates across the system.

Advising redesign can and should be leveraged to improve the CSCU Community Colleges' low and inequitable completion rates which, if left unabated, will profoundly and negatively impact the livelihood of Connecticut's students, families, communities, workforce, and economy. Advising redesign would also support and reinforce CSCU's Guided Pathways efforts by getting all students on a clearly defined path to completion and helping them stay on track.

Why a holistic case management advising model?

The CSCU Guided Pathways Holistic Student Support Redesign team's findings suggest that tweaking advising practices at the CSCU Community Colleges without addressing structural and resource deficits will not yield meaningful improvements in student success. Their findings also reveal that students would be better served if the focus of advising moved beyond providing information and course registration to promoting *holistic* student development, which requires meeting students where they are and addressing their individual needs (Achieving the Dream, 2018).

The Community College Research Center and Achieving the Dream identified five guiding principles for colleges looking to design more holistic advising systems–termed SSIPP (Achieving the Dream, 2018; Karp and Stacey, 2013):

- **Sustained:** students receive support throughout their entire time at the institution, particularly at key momentum points.
- **Strategic:** students receive the support they need, when they need them, in a way that is convenient and efficient for them.
- **Integrated:** students receive the support they need in a seamless, coordinated fashion, without being tossed around between departments.
- **Proactive:** students receive the support they need at the earliest stage possible, not when their situation has become a crisis.
- **Personalized:** students receive the type and intensity of support appropriate to their unique needs.

Other community colleges implementing Guided Pathways–such as Lorain County Community College, Sinclair Community College, the Alamo Colleges District, and the Austin Community College District–have shown that changes to institutional policies and practices are a powerful strategy to deliver advising services and supports to students in a more holistic, sustained, strategic, integrated, proactive, and personalized way. Specifically, these colleges made a

structural shift from a walk-in, self-service advising system to a *holistic case management advising model*. Their students are now assigned a single point of contact (such as a Guided Pathways Advisor) for their entire time at the institution, and advisors have specific and reduced caseloads. This new structure affords each student-advisor pair the time to build deep relationships with each other and co-create a personalized academic and career plan that considers the student's evolving, unique goals and needs. Advisors are also trained to utilize student success technology platforms with special functionalities that enable them to regularly and proactively monitor students' progress on their plans; intervene at the first sign that students are having trouble; refer students to the resources and services they need, when they need them; and collaborate with faculty, staff, and service providers across the institution to provide students with these supports in a seamless fashion.

Table 1: How students receive support under different scenarios

WITHOUT holistic case management advising & Guided Pathways, student support is frequently	WITH holistic case management advising & Guided Pathways, student support is always
Intermittent	Sustained
Delayed	Strategic
Siloed	Integrated
Reactive	Proactive
Standardized	Personalized

The combination of holistic case management advising and Guided Pathways practices at these colleges has resulted in significantly higher retention and graduation rates (Ashford, 2019; Dryden, 2018; Excelencia in Education, 2019; Ohio Higher Ed, 2018b). For example, at Lorain County Community College, the IPEDS graduation rate jumped from 8 percent to 25 percent within seven years (Dryden, 2018). At Lorain, the equity gap in developmental completion rates and first-term credit accrual has also narrowed; these short-term measures have been shown to correlate with longer-term measures like completion (Ohio Higher Ed, 2018a). It should be noted that these colleges were largely able to make these gains because of significant investments in human and technological resources, including hiring additional advisors, funding ongoing professional development for staff and faculty, and integrating a student success technology platform into their technical infrastructure. However, Lorain has demonstrated that colleges can make a strong return on these investments through increased student retention (Dryden, 2018).

Holistic case management advising as part of Guided Pathways efforts

Consistent with the revised CSCU Students First initiative approved by the Board of Regents on June 18, 2018, implementing a Holistic Case Management Advising Policy is one in a series of Guided Pathways initiatives designed to improve student success and increase student retention, completion, and equity. The new advising model will play a critical role in supporting key pillars of Guided Pathways: getting all students on a personalized plan, keeping them on plan, and ensuring their learning.

Holistic case management advising also complements other Guided Pathways efforts. For instance, faculty workgroups have been charged with developing program maps that include suggested course sequences, career opportunities, and labor market information. These maps will provide students and Guided Pathways Advisors with the foundation for academic and career planning. They will also give Guided Pathways Advisors a benchmark to assess their assigned students' academic progress. The CSCU Community College Areas of Study Policy serves as yet another tool to assist students and Guided Pathways advisors in making informed choices about their career and academic goals. Last but not least, the College and Career Success course (CCS 101) was intentionally designed by our community college faculty to offer students the opportunity for deep exploration of their academic and career goals. Taking CCS 101 would give students a valuable forum to continue the conversations that they begin with their Guided Pathways Advisors and develop a more thoughtful personalized plan to completion.

How was this model determined?

The Holistic Student Support Redesign (HSSR) team was established in February 2018 as part of the CSCU Guided Pathways (GP) work, and charged to explore and make recommendations for best practices in implementing advising models, monitoring student progress, designing a common first-year experience for students, and developing wraparound services to address external factors that impede a student's ability to meet their educational goals.

The team includes a diverse cross section of faculty, staff, and administrators from all 12 CSCU community colleges, CSCU State Universities and CSCU System Office. Members of the team consist of professional staff from core areas such as advising, counseling, enrollment services and financial aid, as well as faculty members and academic and student affairs administration (see Appendix). The team is led by two managers (Gayle Barrett, Middlesex and Michael Buccilli, Gateway), both with practitioner and director-level experience in advising, enrollment management and student affairs, on loan from their current roles at their respective colleges.

In an effort to move the redesign process forward, a HSSR steering team was established with the two primary managers, two collaborating managers (Tamika Davis, Tunxis; Heidi Zenie, Three Rivers) and four members from the HSSR team (Jill Rushbrook, Asnuntuck; Jason Scappaticci, Capital; Nora Uricchio, Manchester; Debra Zavatkay, Northwestern). In September 2019, the HSSR team unanimously adopted a set of design principles to guide the steering team's work. The steering team participated in a facilitated design institute through Achieving the Dream (ATD) in October 2019 and continues to receive individual support from ATD staff with expertise in state-wide advising redesign efforts.

The steering team developed the initial policy draft. Benjamin Wong, a Research Fellow for CSCU Guided Pathways, provided the steering team with research, writing, and editing support. After several rounds of internal feedback, the revised draft was brought to the full HSSR team for endorsement. HSSR managers coordinated regional forums, online feedback process, and specific sessions with key state-wide councils such as advising leads, deans of student affairs and presidents/CEOs. The HSSR steering team will collect and review feedback before moving the revised policy forward for approval by the following bodies: HSSR, Guided Pathways Task Force, and the Community College Implementation Committee (CCIC). If the CCIC approves, it

will then recommend to move the policy forward to the Board of Regents Academic and Student Affairs committee for consideration.

Ensuring student participation continues to be a primary goal of this work. HSSR managers participated in a student panel coordinated by the Student Advisory Council (SAC) to the BOR in spring 2018 and followed up with a SAC briefing and Q&A session in spring 2019. The HSSR team hosted four student focus groups in spring 2019 to dig deeper into the issues students face in our current advising support and structures. Focus groups were held at Gateway, Manchester, Naugatuck Valley and Northwestern and yielded valuable data that has shaped the proposed policy. HSSR managers with the SAC to review the draft policy in February.

What are the next steps if the policy is approved?

The HSSR managers, steering team, and full team will continue to develop and refine the holistic case management advising model and create an initial implementation plan to be presented to the Board of Regents Academic and Student Affairs Committee by December 2020. The plan will include detailed timelines, benchmarks, and a full assessment plan to track progress during the various stages during and post-implementation.

RECOMMENDATION

It is the recommendation of the System's Provost, Senior Vice President of Academic and Student Affairs, and Vice President of Enrollment Management that the Board of Regents give favorable consideration to the adoption of the proposed Holistic Case Management Advising Policy for the CSCU Community Colleges.

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APPENDIX

HSSR Membership List*

Rebecca Adams	*Professor of English, Chair of Humanities Department*	Housatonic Community College
Kathleen Ahern	*Interim Director of Advising & Retention*	Gateway Community College
Gayle Barrett (Non-Voting Member)	*Director of Enrollment Management/ Guided Pathways Manager/Student Success Center College Coach*	Middlesex Community College/System Office
Kerry Beckford	*Assistant Professor of English*	Tunxis Community College
Caitlin Boger-Hawkins	*Director of Planning, Research, and Institutional Effectiveness*	Northwestern Community College
Victoria Bozzuto (Ex-Officio)	*Guided Pathways Manager*	System Office
Paul Broadie	*President*	Gateway & Housatonic Community College
Michael Buccilli (Non-Voting Member)	*Director of Student Success, Guided Pathways Manager*	Gateway Community College/System Office
Alison Buckley	*Vice President for Enrollment Management*	System Office
Kellie Byrd-Danso	*Dean of Students*	Norwalk Community College
Patrick Carr	*Program Manager for Library Consortium Operations*	System Office
Diane Clokey	*Registrar*	Asnuntuck Community College
Jonah Cohen	*Professor of Human Services*	Gateway Community College
Les Cropley	*Director of Project Management and Academic Initiatives, Student Success Center*	System Office
Tamika Davis (Non-Voting Member)	*Director of Admissions/ Guided Pathways Manager/Student Success Center College Coach*	Tunxis Community College/System Office
Greg DeSantis (Ex-Officio)	*Executive Director Student Success Center and Academic Initiatives*	System Office
David Ferreira	*Dean of Academic & Student Affairs*	Northwestern Community College
Sarah Gager	*Dean of Student Services*	Naugatuck Valley Community College

Keith Gauvin	*Registrar*	Western Connecticut State University
Jeannine Gibson	*Acting Director of Academic Advising & Student Retention*	Housatonic Community College
Bonnie Goulet	*Director of Student Services*	Naugatuck Valley Community College
Sarah Hendrick	*Associate Director of Admissions*	Quinebaug Valley Community College
Bob Kozlowski	*Director of Advising and Retention*	Quinebaug Valley Community College
Amanda MacTaggart (Ex-Officio)	*Associate Director of the CSCU Student Success Center*	System Office
Margaret Malaspina	*Director of Financial Aid*	Capital Community College
Lesley Mara	*Director of Workforce Development, Strategic Partnerships & Sponsored Programs*	System Office
Helen Marx	*Associate Professor of Curriculum and Learning/ Faculty Director of Advising*	Southern Connecticut State University
J.D. Mathewson (Ex-Officio)	*Senior Research Associate*	System Office
Judy Mazgulski	*Retention Specialist*	Middlesex Community College
Steve McDowell (Ex-Officio)	*Director of Financial Aid Services*	System Office
Steve Mendes	*Registrar*	Norwalk Community College
Alese Mulvihill	*Interim Dean of Student Affairs*	Gateway Community College
Joseph Navarra	*Coordinator of Disability Services*	Manchester Community College
Latisha Nielsen	*First Year and New Student Advisor*	Manchester Community College
Kelly Pittman	*Transfer Coordinator/Academic Advisor*	Tunxis Community College
Francine Rosselli-Navarra (Ex-Officio)	*Professor & Chair, Department of Psychology & Anthropology, Guided Pathways Manager*	Manchester Community College/System Office

Jill Rushbrook	*Director of Advising*	Asnuntuck Community College
Jason Scappaticci	*Associate Dean of Student Affairs*	Capital Community College
Daniela Squizzato	*Acting Director of Student Success Initiatives*	Housatonic Community College
Tim St. James	*Interim Dean of Students*	Asnuntuck Community College
Kathy Taylor	*Associate Professor Legal/Business*	Naugatuck Valley Community College
Kristina Testa-Buzzee	*Associate Dean of Continuing Education and Workforce*	Norwalk Community College
Nora Uricchio	*Associate Professor, Radiologic Science; Program Coordinator, Radiation Therapy*	Manchester Community College
Pam Williams	*Research Librarian*	Three Rivers Community College
Jama Yusuf (Ex-Officio)	*Sr. Information Systems Development Manager, Information Technology*	System Office
Brenda Zanta (Ex-Officio)	*Student/Academic Information Systems Support Specialist*	System Office
Debra Zavatkay	*Registrar*	Northwestern Community College
Heidi Zenie (Non-Voting Member)	*Program Coordinator, Exercise Science and Sports & Leisure Management/ Guided Pathways Manager/Student Success Center College Coach*	Three Rivers Community College/System Office

*HSSR Membership as of December 18, 2019.

04/03/2020 – BOR Academic & Student Affairs Committee

04/16/2020 – Board of Regent

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Acceptance of Selectees for Board of Regents Faculty Awards

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2019-20 academic year, and

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2019-20 academic year.

A True Copy:

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

ITEM
Acceptance of the Board of Regents Faculty Awards

BACKGROUND
The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of $1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement."   Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS
For the 2019-20 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted 18 of a possible 49 nominations within the five award categories, for the Board's consideration.

RECOMMENDATIONS
Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached:

04/03/2020 – BOR-Academic and Student Affairs Committee
04/16/2020 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS
2019-20 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards[1&2]
(Connecticut State Universities)

Teaching Awards[1&2]
(Connecticut Community Colleges)

Research Awards[1&2]
(Connecticut State Universities)

Scholarly Excellence Awards[1&2]
(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards[3]

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

Institution	Campus Nominee	Faculty Rank / Discipline
Central	Dr. James Joss French	Associate Professor / Literacy, Elementary & Early Childhood Education
Eastern	Dr. Tanya Moorehead	Assistant Professor / Education
Southern	Dr. Thomas Radice	Associate Professor / History
Western	Dr. H. Howells Williams	Assistant Professor / Social Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award
(Connecticut State Universities)

Dr. James Joss French
Central Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck	Ms. MaryBeth Rajczewski	Assistant Professor / Mathematics
Housatonic	Kristen Carley	Assistant Professor / English
Middlesex	Dr. Frank Steelabotte	Associate Professor / Biology
Naugatuck Valley	Dr. Gil Harel	Assistant Professor / Music
Three Rivers	Mr. Andrew Marvin	Assistant Professor / English
Tunxis	Michelle Saindon	Associate Professor / Mathematics

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award
(Connecticut Community Colleges)

Kristin Carley
Housatonic Community College

Dr. Frank Stellabotte
Middlesex Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Central	Dr. Krishna P. Kisi	Assistant Professor / Manufacturing and Construction Management
Southern	Dr. Steven P. Brady	Assistant Professor / Biology
Western	Dr. Neeta P. Connally	Associate Professor / Biological and Environmental Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Neeta P. Connally
Western Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Middlesex	Dr. Andrea Levy	Professor / Psychology
Naugatuck Valley	Mark A. Schnubel	Associate Professor / Automotive
Tunxis	Ms. Jacqueline Decker	Assistant Professor and Program Coordinator / Visual Fine Arts and Photography

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Dr. Andrea Levy
Middlesex Community College

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Douglas Goodrich
Naugatuck Valley Community College
Adjunct Professor - History

&

Ms. Shelley Stoehr-McCarthy
Southern Connecticut State University
Adjunct Professor - English

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above: The other nominees were:

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck Community College	Ms. Tammy Tudryn	Adjunct Professor / Early Childhood Education
Housatonic Community College	Mr. Drew Denbaum	Adjunct Professor / English
Middlesex Community College	Michael Rotondo	Adjunct Professor / Accounting / Business
Tunxis Community College	Mrs. Jennifer Rossi	Adjunct Professor /Mathematics

BOARD OF REGENTS
FACULTY AWARDS
Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

1) Cover Sheet
2) Letter of Nomination
3) Nominee's Reflective Statement
4) Letter of Support from one to three colleagues or students
5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Cynthia Arpin Three Rivers Community College	Amely Cross Asnuntuck Community College	Vicki DiFilippo Three Rivers Community College
Heather D'Orlando, Asnuntuck Community College	Dr. Khaled Hammad Central Connecticut State University	Ira Hessmer Capital Community College
Michele Howard-Swan Asnuntuck Community College	Elizabeth Keefe Gateway Community College	Dr. Darcy Kern Southern Connecticut State University
Marie Kulesza Central Connecticut State University	Susan Lugli Middlesex Community College	Dr. Martin Mendoza-Botelho Eastern Connecticut State University
Dr. Eric Meyers Gateway Community College	Dr. Michelle Monette Western Connecticut State University	Dr. Fatma Pakdil Eastern Connecticut State University
Dr. Mobin Raster Agah Norwalk Community College		

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **12/9/2019**

Most Recent NECHE Institutional Accreditation Action and Date: **Continued in Accreditation – 2011**
Two Year Progress Report Accepted – 2019

Original Program Characteristics	Original Program Credit Distribution
CIP Code No. **510713** Title of CIP Code **Medical Insurance Coding Specialist/Coder** Name of Program: **Health Information Management Technician: Certified Coding Specialist** Degree: Title of Award *(e.g. Master of Arts)* **Certificate** Stand-Alone Certificate: *(specify type and level)* **C2 - 15-30 creds** Date Program was Initiated: **7/23/2001** OHE#: **006812 (on ground) / 009349 (online)** Modality of Program: **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **55** Locality of Program: **X** On Campus Off Campus Both	# Credits in General Education: **0** # Credits in Program Core Courses: **27** # Credits of Electives in the Field: **0** # Credits of Free Electives: **0** # Cr Special Requirements *(include internship, etc.):* **0** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **27** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **9**

Modified Program Characteristics	Modified Program Credit Distribution
Name of Program: **Health Information Management Technician: Certified Coding Specialist** Degree: Title of Award *(e.g. Master of Arts)* **Certificate** Certificate[1]: *(specify type and level)* **C2 - 15-30 creds** Program Initiation Date: **ASAP** Modality of Program: **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **27** Other: **N/A**	# Credits in General Education: **0** # Credits in Program Core Courses: **27** # Credits of Electives in the Field: **0** # Credits of Free Electives: **0** # Cr Special Requirements *(include internship, etc.):* **0** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **27** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **9**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: **N/A**   CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification
Change program requirement. BIO 123 (Biology of Human Disease) will replace BIO 110 (Principles of the Human Body), for the reason that the Biology Department will no longer offer BIO 110.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*
No additional resources will be needed to implement this modification.

Institutional Contact for this Proposal: **Brian Clinton**
Title: **Program Coordinator and Assistant Professor of Medical Assisting**
Tel.: **860-932-4087**   e- mail: **bclinton@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Main Campus - Danielson**

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
MED 125 Medical Terminology	3	N/A	3	N/A		
HIM 102 Intro to Health Care Systems	4	N/A	3			
HIM 210 Coding I	1	HIM 102, MED 125	3			
HIM 211 Advanced Coding	1	HIM 102, MED 125	3			
MED 112 Medical Insurance & Billing	2	BOT 111 or CSA 105	3			
MED 216 Electronic Medical Records	2	MED 112, MED 125	3			
HIM 201 Health Information Management Principles	2	HIM 102	3			
Core Course Prerequisites				Elective Courses in the Field		
ENG 101 Composition			3			
BIO 123 Biology of Human Disease			3			
Total Other Credits Required to Issue Modified Credential						0

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

1. Code accurately a variety of diseases and conditions utilizing the current classifications.
2. Release data contained in the EHR for payment and/or consultations with appropriate documentation.
3. Demonstrate a knowledge of medical terminology and abbreviations associated with each system of the human body.
4. Compare and contrast the variety of health care delivery systems in the health care environment

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: **Quinebaug Valley Community College**	Date of Submission to CSCU Office of the Provost: **12/9/2019**

Most Recent NECHE Institutional Accreditation Action and Date: **Continued in Accreditation – 2011**

Two Year Progress Report Accepted – 2019

Original Program Characteristics	Original Program Credit Distribution
CIP Code No. **510701** Title of CIP Code **Health/Health Care Administration/Management**	# Credits in General Education: **24/25**
Name of Program: **Business Administration: Health Care Management**	# Credits in Program Core Courses: **36/37**
	# Credits of Electives in the Field: **0**
Degree: Title of Award *(e.g. Master of Arts)* **AS**	# Credits of Free Electives: **0**
Stand-Alone Certificate: *(specify type and level)* **N/A**	# Cr Special Requirements *(include internship, etc.):* **0**
Date Program was Initiated: **10/18/2012** OHE#: **017187**	Total # Cr in the Program *(sum of all #Cr above)*: **60**
Modality of Program: **X** On ground Online **X** Combined	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **36**
If "Combined", % of fully online courses?	
Locality of Program: **X** On Campus Off Campus Both	

Modified Program Characteristics	Modified Program Credit Distribution
Name of Program: **Business Administration: Health Care Management**	# Credits in General Education: **24/25**
	# Credits in Program Core Courses: **36/37**
Degree: Title of Award *(e.g. Master of Arts)* **AS**	# Credits of Electives in the Field: **0**
Certificate[1]: *(specify type and level)* **N/A**	# Credits of Free Electives: **0**
Program Initiation Date: **ASAP**	# Cr Special Requirements *(include internship, etc.):* **0**
Modality of Program: **X** On ground Online **X** Combined	Total # Cr in the Program *(sum of all #Cr above)*: **60**
If "Combined", % of fully online courses? **25**	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **36**
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **60**	
Other: **N/A**	

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: **N/A**   CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification
Change program requirement. BIO 123 (Biology of Human Disease) will replace BIO 110 (Principles of the Human Body), for the reason that the Biology Department will no longer offer BIO 110.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*
No additional resources will be needed to implement this modification.

Institutional Contact for this Proposal: **Brian Clinton**
Title: **Program Coordinator and Assistant Professor of Medical Assisting**
Tel.: **860-932-4087**   e- mail: **bclinton@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Main Campus - Danielson**

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
ACC 113 Principles of Financial Accounting	3	MAT 095	3	N/A		
BBG 101 Intro to Business	4	N/A	3			
BMG 210 Organizational Behavior	1	ENG 101	3			
BMG 202 Principles of Management	1	N/A	3			
BMG 220 Human Resource Management	1	N/A	3			
HIM 102 Intro to Health Care Systems	1	N/A	3			
HLT 170 Law & Ethics for Health Care Professionals	1	N/A	3			
MED 111 Administrative Medical Assisting	1	N/A	3			
MED 112 Medical Insurance & Billing	2	BOT 111 or CSA 105	3			
MED 125 Medical Terminology		N/A	3			
MED 131 Clinical Medical Assisting	2	ENG 101, MED 125	3			
MED 216 Electronic Medical Records Management	2	MED 112, MED 125	3			
Core Course Prerequisites				**Elective Courses in the Field**		
ENG 101 Composition			3	Humanities Elective		3
PSY 111 General Psychology			3	History Elective		3
MAT 137 Intermediate Algebra			3			
BIO 123 Biology of Human Disease			3			
ECN 101 Principles of Macroeconomics			3			
ECN 102 Principles of Microeconomics			3			
Total Other Credits Required to Issue Modified Credential						0

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

1. Integrate knowledge and acquired skills to function as a competent manager in a health care setting.
2. Utilize knowledge of various administrative medical facility procedures, practices, and technologies to complete tasks.
3. Demonstrate an understanding of the terms, concepts, practices and Generally Accepted Accounting Principles for corporations.
4. Understand the principles of capitalism and compare them to other economic systems.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: NCCC	Date of Submission to CSCU Office of the Provost: 2/7/2020

Most Recent NECHE Institutional Accreditation Action and Date: 2013

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Original Program Characteristics
CIP Code No. 520201   Title of CIP Code Business Administration
Name of Program: Business and Management Administration
Degree: Title of Award *(e.g. Master of Arts)* **A.S. Degree**
Stand-Alone Certificate: *(specify type and level)*
Date Program was Initiated: Fall 2019   OHE#: 00423
Modality of Program: On ground   Online   X Combined
        If "Combined", % of fully online courses? 10%
Locality of Program: X On Campus   Off Campus   Both

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Original Program Credit Distribution
Credits in General Education: 33 (34)
Credits in Program Core Courses: 24
Credits of Electives in the Field: 3
Credits of Free Electives: 0
Cr Special Requirements *(include internship, etc.)*:
Total # Cr in the Program *(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: **60 (61)**

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Modified Program Characteristics
Name of Program: Business and Management Administration
Degree: Title of Award *(e.g. Master of Arts)* **A.S. Degree**
Certificate[1]: *(specify type and level)*
Program Initiation Date: Fall 2019
Modality of Program: On ground   Online   X Combined
        If "Combined", % of fully online courses? 10%
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60 (61)
Other:

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Modified Program Credit Distribution
Credits in General Education: 30 (31)
Credits in Program Core Courses: 27
Credits of Electives in the Field: 3
Credits of Free Electives: 0
Cr Special Requirements *(include internship, etc.)*:
Total # Cr in the Program *(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: **60 (61)**

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If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification These program modifications are needed in order to adhere to the *National Standards for Business Education*, enhance transferability, and to adapt to the upcoming program core curriculum requirements. These NBEA standards are based on a curriculum model that integrates ten content areas: Accounting, Business Law, Career Development, Communication, Economics and Finance, Entrepreneurship, Information Technology, International Business, Management, and Marketing.

Changes were a result of program review completed in 2019 and approved by external advisory committee.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*
No additional resources are needed.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

Institutional Contact for this Proposal: Valerie Royals   Title: Professor in Business/Department Chair
    Tel.: 860-738-6304   e- mail: vroyals@nwcc.edu
OR Dr. David Ferreira, Dean of Academic and Student Affairs   Tel: 860-738-6319   e-mail: dferreira@nwcc.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: NCCC Main Campus

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
ENG* 101 Composition			3	ACC* 113 Prin. of Financial Acct.		3
ECN* 101 Prin. of Macroeconomics			3	BBG* 115 Business Software Apps.		3
MAT* Mathematics Elective			3	ACC* 117 Prin. of Managerial Acct.		3
COM* 173 Public Speaking			3	BMK* 201 Prin. of Marketing		3
ECN* 102 Principles of Microeconomics			3	BBG* 231 Business Law I or BBG* 234 Legal Environment of Business		3
MAT* 167 Principles of Statistics			3	BMG* 202 Prin. of Management		3
Behavioral Science Elective			3	BFN* 201 Prin. of Finance		3
Natural/Physical Science Elective			3 (4)	BMG* 220 Human Resource Management		3
Humanities or Fine Arts Elective			3	BBG* 210 Business Communication		3
Liberal Arts Elective			3			
Core Course Prerequisites				**Elective Courses in the Field**		
				BBG* 294 Business Internship or Business Elective		3
Total Other Credits Required to Issue Modified Credential						

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

1. Apply a broad range of management concepts necessary to operate business in today's changing environment.
2. Demonstrate the ability to communicate effectively both verbally and in writing.
3. Demonstrate leadership skills and critical decision-making techniques.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern CT State University	**Date of Submission to CSCU Office of the Provost:** 02/26/20
Characteristics of Below-Threshold Offering Name of Offering: eSports Management Type of Offering *(e.g. Grad Certificate)* minor Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)* : Fall 2022 Modality of Program: X On ground X Online Combined If "Combined", % of fully online courses? **100** Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 18 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. 31.0504 Title of CIP Code Sport and Fitness Administration/Management	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The minor in eSports Management is an 18-credit minor for students interested in the business side of this rapidly-growing segment of the sport industry. Courses in the minor are SMT 185: Introduction to eSports, SMT 285: eSports Promotion, SMT 295: The Digital Sport Industry: Fantasy Sports, Sport Gaming, and eSports, REC 363: Event Management, SMT 425: Human Factors in eSports, and SMT 300: Practicum or HMS 380: Sport Psychology. Together, the courses in the minor will address the operation of eSport events, the promotion and management of eSport events, and management of eSport personnel. The minor includes an option of a practicum in which students will be responsible for coordinating events and competitions with the SCSU eSport club. Note that all courses in the eSports minor have been approved for both on ground and online delivery.

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)*

This minor, comprised of existing courses, will make use of existing instructional capacity in the College of Health and Human Services and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Arts and Sciences, Main Campus

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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.)*

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20
Characteristics of Below-Threshold Offering Name of Offering: Health and Community Services Type of Offering *(e.g. Grad Certificate)* concentration for the BA-General Studies Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)* : Spring 2022 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 24 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. 24.0102 Title of CIP Code General Studies.	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The Bachelor of Arts in General Studies (BA-GNS) is SCSU's most flexible degree, designed for high-credit transfer, non-traditional, and/or returning students. The BA-GNS currently has five 24-credit concentrations: Self-Designed, Social Sciences, STEM, Humanities, and Business. The Health and Community Services concentration is a new concentration for the BA-GNS developed in response to student needs, including those identified as part of SCSU's participation in the Degrees When Due initiative. Students must complete 24 credits from at least two of the following disciplines: Communication Disorders, Human Movement Sciences, Nursing, Public Health, Recreation and Leisure Studies, Sport and Entertainment Management, Social Work, Healthcare Studies, Exercise Science, Respiratory Therapy, School Health, or Health Sciences. 15 of the 24 credits must be at the 300 or 400 level.

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)*

This concentration will make use of existing instructional capacity in the College of Health and Human Services and will require no new resources.

Institutional Contact for this Proposal: Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Office of Academic Affairs, Main Campus

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

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.)*

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20

Characteristics of Below-Threshold Offering Name of Offering: Educational Studies Type of Offering *(e.g. Grad Certificate)* concentration for the BA-General Studies Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)*: Spring 2022 Modality of Program: X On ground ⬜ Online ⬜ Combined If "Combined", % of fully online courses? Locality of Program: X On Campus ⬜ Off Campus ⬜ Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 24 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship)*: Total # Credits the Institution Requires to Award the Credential

CIP Code No. 24.0102 Title of CIP Code General Studies

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The Bachelor of Arts in General Studies (BA-GNS) is SCSU's most flexible degree, designed for high-credit transfer, non-traditional, and/or returning students. The BA-GNS currently has five 24-credit concentrations: Self-Designed, Social Sciences, STEM, Humanities, and Business. The Educational Studies concentration is a new concentration for the BA-GNS developed in response to student needs, including those identified as part of SCSU's participation in the Degrees When Due initiative. Students must complete 24 credits from at least two of the following disciplines: Education, Special Education, Information and Library Science. 15 of the 24 credits must be at the 300 or 400 level.

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)*

This concentration will make use of existing instructional capacity in the College of Education and will require no new resources.

Institutional Contact for this Proposal: Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Office of Academic Affairs, Main Campus

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

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.)*

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20

Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the BS-Physical Education*: MS-School Health Education Accelerated Pathway Type of Offering *(e.g. Grad Certificate)* concentration Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)* : Spring 2022 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 9 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship)*: Total # Credits the Institution Requires to Award the Credential

CIP Code No.   13.1314   Title of CIP Code Physical Education, Teaching and Coaching.

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)* *On 2/12/20 the CSCU AC approved a name change from "BS-Exercise Science" to "BS-Physical Education"; this name change is scheduled to advance to the 3/13/20 BOR-ASA and 3/26/20 BOR agendas. Anticipating this change, this proposal uses the new name "BS-Physical Education."*
The MS-School Health Education Accelerated Pathway concentration is a new concentration for the BS-Physical Education with pre-K to 12 teacher certification that enables motivated students to complete their BS-Physical Education with pre-K to 12 teacher certification and MS-School Health Education degrees at SCSU in five years. Many CT school districts hiring physical education teachers require certifications in both Physical Education and Health Education. This undergraduate concentration replaces 9 credits of free elective credit in the BS-Physical Education with pre-K to 12 teacher certification concentration with 9 credits of graduate-level courses from the MS-School Health Education taken in the senior year of undergraduate study.

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)*
This concentration will make use of existing instructional capacity in the BS-Physical Education with pre-K to 12 teacher certification and MS-School Health Education programs and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VPAA	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services and College of Education, Main Campus

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:
   i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
   iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
   iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

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.)*

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20
Characteristics of Below-Threshold Offering Name of Offering: Mathematics Education Type of Offering *(e.g. Grad Certificate)* concentration added to the Master of Arts in Teaching (MAT) Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)*: Spring 2022 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 19.5 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship)*: Total # Credits the Institution Requires to Award the Credential
CIP Code No. 13.0101 Title of CIP Code Education, General.	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The Master of Arts in Teaching (MAT) OHE #019375 was approved in 2018 with concentrations in Elementary Education, Bilingual Elementary Education, Early Childhood, Special Education, Science Education, and English Education. We are now adding a Mathematics Education concentration to further respond to State of CT needs for mathematics educators. In addition to the 26cr MAT core, students will complete 19.5 credits of coursework to complete the mathematics concentration in the MAT—RDG 500: Content Area and Disciplinary Literature (Mathematics), EDU 528: Differentiated Instruction, EDU 544: Culturally Responsive Pedagogy, EDU 588: Research in Education, MAT 405: Elementary Math from an Advanced Standpoint, MAT 490: Teaching Math in Secondary School, and MAT 508: Technology in the STEM Classroom.

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)*

This concentration will make use of existing courses and instructional capacity in the College of Arts and Sciences and the College of Education and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Arts and Sciences, Main Campus

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
   i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
   iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
   iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

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.)*

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/19/20

Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017

Original Program Characteristics CIP Code No. 42.2814 Title of CIP Code Applied Behavior Analysis Name of Program: Applied Behavior Analysis Degree: Title of Award *(e.g. Master of Arts)* Stand-Alone Certificate: *(specify type and level)* Post-Baccalaureate Certificate Date Program was Initiated: Fall 2018 OHE#: 016943 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Original Program Credit Distribution** # Credits in General Education: # Credits in Program Core Courses: 18 # Credits of Electives in the Field: # Credits of Free Electives: # Cr Special Requirements *(include internship, etc.)*: Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

Modified Program Characteristics Name of Program: Applied Behavior Analysis Degree: Title of Award *(e.g. Master of Arts)* Certificate[1]: *(specify type and level)* Post-baccalaureate Certificate Program Initiation Date: Fall 2020 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)*: 21 Other:	**Modified Program Credit Distribution** # Credits in General Education: # Credits in Program Core Courses: 21 # Credits of Electives in the Field: # Credits of Free Electives: # Cr Special Requirements *(include internship, etc.)*: Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification The Behavior Analyst Certification Board (BACB) is requiring institutions delivering Verified Course Sequences (VCS) transition from 18-credit sequences to 21-credit sequences to maintain their status as a VCS and allow their students completing the sequence to be eligible to sit for the Behavior Analyst Certification Board (BACB) exam. This change is being reported to the CSCU BOR because the program is currently approved as an 18-credit program on SCSU's Program Participation Agreement (PPA) with the US Department of Education. Updating CSCU BOR and CT OHE is necessary in order to increase the program's size from 18 to 21 credits on SCSU's PPA with the US DOE.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*
This change will make use of existing instructional capacity in the College of Education and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant   Title: Provost and VP for Academic Affairs   Tel.: (203) 392-5350
e- mail: prezantr1@southernct.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Education, Main Campus

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
Special Education 689: Philosophical Underpinnings of Applied Behavioral Analysis	2		1cr			
Special Education 642: Organizational Behavioral Management and Supervision	3		2cr			
Core Course Prerequisites				**Elective Courses in the Field**		
Total Other Credits Required to Issue Modified Credential						

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

1. Use Applied Behavioral Analysis in applied settings (educational and therapeutic environments) with individuals with and without disabilities.
2. Demonstrate ability to apply professional knowledge of ABA practitioners in school programs for exceptional children.
3. Demonstrate ability to address problems related to special education administration and supervision.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 02/26/20

Characteristics of Below-Threshold Offering Name of Offering: Community Practice: Community, Organization, Policy, and Leadership Type of Offering *(e.g. Grad Certificate)* concentration for the Master of Social Work (MSW) degree Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)* : Fall 2022 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 12 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship)*: Total # Credits the Institution Requires to Award the Credential

CIP Code No. 44.0701 Title of CIP Code Social Work	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

Community Practice: Community, Organization, Policy, and Leadership is a new 12-credit concentration within the 60-credit Master of Social Work (MSW) degree. The Community Practice concentration, developed at the recommendation of the Social Work Community Advisory Board to enhance MSW student recruitment, responds to increasing student interest and labor force needs, and will enhance MSW student recruitment. The courses in the concentration are SWK 511: Social Welfare Policy Analysis, SWK 520: Communities and Social Welfare, SWK 538 Leadership and Management Theory and Practice, and SWK 560: Social Administration. Learning objectives are consistent with the Council fon Social Work Education (CSWE) Specialized Practice Curricular Guide for Marco Social Work Practice (CSWE, 2015).

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 Community Practice concentration will make use of existing courses and instructional capacity in the College of Health and Human Services and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services, Main Campus.

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:

  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,

  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,

  iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

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.
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: March 2020

Most Recent NECHE Institutional Accreditation Action and Date: Acceptance of Progress Report Fall 2019

Original Program Characteristics	**Original** Program Credit Distribution
CIP Code No. 510908 Title of CIP Code Respiratory Care Therapy/Therapist	# Credits in General Education: 30
Name of Program: Respiratory Care Program	# Credits in Program Core Courses: 37
Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science**	# Credits of Electives in the Field: 0
Stand-Alone Certificate: *(specify type and level)*	# Credits of Free Electives: 0
Date Program was Initiated: Fall 1999 OHE#: 03101	# Cr Special Requirements *(include internship, etc.):* 0
Modality of Program: X On ground Online Combined	Total # Cr in the Program *(sum of all #Cr above)*: **67**
If "Combined", % of fully online courses?	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **67**
Locality of Program: X On Campus Off Campus Both	

Modified Program Characteristics	**Modified** Program Credit Distribution
Name of Program: Respiratory Care Program	# Credits in General Education: 30
Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science**	# Credits in Program Core Courses: 37
Certificate[1]: *(specify type and level)*	# Credits of Electives in the Field: 0
Program Initiation Date: Fall 1998	# Credits of Free Electives: 0
Modality of Program: X On ground Online Combined	# Cr Special Requirements *(include internship, etc.):* 0
If "Combined", % of fully online courses?	Total # Cr in the Program *(sum of all #Cr above)*: **67**
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 67	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **67**
Other:	

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification Currently, the Respiratory Care Program requires COM 100 for the oral communications requirement. We feel this is too restrictive. We get many students from other community colleges and they come to us with different communications courses such as COM 173 Public Speaking. In these cases, we have advised students to complete course substitutions and they have been approved. We would like to give students more choice for this requirement and we would like to reduce the number of course substitutions that are done related to this competency.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*
N/A

Institutional Contact for this Proposal: Margaret Guerrera Title: Program Director   Tel.: 2035968662   e- mail: mguerrera@nv.edu

Institution's Unit Offering the Program: Waterbury Campus through the Division of Allied Health and Nursing

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Change oral communications competency **from** COM 100 **to** any approved oral communications course.			3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

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

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: NVCC (Waterbury Campus)	Date of Submission to CSCU Office of the Provost: 02/26/2020

Most Recent NECHE Institutional Accreditation Action and Date: Accepted Fall 2019 Progress Report 9/19/19

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Original Program Characteristics
CIP Code No. **51.0907** Title of CIP Code: **Medical Radiologic Technology/Science: Radiation Therapist**
Name of Program: Radiologic Technology
Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science**
Stand-Alone Certificate: *(specify type and level)*
Date Program was Initiated: 1970 OHE#: 01654
Modality of Program: X On ground   Online   Combined
    If "Combined", % of fully online courses?
Locality of Program: X On Campus   Off Campus   Both

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Original Program Credit Distribution
\# Credits in General Education: 33
\# Credits in Program Core Courses: 35
\# Credits of Electives in the Field:
\# Credits of Free Electives:
\# Cr Special Requirements *(include internship, etc.):*
<u>Total \# Cr in the Program</u> *(sum of all #Cr above)*: **68**
From "Total \# Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

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Modified Program Characteristics
Name of Program: Radiologic Technology
Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science**
Certificate[1]: *(specify type and level)*
Program Initiation Date: Fall 2020
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)*: 65
Other:

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Modified Program Credit Distribution
\# Credits in General Education: 33
\# Credits in Program Core Courses: 32
\# Credits of Electives in the Field:
\# Credits of Free Electives:
\# Cr Special Requirements *(include internship, etc.):*
<u>Total \# Cr in the Program</u> *(sum of all #Cr above)*: **65**
From "Total \# Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

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If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification
The rationale for this proposed change is to remove the 6th semester senior summer courses (5 credits) in order to allow students a May graduation date and thereby enter the workforce sooner. Due to advances in technology and acquisition of learning resources for the program, summer course content will be integrated throughout the curriculum by adding two, one credit procedural labs and by offering a licensure exam review course at the end of the program as is done in other licensure programs. Total program credits will be 65 rather than 68 which brings the program closer to compliance with credit normalization.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

A Lab Instructor is needed to conduct lab. This is budget neutral based on the removal of credits from the original curriclium.

The Joint Review Committee on Education in Radiology (JRCERT accrediting body) requires a substantive change report for modifications greater than 10% of overall curriculum. The curriculum change being made is an 11% change. The cost to report the substantive change was $250.

Institutional Contact for this Proposal: Mark Martone   Title: Program Director/Associate Professor Radiologic Technology Program   Tel.: 203-575-8266   e- mail: MMartone@NV.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Allied Health, Nursing and PE Division

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
RAD H 112 Orientation to Radiology			3			
RAD H 197 Clinical Practice I			2			
RAD H 113 Rad. Physics/ Radiographic Quality I		RAD H112	3			
RAD H 198 Clinical Practice II		RAD H197	2			
RAD H 198L Procedures Lab I		RAD H197	1			
RAD H 114 Contrast Media Procedures/Rad Quality II		RAD H113	3			
RAD H 199 Clinical Practice III		RAD H198	2			
RAD H 200 Rad. Physics/ Diagnostic Imaging Modalities		RAD H114	3			
RAD H 222 Radiobiology and Protection		RAD H114	3			
RAD H 297 Clinical Practice IV		RAD H 199	3			
RAD H297L Procedures Lab II		RAD H199	1			
RAD H 215 Radiographic Pathology		RADH200 & 222	3			
RAD H 298 Clinical Practice V		RAD297 & 297L	3			
Total Program Core Courses			32			
Total Other Credits Required to Issue Modified Credential/*General education credits*			33			
Total Program Credits			65			

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

    1. Students will demonstrate effective communication skills.

    2. Students will demonstrate clinical competence when performing entry level imaging procedures.

    3. Students will combine critical thinking & problem solving skills during the performance of imaging procedures.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: ***NEW ACADEMIC OFFERING*** *- INFORMATION REPORT FORM*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 26, 2020
Characteristics of Below-Threshold Offering Name of Offering: Graphics Technology Type of Offering *(e.g. Grad Certificate)* **Minor** Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)* : n/a Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: **X** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: 0 # Credits in Program Core Courses: 18 # Credits of Electives in Field: 0 # Credits of Electives: 0 # Credits Special Requirements *(e.g. internship):* 0 Total # Credits the Institution Requires to Award the Credential n/a
CIP Code No. n/a Title of CIP Code. n/a	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

Introduction of the internet (digital communications) into the digital graphics and print media industry led to the digital revolution dramatically changing the way we interact and communicate. In this scenario, print is just one of many media channels which consumers can access. The practice of interactive, static, still and moving imagery has converged, as evidenced in the capability of the present role of image capturing, print/packaging, publishing, and interactive/motion technologies. These technologies have created a need for college graduates who understand the entire digital graphics and print media process and possess the competencies necessary to manage print and non-print media related operations. The 18-credit minor in Graphics Technology is designed for students who aspire to enter the Printing/Publishing/Packaging industry. Students majoring in Graphic /Information Design, Art, History, or English may be particularly interested in this minor. All courses in the proposed minor already exist within the Graphics Technology major implemented in Fall 2018. CCSU's minor in Graphics Technology emphasizes the digital distribution of imagery, text, color, motion, and interaction to serve on-campus undergraduate students of any major.

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)*

Because these courses are already offered within the major and current course enrollments have additional capacity (25%-54% seat efficiency for five out of six courses), adding a minor is not expected to incur additional

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a) new degree options or certificate programs:

  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,

  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,

  iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

costs. If enrollment increases more than expected, additional resources should not exceed 3 credits of part-time C-Group lecturer per annum ($7,204; $1,833 * 3 credits * 1.31 fringe) for GRT112 (most recently at 94% seat efficiency). The facilities, laboratories, classrooms and equipment have been recently equipped with state-of-the-art technology sponsored by donations from Cloud Color Management/Process Control from Fujifilm, Digital Color Proofing Workflow from CGS-ORIS, Job Planning, Imposition, and Estimating. The facilities can be classified as a full-fledged commercial print operation.

Institutional Contact for this Proposal: Haji Naik Dharavath, Ph.D.	Title: Associate Professor & Program Coordinator for BS degree in Graphics Technology	Tel.: 860-832-183 e-mail: dharavathh@ccsu.edu

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

Computer Electronics and Graphics Technology Department
School of Science, Engineering & Technology
Copernicus Hall - Room NC125
GRAPHICS/PRINT MEDIA LAB

Central Connecticut State University (CCSU)
New Britain, CT 06050

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 (Students select 4 of the following offerings)				**Other Requirements**		
GRT 112: Digital Imaging for Graphics Technology			3			
GRT 212: Graphics Arts Processes			3			
GRT 222: 2D Animation for Graphics Technology			3			
GRT 272: Packaging Technology			3			
GRT 342: Screen & Specialty Printing Manufacturing			3			
GRT 442: Print Production			3			
Prerequisites						
GRT 222: GRT 112 with a grade of C- or higher or permission of department chair.						
GRT 272: GRT 212 Graphic Arts Processes OR GRT 242 Digital Color Cross Media Workflow (C- or better)						
GRT 342: GRT 212 and GRT 242 both with a grade of C- or higher; or permission of instructor.						
GRT 442: GRT 212 with a grade of C- or higher; or permission of instructor.						
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. N/A - minor

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 29, 2020

Characteristics of Below-Threshold Offering Name of Offering: Business Leadership Type of Offering *(e.g. Grad Certificate)* **OCP** Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)* : n/a Modality of Program: **X**On ground Online **X** Combined If "Combined", % of fully online courses? 50 or 75% Locality of Program: **X** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: 0 # Credits in Program Core Courses: 6 # Credits of Electives in Field: 6 # Credits of Electives: 0 # Credits Special Requirements *(e.g. internship):* n/a Total # Credits the Institution Requires to Award the Credential 12

CIP Code No. **52.0213** Title of CIP Code Organizational Leadership	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

Central Connecticut State University is offering a timely program designed for today's business professionals. This graduate-level certificate is intended for emerging leaders, supervisors, and managers of all levels. Both experienced and inexperienced managers and supervisors will gain a comprehensive perspective of organizational leadership. The program focuses on developing skills required to become competent business leaders.

This OCP will provide a rigorous certificate that can supplement a bachelor's degree or an existing business specialization in CCSU's MBA program. This program has been requested by local organizations (e.g., COCC) as a means to develop business leadership competency in their current employees.

Participants must complete the following courses (12 credits):

Core (6 credits)

AC 531 Accounting Information for Decision Making
Explores the use of financial accounting information to support decision-making, the effects of external financial reporting on business and investment decisions, and the use of financial and managerial accounting information to manage costs and evaluate performance throughout the organization.

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

MGT 531 Managing and Leading in the Contemporary Organization
Introduces and applies self-management, small group dynamics and leadership theories and techniques. Provides both a theoretical and practical basis on leadership. Students are expected to practice the course content through self-defined projects, typically in their workplace.

Electives (6 credits)

LAW 550 Advanced Business Law & Ethical Leadership
Advanced legal principles pertaining to business organizations and ethical leadership. Topics may include the legal and ethical environment of business, commercial contracts, smart contracts, sales, partnerships and corporations, intellectual property, product liability law, organizational ethics, financial services regulation, data protection, confidentiality, privacy and security of personal data, social and ethical responsibility of business, and legal principles affecting Fintech, accounting, finance, banking and technology.

BUS 594 Independent Study in Business
Special study or research projects. Progress and performance are monitored and evaluated by a qualified business faculty adviser. May be repeated with different topics for a maximum of 6 credits.

BUS 598 Special Topics in Business
Current topics and developments in business. May be repeated with different topics for a maximum of 6 credits.

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)*

Because the courses in this certificate are fully embedded in the MBA, course offerings will scale with MBA enrollments.

Demand could also be driven by local organizations seeking to develop employees' leadership capacity. CCSU is finalizing an agreement with a local business in which three cohorts will take one course each Fall/Spring semester for the next six years. In cases where demand for the OCP is driven by industry partnerships, CCSU will establish agreements that will ensure that instructional and administrative expenses are fully covered.

Currently, we expect to offer one additional course (three credits) each Fall/Spring semester, for a total of six credits over the academic year. We will incur six credits of part-time faculty expense either for direct instruction within this program or as replacement cost for a full-time faculty member teaching within the program. Total lecturer expense in AY 2020-21 will be $14,407 (Class C lecturer rate of $1,833 per credit plus 31% estimated fringe).

Consistent with MBA admissions standards, students with undergraduate degrees in a field other than Business may be requested to take prerequisite foundational courses. These courses currently have enough capacity to meet expected demand without offering additional sections and incurring additional expense.

If additional industry partnerships are developed and the total number of cohorts increase, the number of sections available will scale with the number of cohorts.

Institutional Contact for this Proposal: Dr. Joseph Farhat	Title: **Interim Dean of the School of Business, and Professor of Finance**	Tel.: **860-832-3187** e-mail: **josephfarhat@ccsu.edu**

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

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.	Pre-Requisite	Cr Hrs
Core Courses				**Other Requirements – two of three Electives**			
AC 531 Accounting Information for Decision Making	1-3	AC 500	3	**LAW 550 – Advanced Business Law and Ethical Leadership**	**1, 2**		**3**
MGT 531 Managing and Leading in the Contemporary Organization	1, 3		3	BUS 594 – Independent Study in Business	Varies		3
				BUS 598 – Special Topics in Business	Varies		3
Prerequisites							
Admittance to the program.							
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. Students will gather, analyze, and synthesize relevant data and information in order to solve problems and arrive at appropriate decisions. 2. Students will develop strategies for identifying and dealing with typical ethical issues. 3. Students will evaluate how leadership traits and behaviors affect key stakeholders.

Bolded courses indicate new offerings.

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*BELOW THRESHOLD: **NEW ACADEMIC OFFERING** - INFORMATION REPORT FORM*

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 26, 2020
Characteristics of Below-Threshold Offering Name of Offering: Advanced Detective Certificate Type of Offering *(e.g. Grad Certificate)* **OCP** Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion *(if applicable)*: Spring 2022 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 50 Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in Field: 0 # Credits of Electives: 0 # Credits Special Requirements *(e.g. internship):* 0 Total # Credits the Institution Requires to Award the Credential 12
CIP Code No. 43.0114 Title of CIP Code. Law Enforcement Investigation and Interviewing	
Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)* Currently, Connecticut State Police Major Crimes and local police departments send their detectives to trainings throughout the U.S., including some of the institutes listed below. Additionally, although there are certificate programs for crime scene technicians, there are none to our knowledge that are tailored to police detectives. Instead, detectives take independent courses from these different institutes, sometimes at great expense. It would be valuable to have a program designed to address the specific needs of detectives in CT and the Northeast region and that offers courses with a more systematic and holistic approach to investigation and interviewing. Examples of Police Training Institutes • University of Tennessee Law Enforcement Innovation Center (LEIC): http://leic.tennessee.edu/ • University of North Florida Institute of Police Technology and Management (IPTM) https://iptm.unf.edu/About/ • University of Louisville Southern Police Institute http://louisville.edu/spi/news/ed.pocock.article.08.2019 Examples of Related Certificate Programs • University of Rhode Island CSI Training https://web.uri.edu/prov/certificate-credit-and-non-credit-program/criminalinvestigation/ • Purdue University Crime Scene Technician certificate https://www.purdueglobal.edu/degree-programs/criminal-justice/crime-scene-technician-certificate/ Example of University and Police Partnership program for Police Academy Training • Northeastern University https://news.northeastern.edu/2019/05/29/the-new-cambridge-northeastern-police-academy-is-leading-an-evolution-of-the-profession-of-law-enforcement/ It is anticipated that all CT State detectives will want to advance their level of knowledge for their career. Currently, there are 120	

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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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:

  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,

  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,

  iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

detectives in the CT Major Crime Squads. It is also anticipated that many municipal police agencies in New England will want their detectives to have this advanced knowledge. According to the FBI's Uniform Crime Report statistics, there are over 28,000 officers in New England that may find this Advanced Detective Certificate Program appealing for career advancement.

Courses from this certificate program can be applied toward the MS in Criminal Justice.

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)*

Subject matter experts would be hired as adjuncts to teach the courses. The additional expense would be 3 load credits per Fall and Spring term, or 6 load credits per annum. Assuming a Class C lecturer with 31% estimated fringe, total expense would be $14,408 (6 credits * $1,833 per credit * 1.31).

Institutional Contact for this Proposal: Jennifer Hedlund, Ph.D.	Title: Department Chair, Criminology & Criminal Justice	Tel.: 860-832-2968 e-mail: hedlundj@ccsu.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Ammon College of Liberal Arts and Social Sciences; main campus

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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 (Students select 4 of the following offerings)				**Other Requirements**		
CRM 480: Death Investigations	1-3		3			
CJ 581: Sexual Assault Investigation	1-3		3			
CJ 582: Police Involved Shootings & Crime Scene Investigations	1-3		3			
CJ 583: Interview & Interrogation	1-3		3			
CJ 584: Expectation of Privacy	1-3		3			
CJ 585: Financial Crime Investigation	1-3		3			
Prerequisites						
Admission to the Advanced Detective Certificate program or permission of program coordinator.						
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. Develop in-depth understanding of the nature of the investigatory process using modern technology and best practices
2. Describe key elements necessary for effective investigation and processing for admissibility in court
3. Analyze legal and ethical practices for securing evidence and testimony
4.
5.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 26, 2020

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

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Original Program Characteristics
CIP Code No. 19.0702   Title of CIP Code Adult Development and Aging
Name of Program: Gerontology
Degree: Title of Award *(e.g. Master of Arts)*
Stand-Alone Certificate: *(specify type and level)* **OCP**
Date Program was Accredited: 10/20/2016   OHE#: 18714
Modality of Program: X On ground   Online   Combined
      If "Combined", % of fully online courses?
Locality of Program: X On Campus   Off Campus   Both

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Original Program Credit Distribution
Credits in General Education: 0
Credits in Program Core Courses: 9
Credits of Electives in the Field: 9
Credits of Free Electives: 0
Cr Special Requirements *(include internship, etc.):* 0
Total # Cr in the Program *(sum of all #Cr above)*: 18
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **18**

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Modified Program Characteristics
Name of Program: Gerontology
Degree: Title of Award *(e.g. Master of Arts)*
Certificate[1]: *(specify type and level)* **OCP**
Program Initiation Date: Fall 2020
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)*: 15
Other: **Reducing total number of credits from 18 to 15**.

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Modified Program Credit Distribution
Credits in General Education: 0
Credits in Program Core Courses: 9
Credits of Electives in the Field: 6
Credits of Free Electives: 0
Cr Special Requirements *(include internship, etc.):* 0
Total # Cr in the Program *(sum of all #Cr above)*: 15
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **15**

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If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification

The **total number of required credit hours are being reduced from 18 to 15 credits** to make the program more affordable and accessible to students. A total of 15 credit hours is consistent with other graduate certificate programs in gerontology and still maintains the 9 credits of core classes that focus exclusively on aging and gerontology.

Within the remaining **6 credits of electives**, we are adding seven courses related to community and health psychology. This gives students more options when it comes to choosing their electives, allowing them to gain knowledge and skills in community and health psychology that can be applied to older adult populations. These additional courses also make it easier for students already in the psychology master's program to add the gerontology certificate as a stackable credential. There is a need for both community and health psychologists to have expertise in aging.

Description of Change	Credit Change
Reducing total number of credits in certificate from 18 to 15	3
Adding courses to a list of electives worth 6 credits towards certificate	6
TOTAL CHANGE	**9**

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

All courses already exist and have the capacity to absorb moderate increases in enrollment.

Institutional Contact for this Proposal: Carrie Andreoletti, Ph.D.   Title: Professor of Psychological Science and Gerontology Coordinator   Tel.: 860-832-1646   e- mail: andreolettic@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Ammon College of Liberal Arts and Social Sciences; CCSU Main Campus

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses (9 credits)				**Other Related/Special Requirements**		
GERO 500: Current Perspectives in Gerontology	1,2,3		3			
GERO 510: Policy, Aging, and Ethics	2,3		3			
PSY 511: Psychology of Aging	1,3		3			
Core Course Prerequisites				**Elective Courses in the Field (6 credits)**		
GERO 500 - Admission to School of Graduate Studies			3	CNSL 565: Foundations of Gerontology Counseling		3
GERO 510 - Admission to School of Graduate Studies			3	CNSL 566: Community Resources, Systems, and Challenges in Counseling the Older Adult		3
PSY 511 - Admission to M.A. in Psychology or permission of instructor			3	ENG 483: Advanced Creative Nonfiction		3
				ENT 475: New Venture Challenge: Lean Launch Methodology		3
				EXS 592: Advanced Physiology of Sport & Exercise I		3
				EXS 593: Advanced Physiology of Sport and Exercise II		3
				GERO 590: Special Topics in Gerontology	Varies	3 to 4
				GERO 591: Advanced Independent Reading and Research in Gerontology	Varies	1 to 3
				GERO 595: Graduate Internship in Gerontology	1,2,3	3
				MGT 475: New Venture Challenge: Lean Launch Methodology		3
				PSY 520: Global Psychology	**2**	**3**
				PSY 541: Health Psychology	1	3
				PSY 542: Psychology of Stress	**1**	**3**
				PSY 543: Stress Management: Theory & Research	**1**	**3**
				PSY 544: Biofeedback: Principles and Practices	**1**	**3**
				PSY 547: Clinical Health Psychology and Chronic Illness	1	3
				PSY 550: Community Psychology	**1,2,3**	**3**
				PSY 551: Prevention and Community-Based Research	**1,2,3**	**3**
				PSY 553: Evaluation Research	1,2,3	3
				PSY 571: Psychology of Women's Health	**1,2**	**3**
				SOC 441: Sociology of the Aging Body		4
				SOC 461: Intimacy and Aging		4

Total Other Credits Required to Issue Modified Credential *0 credits*

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

1. Utilize gerontological frameworks to examine the physical, psychological, and social factors underlying the aging process.

2. Critically assess the social policies that affect diverse individuals, families, and societies as members age.

3. Demonstrate understanding of ethical principles to guide work with and on behalf of older adults.

*Bolded courses are existing courses added to a list of electives.