CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Monday, April 8, 2019 at 9:30 a.m.
61 Woodland Street, Htfd., CT – Board Room (ground floor)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – March 15, 2019
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present:	Merle Harris (via teleconference), Naomi Cohen, Aviva Budd, Peter Rosa, Del Cummings (via teleconference)
Regents Absent:	William Lugo
Staff Present:	Jane Gates (via teleconference), Alison Buckley, Gayle Barrett, Patricia Bouffard, Patrick Carr, Les Cropley, Bill Gammell, Ken Klucznik, Moddie Linen, Amanda MacTaggart, Lesley Mara, J.D. Mathewson, Arthur Poole, Francine Rosselli, Pat Ryiz, Michael Stefanowicz, Heidi Zenie
Other Attendees:	Missy Alexander (WCSU), Michael Butcaris (NCC), Tuesday Cooper (MCC), David Dauwalder (CCSU), Robert Farinelli (TRCC), Amy Feest (TxCC), David Ferreira (NCCC), Christopher Gentile (GCC), Richard Gnall (MCC), Jeremiah Jarrett (CCSU), Mark Kosinski (GCC), Stephen LaPointe (QVCC), John Lewis (QVCC), Tanya Millner-Harlee (MCC), Elsa Núñez (ECSU), Ruth Rollin (CCSU), William Salka (ECSU), Sheila Solernou (GCC)

The meeting was called to order at 9:35 a.m. by Regent Naomi Cohen, chairing the meeting for ASA Committee Chair Merle Harris.

1. Approval of Minutes
   a. February 1, 2019
   On a motion by A. Budd and seconded by M. Harris, a vote was taken and the minutes from the February 1, 2019 meeting were approved.

2. <u>Consent Items</u>
   On a motion by A. Budd and seconded by M. Harris to adopt the Consent Items, a vote was taken and the consent items were unanimously approved.
   a. Discontinuations
      i. Mental Health – Certificate – Norwalk CC
      ii. Group Exercise Instructor – Certificate – Norwalk CC
      iii. Gerontology – Certificate – Norwalk CC

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      iv. Computer Security – AS – Norwalk CC
      v. Networking – Certificate – Norwalk CC

Regent Cohen welcomed Dr. Kenneth Klucznik, standing in for Provost Jane Gates, and Dr. Allison Buckley, the new VP of Enrollment Management. Dr. Klucznik welcomed Dr. Patrick Carr, the new Program Manager for CSCU Library Consortium Operations.

3. <u>Action Items</u>
    a. Accreditation of a Licensed Program
      i. <u>Nurse Anesthesia Practice – Doctorate (DNAP) – CCSU</u>
      Dr. David Dauwalder, Provost, Dr. Ruth Rollin, Professor, Biology, and Dr. Jeremiah Jarrett, Professor, Biology, School of Engineering, Science and Technology, presented the program for CCSU. The CCSU DNAP program received initial accreditation from the BOR in December 2015 and from NEASC in April 2016. The Council on Accreditation of Nurse Anesthesia Programs (COA) granted initial accreditation of the program in May 2017.
      On a motion by A. Budd, seconded by M. Harris, a vote was taken to approve the accreditation for the CCSU Doctorate of Nurse Anesthesia Practice (DNAP), the motion was approved unanimously.

    b. Modifications
      i. <u>Computer Systems Technology – AS – Northwestern CT CC [Curricular changes]</u>
      Dr. David Ferreira, Dean of Academic and Student Affairs, presented for NCCC. Dr. Klucznik stated that NCCC seeks to reduce the number of credits for the AS degree from 66 to 60 credit hours to comply with the Normalization Policy and common course numbering. He also stated that the Staff Report that was presented to the Committee had been revised to remove the statement that this program is a TAP program which it is not. Dr. Ferreira noted that reducing the number of credits to 60 is to enable full time students to complete the degree in two years. Regent Budd noted that the program's enrollment is decreasing. Dr. Ferreira responded that NCCC is trying to right size the program to meet area business needs and to focus the program content on programming languages rather than on both programming languages and networking. Discussions with the CT Technology Council and area businesses support the proposed enhancements.

      Regent Cohen noted that President Elsa Núñez and Regent Peter Rosa joined the meeting.

      On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the modifications to the Northwestern CT CC Computer Systems Technology AS degree and the program modifications were approved unanimously.

      ii. <u>Chemistry – BA and BA with Biochemistry Option - WCSU [Name change]</u>
      Dr. Missy Alexander, Provost and VP of Academic Affairs, presented the program for WCSU. Dr. Klucznik noted that the resolution for this program modification has been revised to include the ACS (American Chemical Society) and non-ACS approved degrees, for the BA in Chemistry and the BA in Chemistry with the Biochemistry Option. All four pathways are receiving the program name change. Provost Alexander noted the two reasons why WCSU is requesting a name change for these two degrees (four pathways).

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Five years ago, WCSU aligned the definitions for the Bachelor of Arts and Bachelor of Science degrees. Secondly, outside the region the norm is the BS in Chemistry rather than the BA. In response to a question from Regent Budd regarding ACS approved and non-ACS, Provost Alexander responded that the ACS approved program is more research based and the non-ACS program is internship based. Students are advised as to which program to take, ACS approved or non-ACS degrees.

Regent Cohen called for a motion on the revised resolution:
RESOLVED: That the Board of Regents for Higher Education approve the modification/name change for the Bachelor of Arts Chemistry ACS and non-ACS approved degrees and the Bachelor of Arts Chemistry with Biochemistry Option ACS and non-ACS approved degrees (CIP Code: 40.0501, OHE # 00195) at Western Connecticut State University.
On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the revised resolution and the program modifications/name changes were approved unanimously.

iii. <u>Computer Science Technology – AS – Three Rivers CC</u> [Curricular changes]
Robert Farinelli, Dean of Academics, presented this program for Three Rivers CC. Dean Farinelli stated that the program is being updated and modernized to give students more current skills and to make graduates more employable. Old courses have been swapped for new courses.
On a motion by P. Rosa, seconded by A. Budd, a vote was taken to approve the modifications to the Three Rivers CC Computer Science Technology AS degree and the program modifications were approved unanimously.

iv. <u>Electrical, Laser, Robotics Engineering Technology – AS – Three Rivers CC</u> [Curricular changes/Name change]
Dean Farinelli stated that the rationale for the modifications to the Electrical, Laser, Robotics Engineering Technology AS degree were the same as for the previous program, the Computer Science Technology AS degree, with one additional reason. In the original program, a course was out of sequence; it came too early in the program. Students were getting stuck at that point in the old program. The course was moved to later in the modified program and students were given several options to move through the program more easily.
Dr. Klucznik stated the BOR Resolution for the program was slightly amended – the words "a curricular" were changed to "curricular changes".
Regent Cohen called for a motion to approve the amended resolution and the curricular changes. On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the amended resolution and the modifications to the Three Rivers CC Electrical, Laser, Robotics Engineering Technology AS degree and the program modifications were approved unanimously.

v. <u>Advanced Manufacturing Machine Technology II – Certificate – Quinebaug Valley CC</u> [Curricular changes]
John Lewis, Dean of Academic Affairs and Student Services, and Stephen LaPointe, Director, Advanced Manufacturing Technology Center, presented this program for

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Quinebaug Valley CC. Dean Lewis stated that Dr. Karen Wosczyna-Birch, Director, College of Technology, was to present the program, but had to decline due to a last-minute conflict. Director LaPointe enumerated the reasons for the program modifications. Working with its Advisory Board, QVCC redesigned the program by reducing the number of credits from 34 to 31 and added a directive elective. They also added a Safety in the Workplace course which will enable students to earn an OSHA 10 card in addition to four NIMS (National Institute of Metalworking Skills) credentials. The program is adding an ala carte model to streamline the program so that students can more easily move through the program. Since this program and the modifications were approved by the College of Technology, other CCs can duplicate the program.

On a motion by P. Rosa, seconded by A. Budd, a vote was taken to approve the modifications to the Quinebaug Valley CC Advanced Manufacturing Machine Technology II Certificate and the program modifications were approved unanimously.

c. New Programs
   i. <u>Basic Manufacturing: Machine Technology Level I – Certificate – Quinebaug Valley CC</u>

Dean John Lewis presented this program for Quinebaug Valley CC. Dean Lewis stated that this new program is a successor to the Early College Opportunity (ECO) AS degree program with the Windham HS district. The seed money from the current ECO program has been exhausted and no additional funding is forthcoming. 100 students are currently in the pipeline with no funding to complete the program. Dean Lewis met with the stakeholders (local governance, Windham HS, Electric Boat (EB) and the ECO Board) and gained consensus to shift the program from an AS degree, to a certificate program, which will be financially sustainable under the CCP (College Career Pathways) model. Students will take 10 of the 17 credits at Windham HS and the remaining 7 credits over three summers at Quinebaug Valley CC. Windham HS will cover the fixed cost of instruction for the summer courses. Students will graduate with a HS diploma and a certificate from Quinebaug Valley CC. From the certificate program, students will be able to transfer to the Advanced Manufacturing Machine Technology II Certificate program, then to the Technology Studies AS degree and then to the BS program at CCSU. Dean Lewis responded to Regent Budd's and Regent Rosa's questions regarding the certificate program. Students enter the program when they start high school. Graduates will qualify for entry-level positions at EB which has allocated a full-time engineer to assist with the program. Businesses are more concerned with skills learned, NIMS certifications and the OSHA 10 card than the credential itself. Regent Rosa asked how the program assures the academic rigor. Dean Lewis responded that program instructors must be approved by CCP and the course syllabi must be approved at QVCC. Regents Budd and Cohen complimented QVCC on the program and Dr. Gates congratulated QVCC on its innovative approach to sustain the program.

On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the new Quinebaug Valley Basic Manufacturing: Machine Technology Level I Certificate program and the new program was approved unanimously.

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ii. Culinary Arts – AA – Gateway CC

Dr. Mark Kosinski, Dean of Academic Affairs, Sheila Solernou, Director of Nursing and Allied Health Programs, and Professor Chris Gentile, Program Coordinator for the Culinary Arts Program, presented the program for Gateway CC and showed a short marketing video on the program. Gateway CC is seeking Licensure and Accreditation of a 63-64 credit AA degree in Culinary Arts. GCC's program replicates Manchester CC's Culinary Arts program and adheres to the accreditation standards of the Culinary Institute of America. The new program leverages several other certificate programs and only two new courses will be created. The new program was a recommendation of Gateway CCs Advisory Board made up of high school and restaurant partners who wanted students to complete an AA degree. There are currently 120 students from 8 different area high schools in the certificate program. Gateway CC and Manchester CC are working towards making the total number of credits for both programs equal. Graduates of the program will be workforce ready and can transfer to the University of New Haven or Johnson and Wales bachelor's degree programs.

On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the new Gateway CC Culinary Arts AA program and the new program was approved unanimously.

iii. CSCU Pathway Transfer A.A. Degree: Biochemistry Studies

Dr. Ken Klucznik, TAP Manager, presented the two TAP programs for approval by the Committee. Dr. Klucznik stated that both programs adhere to PA 12-31 legislation which was passed in 2011 and the BOR Transfer and Articulation Policy which was approved in 2011. Dr. Klucznik stated that endorsement votes for these two programs were held at all of the CCs and the programs were approved by all but Housatonic CC. The failure to endorse this program unanimously was based on a misunderstanding regarding the requirement of calculus-based Physics for the Biochemistry program at the CSUs. Regent Cohen asked about the course numbering system. A discussion ensued about the common course numbering system and the differences in course numbering at the CCs and the CSUs.

On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the new CSCU Pathway Transfer AA Degree: Biochemistry Studies and the new program was approved unanimously.

iv. CSCU Pathway Transfer A.A. Degree: Geography Studies

Dr. Klucznik stated that this TAP program was unanimously approved on all campuses. This program presents a challenge in that the CCs offer only two geography courses. Students in this program will need to complete the major when they transfer to a CSU. He advocates giving students the opportunity to be able to transfer to a CSU earlier than two years; but, the Gen Ed courses inhibit this.

On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the new CSCU Pathway Transfer AA Degree: Geography Studies and the new program was approved unanimously.

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d. Suspensions
   i. <u>Internet Programming Technology – AS – Manchester CC</u>
   ii. <u>Internet Programming Technology – Certificate – Manchester CC</u>
   Dr. Tuesday Cooper, Interim Dean of Academic Affairs, and Professor Richard Gnall, Science, Technology, Engineering and Mathematics, presented the two programs for Manchester CC. The reason that these two programs are being suspended are that they are on the low completer list and there are not enough students currently enrolled to run the required courses. Some students have already transferred to the Computer Science degree which is a TAP program. As a result of common course discussions in the CC Consolidation, MCC will determine whether to reinstate or terminate these programs. The regents asked what the difference is between suspension and discontinuation and if other CC's have the Internet Programming Technology programs. Suspended programs can be reinstated. Norwalk CC offers Web Development Programs; however, they were created as part of the P-Tech program at Norwalk and Stamford high schools.
   Regent Cohen called for a joint motion to approve the suspension of the Internet Programming Technology AS and Certificate Programs. On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the suspension of the Internet Programming Technology AS and Certificate and the suspension of both programs was approved unanimously.

e. <u>Advanced Placement Credit and Placement Policy</u>
Arthur Poole, Director of Educational Opportunity, presented the policy. Dr. Klucznik discussed the revised BOR Resolution and policy itself. The original language was changed from "3 or higher" to "3 and higher"
WHEREAS,   Research has demonstrated that AP students who earn an examination score of 3 and higher generally perform as well or better in subsequent course work as compared to non-AP college students who completed the introductory course at a college or university; therefore, be it
The policy was written, at the request of and in partnership with the Connecticut Association of Public School Superintendents (CAPSS) to establish uniformity among the CSCU institutions regarding the awarding of advanced placement credits. The wording was changed, at the recommendation of the College Board, to make it clear that schools can accept scores of 3, 4 and 5. Acceptance of the scores is based on the exam and the subject matter. Systems across the U.S. have adopted a uniform policy for awarding advanced placement credits and placement courses, but, CT was one of the few states that did not have such a policy. The CAPSS believes with the establishment of a uniform policy across the CSCU system, more students will apply to CSCU institutions. After the policy is adopted, the institution must accept the score of "3", "4" and "5". The score is not noted on the transcript but rather as credit for the course.
Regent Cohen called for a motion to adopt the Advanced Placement Credit and Placement Policy as amended. On a motion by A. Budd, seconded by P. Rosa, a vote was taken to adopt the Advanced Placement Credit and Placement Policy and the policy was approved unanimously.

f. <u>Honorary Degrees</u>
Dr. Klucznik noted that the BOR Resolution for Honorary Degree Nominations was revised to include WCSU's nomination, Mr. David Smith. Regent Harris reviewed the BOR Policy for Honorary Degrees. There is a selection committee on the campuses. The institution

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president submits the nominee(s) to the CSCU Provost's Office where the nominees are screened to insure policy compliance. Provost Gates noted that some nominee selections have been returned to the campuses because they did not meet BOR Policy Guidelines.

Regent Cohen called for a motion to approve the revised BOR Resolution for the 2019 Honorary Degree Nominations. On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the 2019 Honorary Degree Nominations and the nominations were approved unanimously.

g. <u>BOR Faculty Awards</u>

Director Arthur Poole stated that there are 21 nominees for the 2019 BOR Faculty Awards in five award categories. The nominees are reviewed by selection committees in the various institutions and the committees forward the most outstanding nominees to receive awards. The awards will be conferred at the BOR Meeting on April 18, 2019.

On a motion by P. Rosa, seconded by A. Budd, a vote was taken to approve the 2019 BOR Faculty Awards nominees and the nominations were approved unanimously.

h. <u>CSCU Shared Governance Award</u>

Dr. Klucznik introduced the CSCU Shared Governance Award for Academic Year 2018-2019. Dr. Klucznik stated that the CSCU Shared Governance Award is awarded annually to a CSCU institution which has made an outstanding contribution to shared governance within CSCU. He defined shared governance and discussed the history of the policy and the award. For the 2018-2019 Academic Year, the recipient of the CSCU Shared Governance Award is Three Rivers Community College. The award will be conferred at the BOR Faculty Advisory Committee Conference on April 5, 2019.

On a motion by P. Rosa, seconded by A. Budd, a vote was taken to approve the 2018-19 CSCU Shared Governance Award nominee, Three Rivers Community College, and the nomination was approved unanimously.

i. <u>Spring 2019 Promotion and Tenure Recommendations</u>
    a) ECSU – Professor Afarin Rahmanifar

ECSU is requesting BOR Promotion and Tenure approval for Professor Afarin Rahmanifar, retroactive to the start of the Spring semester, January 2019. Dr. William Salka, Provost, and President Elsa Núñez spoke on behalf of the nominee.

On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the Promotion and Tenure of Professor Afarin Rahmanifar, ECSU, and the promotion and tenure was approved unanimously.

j. <u>CSCU Community College Areas of Study</u>

Dr. Francine Rosselli-Navarra, Manager, Guided Pathways Choice Architecture Team, Professor Heidi Zenie, Manager, Guided Pathways Choice Architecture Team, and Dr. Greg DeSantis, Executive Director of the CSCU Student Success Center and Academic Initiatives, presented. Dr. Klucznik introduced the Choice Architecture Workgroup Managers and noted that Greg DeSantis recently successfully defended his doctoral dissertation. Dr. Rosselli-Navarra noted that Guided Pathways research shows that students succeed and are likely to complete their studies when they declare their programs early. Students are faced with too many decisions and find it hard to select a major. The Areas of Study group programs into six categories which makes the choice more manageable for students. Professor Zenie noted that

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the original name of the categories was meta-majors. Students were surveyed and chose "Areas of Study" as a more easily understandable name for the categories.

Questions from the Committee centered on:

1) *How does the current system compare with the proposal?* Dr. Rosselli-Navarra responded that now the CSCU website has 1,300 programs vs. the new six Areas of Study. Students will drill down into the Areas of Study on the website to find sub-majors. The programs will have very similar courses in the first and second years to acclimate students to the Area of Study they would like to pursue.

2) *Can a student make a change to his/her program after a year?* Dr. Rosselli-Navarra responded that there is significant flexibility in the Areas of Study approach. The first year of the programs will have similar core courses to enable program transfers with little or no credit loss.

3) *Will students need a lot of guidance early on?* Regent Harris responded that a major goal of the Guided Pathways initiative is to increase the number of advisors and to shift students from General Studies Degrees into more marketable or transfer degrees.

4) *How does the proposed process fit with TAP?* Dr. Klucznik responded that the first two semesters in each program will look alike so that students can change to another major and explore other programs without losing credit.

On a motion by A. Budd, seconded by P. Rosa, a vote was taken to approve the CSCU Community College Areas of Study proposal and the proposal was approved unanimously.

4. Informational Items
   a. CSCU Working Group - Alignment and Completion of Math and English (ACME)
   Dr. Francine Rosselli-Navarra, Professor Heidi Zenie, Dr. Greg DeSantis, and Mike Stefanowicz, Interim CSCU Associate Vice President for Academic & Student Affairs, presented. They discussed the charge of the ACME group and the differences between the ACME group and the PA 12-40 Committee (Item 4.c.). Dr. DeSantis stated that the CSCU Student Success Center is working in collaboration with Jobs for the Future (JFF) which provides funding from a variety of organizations, primarily the Gates Foundation. The ACME group will be working with the Dana Center, experts in Math and English design, at the University of Texas Austin. Prof. Zenie stated that one the goals of the Guided Pathways initiative is to remove barriers to degree completion. To this end, Guided Pathways has convened the ACME working group comprised of faculty and staff from the community colleges, the CSUs and UCONN, to work on increasing the completion of college-level Math and English in the first year. AVP Stefanowicz discussed the differences between the ACME working group and the PA 12-40 Committee. The PA 12-40 Committee's charge is to make recommendations on developmental educational reform, embedded Math and English and multiple measures. ACME has a much broader charge beyond what is in the PA 12-40 law.

   b. NECHE Progress Reports
      i. Quinebaug Valley CC
      ii. Capital CC
   Regent Cohen noted that the NECHE Progress Reports are provided to the Committee for information purposes and no action is required.

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c. PA 12-40

AVP Mike Stefanowicz, Dr. Bill Gammell, Director, Research & System Effectiveness, Dr. J.D. Mathewson, Senior Research Associate, and Dr. Michael Butcaris, Interim Academic Dean, Norwalk CC, presented. AVP Stefanowicz asked if the Regents had any specific questions about PA 12-40. Regent Budd stated that she was interested in an update on progress in the developmental area in Math and English. CSCU currently has an embedded model for Math and English which has been in place since the PA 12-40 legislation was passed. Dr. Butcaris noted that students in the embedded courses are completing their English and Math requirements in the first semester. Regent Budd asked if students in the embedded classes were receiving extra tutoring. AVP Stefanowicz noted that students who placed just below the college level receive extra sessions taught by the same faculty teaching the courses or online and may receive tutoring. Developmental students have individually designed courses. Dr. Butcaris stated that individual institutions were allowed flexibility to modify the embedded model to better serve their student populations. Common practices have emerged across the system. Dr. Mathewson is currently analyzing the different embedded models in use. Regent Harris stated that the process for implementing PA 12-40 has been ongoing for six years. She stated that the Committee is interested in seeing which embedded and intensive models are working. And, once identified, where does the System go from here? President Núñez responded by discussing the intent of PA 12-40 which responded to the fact that students were exhausting their financial aid while remaining in remedial classes. She talked about the progress that has been made in the three levels – transitional, intensive and embedded. Efforts have been made to provide free instruction to the transitional students in order to preserve their financial aid. Pres Núñez noted that Northwestern CT CC is doing the best at the transitional level and has successfully moved these students to the mid level. She noted that NCCC's model may work for the other CCs. Dr. Butcaris noted two additional factors need to be taken into consideration when comparing programs at the CCs – the student population and English language learners. Regent Cohen stated that substantive time is needed to consider this important issue. The Committee may consider a separate meeting to discuss this issue or adding this topic as an agenda item for a Fall meeting.

On a motion by A. Budd and seconded by P. Rosa, the Committee voted unanimously to adjourn the meeting of the Academic and Student Affairs Committee at 11:53 a.m.

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a
program in Social Service: Library Technical Assistant Option (CIP Code:
44.0701 / OHE # 06046) leading to an Associate of Science degree at Capital
Community College, with a phase out/teach out period ending May 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Social Service: Library Technical Assistant Option leading to an Associate of Science degree at Capital Community College

BACKGROUND

Summary

Over the past two academic years, only 2-3 students were enrolled in this degree program each fall and there were a total of 3 graduates.

Phase-Out/Teach-Out Strategy

No new students will be admitted to this program. A library staff member will work with those students currently enrolled in the program, affording them the following options: provide independent studies for remaining courses to complete the program, explore options for appropriate course substitutions as needed, or refer students to Three Rivers Community College where they might take remaining courses. No new students will be admitted to the program.

Resources

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: **March 2019**

Discontinued Program: **Social Service: Library Technical Assistant (G11GB82)**   CIP: **440701**   OHE#: **006046**
Accreditation Date: **Spring 1998**
Phase Out /Teach Out Period **Fall 2019 – Spring 2021**   Expected Date of Program Termination **Spring 2021**

Program Characteristics
Name of Program: **Social Service: Library Technical Assistant**
Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science, Option-A**
Certificate: *(specify type and level)*
Modality of Program: **X** On ground   Online   Combined

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

Institutional Contact for this Proposal: Dr. Miah Dreger	Title: **Interim Dean of Academic Affairs**	Tel.: **860-906-5010** e-mail: **mlapierre-dreger@capitalcc.edu**

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

Notes regarding Application:
Log of Steps Toward Approval:
Date of Approval:
Date for Inclusion in BOR-ASA Meeting Package:
Conditions for Discontinuation Approval (if any)
Comments:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program is being discontinued due to low enrollment and graduation rates in recent years.

Over the past 2 academic years, only 2-3 students were enrolled in this degree each fall and there were a total of 3 graduates.

Phase Out/Teach Out Strategy

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

A full-time library staff member currently oversees this program as part of her regular job duties. She will continue to work with remaining students in the program through the phase out period.

Potential options for accommodating students include:
- Provide independent studies for remaining LTA courses.
- Explore options for appropriate course substitutions as needed.
- Refer students to Three Rivers Community College where a Library Technology certificate is currently available to take remaining courses, if available.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Library Technical Assistant (CIP Code: 25.0301 / OHE # 06029) leading to a Certificate at Capital Community College, with a phase out/teach out period ending May 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Library Technical Assistant leading to a Certificate at Capital Community College

BACKGROUND

Summary

This program meets the definition of a Low Completer. Over the past two academic years, between 0-4 students were enrolled in this program and there have been a total of 5 graduates.

Phase-Out/Teach-Out Strategy

No new students will be admitted to this program. A library staff member will work with those students currently enrolled in the program, affording them the following options: provide independent studies for remaining courses to complete the program, explore options for appropriate course substitutions as needed, or refer students to Three Rivers Community College where they might take remaining courses. No new students will be admitted to the program.

Resources

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: **March 2019**

Discontinued Program: **Library Technical Assistant (G13GK41)**   CIP: **250301**   OHE#: **006029**
Accreditation Date: **Spring 1998**
Phase Out /Teach Out Period **Fall 2019 – Spring 2021**   Expected Date of Program Termination **Spring 2021**

Program Characteristics
Name of Program: **Library Technical Assistant**
Degree: Title of Award *(e.g. Master of Arts)*
Certificate: *(specify type and level)* **Certificate**
Modality of Program: **X** On ground   Online   Combined

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

Institutional Contact for this Proposal: Dr. Miah Dreger	Title: **Interim Dean of Academic Affairs**	Tel.: **860-906-5010** e-mail: **mlapierre-dreger@capitalcc.edu**

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

Notes regarding Application:
Log of Steps Toward Approval:
Date of Approval:
Date for Inclusion in BOR-ASA Meeting Package:
Conditions for Discontinuation Approval (if any)
Comments:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program is being discontinued due to low enrollment and graduation rates in recent years

Over the past 2 academic years, between 0-4 students were enrolled in this certificate each fall and there were a total of 5 graduates.

Phase Out/Teach Out Strategy

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

A full-time library staff member currently oversees this program as part of her regular job duties. She will continue to work with remaining students in the program through the phase out period.

Potential options for accommodating students include:

- Provide independent studies for remaining LTA courses.
- Explore options for appropriate course substitutions as needed.
- Refer students to Three Rivers Community College where a Library Technology certificate is currently available to take remaining courses, if available.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Social Service: Community Change Studies Option (CIP Code: 44.0701 / OHE # 15436) leading to an Associate of Science degree at Capital Community College, with a phase out/teach out period ending May 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Social Service: Community Change Studies Option leading to an Associate of Science degree at Capital Community College

BACKGROUND

<u>Summary</u>

The decline in the number of community organizing agencies in the Greater Hartford area negates the institution's capacity to provide students opportunities for field experiences and employment. Enrollment for this degree option has decreased since 2015 and no student has graduated.

<u>Phase-Out/Teach-Out Strategy</u>

No new students will be admitted to this program. The program coordinator will work with the two students currently enrolled in this program to assist them with completion or opting to change their enrollment to another Social Service program. Independent study offer by the program coordinator will be an option for program completion.

<u>Resources</u>

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – 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: Capital Community College		Date of Submission to CSCU Office of the Provost: **March 2019**
Discontinued Program: **Social Service: Community Change Studies Option (G11GB98)** CIP: **440701** OHE#: **015436** Accreditation Date: **Fall 2009** Phase Out /Teach Out Period **Fall 2019 – Spring 2021** Expected Date of Program Termination **Spring 2021**		
Program Characteristics Name of Program: **Social Service: Community Change Studies Option** Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science, Option-A** Certificate: *(specify type and level)* Modality of Program: **X** On ground Online Combined		
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: **Main Campus**		
Institutional Contact for this Proposal: Dr. Miah Dreger	Title: **Interim Dean of Academic Affairs**	Tel.: **860-906-5010** e-mail: **mlapierre-dreger@capitalcc.edu**

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*
Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Conditions for Discontinuation Approval (if any) Comments:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Community Change Studies Option was originally established for the purpose of educating and developing a workforce of community organizers in the Greater Hartford area. The number of community organizing agencies in the Greater Hartford has declined, therefore making it difficult to provide students opportunities for field experience and employment. At the time the degree was proposed to BOR there were four community organizing agencies in the area. Today, there is only one community organizing agency in Hartford. The program discontinuation does not impact state priorities for workforce preparation. Other CSCU institutions offer baccalaureate degrees in Social Work which can address the needs for workforce preparation in existing community service-based organizations. The enrollment for the degree option has decreased since 2015 and as of 2018 no student has completed the degree.

Phase Out/Teach Out Strategy

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

According to enrollment reports, there are only 2 students currently enrolled in the degree option. The program coordinator will work with students and assist them in completing the program. These students may opt to change their degree option to Social Services Degree. Required courses for the degree option will be offered as an independent study for students who choose not to change to the social services degree. These courses will be offered by program coordinator.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Social Service: Gerontology Option (CIP Code: 44.0701 / OHE # 15362) leading to an Associate of Science degree at Capital Community College, with a phase out/teach out period ending May 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Social Service: Gerontology Option leading to an Associate of Science degree at Capital Community College

BACKGROUND

Summary

The program began with certificate and degree option and 12 students completed the certificate but none continued to the degree option. Enrollment in the certificate has declined and no student has graduated from the degree option.

Phase-Out/Teach-Out Strategy

No new students will be admitted to this program. The program coordinator will work with the one student currently enrolled in this program to assist with completion or opting to change enrollment to another Social Service program. Independent study offer by the program coordinator will be an option for program completion.

Resources

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: **March 2019**

Discontinued Program: **Social Service: Gerontology Option (G11GB96)**   CIP: **440701**   OHE#: **015362**
Accreditation Date: **Spring 2007**
Phase Out /Teach Out Period **Fall 2019 – Spring 2021**   Expected Date of Program Termination **Spring 2021**

Program Characteristics
Name of Program: **Social Service: Gerontology Option**
Degree: Title of Award *(e.g. Master of Arts)* **Associate of Science, Option-A**
Certificate: *(specify type and level)*
Modality of Program: **X** On ground   Online   Combined

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

Institutional Contact for this Proposal: Dr. Miah Dreger	Title: **Interim Dean of Academic Affairs**	Tel.: **860-906-5010** e-mail: **mlapierre-dreger@capitalcc.edu**

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*
Notes regarding Application:
Log of Steps Toward Approval:
Date of Approval:
Date for Inclusion in BOR-ASA Meeting Package:
Conditions for Discontinuation Approval (if any)
Comments:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Social Services Degree: Gerontology Option was developed in collaboration with Capital Workforce Partners and Visiting Nurses Association of CT. The program started with a certificate and a degree option and 12 students completed the certificate but none continued to the degree option. Enrollment has continued to decline and as of 2017 no students have completed the degree. The discontinuation of this program will not impact state priorities for workforce preparation

Phase Out/Teach Out Strategy

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

The program coordinator will meet with the student presently enrolled in the program and will work to help them complete the required courses throughout the phase out period. Students may also opt to change their degree option to Social Services Degree. Required courses for the degree option will be offered by program coordinator as independent study for students who choose not to change to the social services degree.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Gerontology (CIP Code: 30.01101 / OHE # 15368) leading to a Certificate at Capital Community College, with a phase out/teach out period ending May 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Gerontology leading to a Certificate at Capital Community College

BACKGROUND

Summary

There has been low enrollment in this program continuously.

Phase-Out/Teach-Out Strategy

No new students will be admitted to this program. The one student currently enrolled in the program will meet with the program coordinator to schedule completing the remaining required courses through the Spring 2021 semester.

Resources

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: **March 2019**

Discontinued Program: **Gerontology (G13GJ20)** CIP: **301101** OHE#: **015368** Accreditation Date: **Spring 2007** Phase Out /Teach Out Period **Fall 2019 – Spring 2021** Expected Date of Program Termination **Spring 2021**

Program Characteristics Name of Program: **Gerontology** Degree: Title of Award *(e.g. Master of Arts)* Certificate: *(specify type and level)* **Certificate** Modality of Program: **X** On ground   Online   Combined

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

Institutional Contact for this Proposal: Dr. Miah Dreger	Title: **Interim Dean of Academic Affairs**	Tel.: **860-906-5010** e-mail: **mlapierre-dreger@capitalcc.edu**

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*
Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Conditions for Discontinuation Approval (if any) Comments:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This certificate is being discontinued due to continuous low enrollment. There is one student presently taking required courses to complete the certificate in gerontology. The discontinuation of this certificate will not impact state priorities for workforce preparation because other opportunities to gain a certificate in gerontology are available at other CSCU institutions.

Phase Out/Teach Out Strategy

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

The program coordinator will meet with the student presently enrolled in the program and will work to help them complete the required courses for the certificate. The phase out and teach out strategy will begin in AY 2019/2020 and end during 2020/2021. This will provide the student up to 2 years to complete the certificate in gerontology.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Health Information Management (CIP Code: 51.0713 / OHE # 17390) leading to an Associate of Science degree at Capital Community College, with a phase out/teach out period ending May 2020.

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 Health Information Management leading to an Associate of Science degree at Capital Community College

BACKGROUND

Summary

Program is a Low Completer. Due to low enrollment, courses in this program are consistently cancelled, reflecting low student interest. The institution has determined that those students interested in the subject would be better served attending another program at other institutions that are geographically in close proximity and are more developed – accredited or near accreditation.

Phase-Out/Teach-Out Strategy

No new students will be admitted to the program. The program's phase out has been underway since Fall 2018. Those students near program completion will be afforded the opportunity to do so through Spring semester 2020. Other students will be advised to join another program of interest.

Resources

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: **March 2019**

Discontinued Program: **Health information Management (G11GA60)** CIP: **510713**   OHE#: **017390**
Accreditation Date: **Spring 2014**
Phase Out /Teach Out Period **Fall 2018 – Spring 2020**   Expected Date of Program Termination **Spring 2020**

Program Characteristics
Name of Program: **Health Information Management**
Degree: Title of Award *(e.g. Master of Arts)*   **Associate of Science**
Certificate: *(specify type and level)*
Modality of Program: **X** On ground   Online   Combined

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

Institutional Contact for this Proposal: Dr. Miah Dreger	Title: **Interim Dean of Academic Affairs**	Tel.: **860-906-5010** e-mail: **mlapierre-dreger@capitalcc.edu**

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*
Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Conditions for Discontinuation Approval (if any) Comments:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

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

Our students are best served by discontinuation of the Associate Degree program. There are other programs in that are geographically in close proximity that are more developed and accredited or near accreditation. In addition, student interest and continued enrollment in the programs has been historically low. Classes are consistently cancelled due to low enrollment, resulting loss of interest by students within the program. Merging programs amongst sister colleges is logistically impractical due to accreditation requirements. Based on this data, it is recommended that the Associates Degree Program be dissolved.

2015-2016 Graduates	2016-2017 Graduates	2017-2018 Graduates	2018-2019 Graduates
2	5	8	2
Fall 2015 Headcount	Fall 2016 Headcount	Fall 2017 Headcount	Fall 2018 Headcount
47	37	35	29

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

Students will be identified, and transcripts will be reviewed by their academic advisor. Those who are enrolled in the HIM program and have not completed any of the HIM core courses, which consist of HIM 102, HIM 201, HIM 155, HIM 205, HIM 212, and HIM 254, will be informed, and encouraged to join other programs of interest at Capital Community College. These programs would firstly consist of the programs within the Allied Health Department and then other programs within the college.

Students who are enrolled in the HIM program who have completed the gateway course, designated as HIM 102, will be given the opportunity to continue classes that are required to carry out the degree. The HIM gateway course will no longer be offered, thereby eliminating the occurrence of new enrollment into the program. Currently students in their 2nd and 3rd semester of the course progression will be able to continue with classes leading into their 3rd and 4th semesters with the understanding that forthcoming remainder classes shall be cancelled as a contingency plan consistent with the phase out strategy. The program coordinator will also work with students to identify other institutions where required courses may be taken, if available.

Note: The phase out/teach out strategy has been underway since Fall 2018 and will continue through Spring 2020.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Health Information Management (CIP Code: 51.0706 / OHE # 17699) leading to a Certificate at Capital Community College, with a phase out/teach out period ending May 2020.

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 Health Information Management leading to a Certificate at Capital Community College

BACKGROUND

Summary

Program is a Low Completer. Due to low enrollment, courses in this program are consistently cancelled, reflecting low student interest. The institution has determined that those students interested in the subject would be better served attending another program at other institutions that are geographically in close proximity and are more developed – accredited or near accreditation.

Phase-Out/Teach-Out Strategy

No new students will be admitted to the program. The program's phase out has been underway since Fall 2018. Those students near program completion will be afforded the opportunity to do so through Spring semester 2020. Other students will be advised to join another program of interest.

Resources

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: **March 2019**

Discontinued Program: **Health information Management (G13GJ11)** CIP: **510706** OHE#: **017699**   Accreditation Date: **Summer 2014**   Phase Out /Teach Out Period **Fall 2018 – Spring 2020**   Expected Date of Program Termination **Spring 2020**

Program Characteristics   Name of Program: **Health Information Management**   Degree: Title of Award *(e.g. Master of Arts)*   Certificate: *(specify type and level)* **Certificate**   Modality of Program: **X** On ground   Online   Combined

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

Institutional Contact for this Proposal: Dr. Miah Dreger	Title: **Interim Dean of Academic Affairs**	Tel.: **860-906-5010** e-mail: **mlapierre-dreger@capitalcc.edu**

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*
Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Conditions for Discontinuation Approval (if any)   Comments:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Our students are best served by discontinuation of this HIM certificate program. There are other programs in that are geographically in close proximity that are more developed and accredited or near accreditation. In addition, student interest and continued enrollment in the programs has been historically low. Classes are consistently cancelled due to low enrollment, resulting loss of interest by students within the program. Merging programs amongst sister colleges is logistically impractical due to accreditation requirements. Based on this data, it is recommended that the HIM certificate program be dissolved.

2015-2016 Graduates	2016-2017 Graduates	2017-2018 Graduates	2018-2019 Graduates
0	1	2	0
Fall 2015 Headcount	Fall 2016 Headcount	Fall 2017 Headcount	Fall 2018 Headcount
0	0	0	1

Phase Out/Teach Out Strategy

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

Students will be identified, and transcripts will be reviewed by their academic advisor. Those who are enrolled in the HIM certificate program and have not completed any of the HIM core courses, which consist of HIM 102, HIM 201, HIM 155, HIM 205, HIM 212, and HIM 254, will be informed, and encouraged to join other programs of interest at Capital Community College. These programs would firstly consist of the programs within the Allied Health Department and then other programs within the college.

Students who are enrolled in the HIM certificate program who have completed the gateway course, designated as HIM 102, will be given the opportunity to continue classes that are required to carry out the certificate. The HIM gateway course will no longer be offered, thereby eliminating the occurrence of new enrollment into the program. Currently students in their 2nd and 3rd semester of the course progression of the certificate will be able to continue with the understanding that forthcoming remainder classes shall be cancelled as a contingency plan consistent with the phase out strategy. The program coordinator will also work with students to identify other institutions where required courses may be taken, if available.

Note: The phase out/teach out strategy has been underway since Fall 2018 and will continue through Spring 2020.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Digital and Interactive Media Arts program (CIP Code: 9.0702, OHE # 18368) leading to a Bachelor of Arts degree, requiring 120 course credits delivered via an on ground modality, at 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

Accreditation of a licensed Digital and Interactive Media Arts program leading to a Bachelor of Arts degree at Western Connecticut State University

BACKGROUND

Summary

The referenced program was initiated in August 2016 as a collaboration among three institutional departments. The program has added an Art option reflecting the participation of the Department of Art and revised the original Media Production option affiliated with the Department of Communication & Media Arts. The third option is the Computer Science, linked to the Department of Computer Science.

Rationale

Accreditation of a licensed program by the BOR is required prior to its granting credentials. It is anticipated that the first graduation of students in the Digital and Interactive Media Arts program will occur in May 2019.

Resources

The program operated at a loss during its first two years; but in Year 3, projected revenue is expected to exceed projected expenditures. The program achieved 44 percent of its projected FTE over the course of its first three years; however, revenue loss was offset by the enrollment of other students in the program's courses. The institution anticipates continued growth in course enrollments and a positive financial balance given projected demand for employees with the skills provided by the program.

RECOMMENDATION

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

SECTION 1: GENERAL INFORMATION*	
Institution: WCSU	**Date of Submission to CSCU Office of the Provost:** March 6, 2019

Most Recent NEASC Institutional Accreditation Action and Date: Five Year Report Accepted 2019

Program Characteristics Name of Program: **Digital and Interactive Media Arts** Degree: Title of Award **BA** Certificate: **N/A** Date of Program Initiation: **2016** Anticipated Date of First Graduation: **2019** Modality of Program: **X On ground** Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **120**	**Program Credit Distribution** # Cr in Program Core Courses: **30-32** # Cr of Electives in the Field: **15-20** # Cr of Free Electives: **26-34** # Cr Special Requirements* *(include internship, etc.):* **1** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **46-54** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **54**

CIP Code No. 9.0702   Title of CIP Code Digital Communication & Media   OHE# 18368

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

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

Institutional Contact for this Proposal: Michelle Brown	Title: Dean, MSAS	Tel.: 203-837-9400 e-mail: brownml@wcsu.edu

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CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*
Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments: Conditions for Approval (if any)

*Licensure of a program is normally granted for a three-year period, authorizing the enrollment of students and their advancement toward the completion of degree requirements; however, program accreditation should be pursued in a timely fashion toward the expected date of first graduation – **NOTE**: <u>degrees cannot be conferred for licensed only programs</u>.

SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline

The Bachelor of Arts (BA) in Digital and Interactive Media Arts (DIMA) was initiated in August of 2016. The program is a collaboration among Departments of Art, Computer Science, and Communication & Media Arts. The major requires 31-35 credits within the DIMA major core curriculum. In addition, students are required to take an additional 15-19 option credits in one of the three departments. The option credits are specific to their curricular interests and chosen concentration. In addition to the core curriculum, the Art and Media Production options require 15 course credits. The Computer Science option requires 18-19 additional course credits. Students are required to complete a DIMA-based internship as part of the core curriculum. DIMA seniors are required to complete DIMA 400, Senior Project & Presentation as a capstone course and culminating experience. Depending on their chosen option, students must complete between 46 and 54 credits of coursework to earn a BA in DIMA.

No special requirements must be met for admission to the DIMA major; however, incoming students are required to have a 2.0 GPA to enter the program, and all DIMA students must maintain a GPA of 2.5 in order to meet program requirements.

Curricular and Other Program Changes

During the first three years of the program, DIMA added an Art option and revised the original Media Production option. By incorporating these changes, the program has achieved curricular balance between all of the partner departments. At the present time, there are no proposals or plans to change the curricular structure.

Compliance with Special Requirements Given at the time of Program Licensure

N/A

Other Narrative Background to be Considered Since Licensure Approval

The DIMA program has filled a noticeable area of need within the WCSU community. Students have expressed ongoing interest in interdisciplinary learning and the DIMA program. While we did get off to a slower than anticipated start, student interest has translated into consistent growth during the first three years of operation. We estimate that student interest and enrollment will continue to increase at a steady pace now that we have had the opportunity to make a few revisions and refine the descriptions presented by admissions. In addition, recent access to the Jobs EQ databases project solid growth in occupations related to DIMA. Reports pulled on March 5, 2018 reveal the following:

For students in the ART Option:
As of 2018Q4, total employment for occupations linked to Digital Arts in the Eleven County Region CT-NY was 12,545. Over the past three years, linked occupations added 140 jobs in the region and are expected to need in aggregate approximately 7,010 newly trained workers over the next seven years.

For student in the PRODUCTION Option:
As of 2018Q4, total employment for occupations linked to Digital Communication and Media/Multimedia in the Eleven County Region CT-NY was 21,098. Over the past three years, linked occupations added 618 jobs in the region and are expected to need in aggregate approximately 10,681 newly trained workers over the next seven years.

We intend to use this information to enhance recruiting and to develop more internship opportunities for students in this program.

Enrollment and Credentialing Information

ACTUAL Enrollment	Fall Term Year 1 (AY 2016-2017)		Fall Term Year 2 (AY 2017-2018)		Fall Term Year 3 (AY 2018-2019)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	3	0	3	0	3	0
New Students	2	0	8	0	3	1
Returning Students	3	1	15	1	32	1
ACTUAL Headcount Enrollment	8	1	26	1	38	2
Fall FTE accounted for by Program Majors	7.8		27.1		38.8	
PROJECTED FTE *(at Licensing)*	40		56		70	
ACTUAL-PROJECTED	-32.2		-28.9		-31.2	
Size of First Credentialed Group	10		Date of Award of First Credential		May 2019	

Course Number and Name [1]	L.O. # [2]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Program Core Courses				Art Option Courses Added*		
ART 117 Digital Photography	4, 5	N/A	3	ART/DIMA 210, Fund. of Software I	3,5,7	3
(replaced ART141)				ART/DIMA 224, Fund. of Software II	3,5,7	3
				ART 356 or ART 346, Adv or Color Photo	1,4,7	3
				ART 342, Illustrator	4,5	3
				ART 352, Web Development	4,5	3
				Production Option Courses revised*		
				COM 242 or COM 243 Screen or Broadcast Writing	2,3,6	3
				COM 246, Int. Video Production	2,6,7	3
				COM 336, Postproduction	5,7	3
				COM 371, Film and Video Art	1,3,6	3
				COM 485, Preproduction TV/Film	2,3	3
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

Other Narrative Background Since Licensure Approval
Since licensure approval, the DIMA program has made several curricular modifications. First, we replaced ART 141 Drawing 1 with ART 117 Digital Photography. This is a better fit for the students who largely engage design in a digital context.

Second, we revised the "Media Production Option." The original version of the option lacked specific courses within the Department of Communication & Media Arts and within the field of media production. Moreover,

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

the option lacked a 15-18 credit structure. To balance the option, the DIMA committee approved the removal of the following courses: WRT 245, Technical Writing; MKT 301, Principles of Marketing; and MKT 411, E-Commerce & Internet Marketing. Subsequently, the DIMA committee approved the following existing COM courses: COM 242/243, Script Writing/Broadcast Writing; COM 246, Intermediate Video Production; COM 371, Film and Video Art; and COM 485, Preproduction for Television and Film.

In addition to the Media Production revision, the DIMA committee approved the inclusion of a new Art option to the program curriculum. According to the original licensure application, the Department of Art provided two classes within the DIMA core, but did not have a recognizable presence as a curricular option. In order to incorporate Art as a third option, the DIMA committee approved the inclusion of the following art courses: ART/DIMA 210, Fundamentals of Imaging Software I; ART/DIMA 224, Fundamentals of Imaging Software II; ART 356/ART 346, Advanced Photographic Methods or Color Photography; ART 342, Digital Production: Illustrator; and ART 352, Digital Production: Web Development.

To date, the Media Production and Art options have generated the greatest amount of student interest and enrollment. Both options offer consistent course rotations and provide reliable curricular paths for meeting the DIMA program requirements. The computer science focus remains an option, as all courses are part of other degree programs. We hope to see this catch on in the coming years.

It is important to note that, with the exception of ART/DIMA 210 and 224, all courses were already part of other programs. The two that were developed for DIMA are dual listed because they have become part of the Art Department offerings for their graphic design majors. This practice insures that we are running courses at capacity in most cases.

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*
1. Discuss and apply the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.
2. Discuss and apply narrative and other information/language structures for organizing content in time-based or interactive media.
3. Organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
4. Discuss the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems, and their influences on individuals and society.
5. Discuss and apply processes for the development and coordination of digitally-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas).
6. Discuss and apply history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.
7. Use the above competencies in the creation and development of professional quality interactive digital media productions.

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

The DIMA program operates under a shared organizational structure, with three departments contributing expertise and courses. All program costs and resources are supplemented by the three partner departments: Art, Computer Science, and Communication & Media Arts. There is no separate DIMA operating budget. Looking ahead, the financial sustainability of DIMA will match the financial statuses of the member departments. The efficacy of this type of financial structure will continue to be reviewed; however, no plans are currently in development to change the arrangement. Moving forward, a number of factors will determine the sustainability of a "no-budget" financial structure. These include: student enrollment, DIMA course demand, space and technology needs, and program vision. Under the present circumstances, the DIMA program should be able to continue operating at a consistent and sustainable pace. If the overall objective is to continue enhancing and expanding the program, then eventually a more comprehensive financial model will need to be considered.

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (AY 2016-2017)		Year 2 (AY 2017-2018)		Year 3 (AY 2018-2019)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers) *	26,080	0	124,752	0	197,470	0
Program-Specific Fees	0	0	0	0	0	0
Other Revenue (Annotate in narrative)	0	0	0	0	0	0
Actual Program Revenue	28,060	0	124,752	0	197,470	0
Projected Revenue (at Licensing)	101,340		186,048		263,550	
Difference: Actual - Projected	-75,260		-61,296		-66,080	

PROJECTED Program Expenditures*	Year 1 (2016-2017)		Year 2 (2017-2018)		Year 3 (2018-2019)	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	6 FWLC	20,459	6 FWLC	25,561	6 FWLC	27,353
Faculty (Full-time, total for program)	.42 FTE	34,098	1 FTE	102,244	1.2 FTE	127,098
Faculty (Part-time, total for program)	.38 FTE	21,350	.38 FTE	21,687	.38 FTE	21,954
Support Staff	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Library Resources Program	0	0	0	0	0	0
Equipment (List as needed)	0	0	0	0	0	0
Other (e.g. student services)	0	0	0	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0	0	0	0
Total Annual Expenditures		75,907	0	149,492	0	176,405

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

One new faculty member was hired for this program. He has 3 credits of reassigned time per semester to coordinate the program, revise curriculum, and potentially develop a graduate program. His teaching load includes 3 of the 4 DIMA labeled courses. The others are offered in the art department with an adjunct faculty member, and these are cross-listed with Art to insure fully enrolled courses. All other courses are part of other majors and students are occupying available seats.

We operated at a loss for the first two years, largely due to a need to educate admissions and the larger community about the name and the value of this degree. It should be noted that this loss is only for the program proper, as almost every course ran at capacity. Even in the first year offering DIMA 100, there were 25 students in the class, not the 8 the major headcount suggests.

You can see that in year three we have started to bring in more revenue that it is costing to offer this program (@21,000). We anticipate continued growth given the projected demand for employees with these skills and to see this positive balance continue.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Women's Studies (CIP Code: 05.0207, OHE # 03096) leading to a Master of Arts degree, specifically a name change to Women's and Gender Studies at Southern Connecticut State University.

A True Copy:

_____

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

ITEM

Modification of a program, Women's Studies leading to a Master of Arts degree, specifically a name change to Women's and Gender Studies at Southern Connecticut State University.

BACKGROUND

Summary

The field of Women's Studies has broadened considerably in the past decade, and many peer programs have made similar name changes. The name change is expected to make the Program more attractive to a broader range of students. The core mission will be to continue to educate students on the importance of gender equity, and to promote a broad understanding of gender and its complex intersectionality with sexuality, race, ethnicity, nationality, class, ability, religious affiliation, and other categories of identity.

Resources

The costs and resources necessitated by the requested name change will be incurred by tasks such as reprinting business cards, revising letterhead, and updating online information. These costs and resources will all be absorbed by the existing program budget or performed by university staff, and therefore will not require any additional allocations.

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 Students Affairs concurs with this recommendation.

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – Board of Regents

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

NAME CHANGE REQUEST	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 2/22/19

Characteristics of Current Academic Program	Credit Distribution of the Program
Name of Program: **Women's Studies** Type of Offering *(e.g. Grad Certificate, Minor, Option)* **Master of Arts (MA)** Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	# Cr in Core Courses: 12 # Cr of Electives: 15 # Cr of Other: 6 # Cr Special Requirements *(e.g. internship):* 0 Total # Cr the Institution Requires to Award the Credential 33

CIP Code No. *(if applicable)* 05.0207   Title of CIP Code Women's Studies   OHE# 003096

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Arts & Sciences, Main Campus (New Haven)

Proposed New Name of Program: Women's and Gender Studies

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

The SCSU academic unit the Women's Studies Program will become the Women's and Gender Studies Program effective fall 2019. The unit is now requesting CT Board of Regents approval to change the name of the four academic credentials it awards to better reflect the scope of these academic credentials and to align with the unit's name change. This is an application to change the name of SCSU's MA in Women's Studies (MA-WMS) to a MA in Women's and Gender Studies (MA-WGS).

The field of Women's Studies has broadened considerably in the past decade, and many peer programs across the country have made similar name changes, to reflect and signal a shift in the breadth and depth of scholarly expertise. The name change is expected to make the program and its academic offerings more attractive to a broader range of students. As a Women's and Gender Studies Program, the core mission will be to continue to educate students on the importance of gender equity, and to promote a broad understanding of gender and its complex intersectionality with sexuality, race, ethnicity, nationality, class, ability, religious affiliation, and other categories of identity. The program will also continue to build on its success as an interdisciplinary undergraduate and graduate program, providing a community for students, faculty and staff to participate in scholarly inquiry focusing on women and gender.

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

Cost and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)*
The costs and resources necessitated by the requested name change will be incurred by tasks such as reprinting business cards, revising letterhead, and updating online information. These costs and resources will all be absorbed by the existing program budget or performed by university staff, and therefore will not require any additional expenditures.

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

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

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

Notes regarding Request:

Log of Steps Toward Approval:

Date of Approval:

Date for Inclusion in BOR-ASA Meeting Package:

Comments:

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Women's Studies (CIP Code: 05.0207, OHE # 03097) leading to a Graduate Certificate (post-baccalaureate), offered via an on ground modality, specifically a name change to Women's and Gender Studies at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program, Women's Studies leading to a Graduate Certificate (post-baccalaureate), specifically a name change to Women's and Gender Studies at Southern Connecticut State University.

BACKGROUND

Summary

The field of Women's Studies has broadened considerably in the past decade, and many peer programs have made similar name changes. The name change is expected to make the Program more attractive to a broader range of students. The core mission will be to continue to educate students on the importance of gender equity, and to promote a broad understanding of gender and its complex intersectionality with sexuality, race, ethnicity, nationality, class, ability, religious affiliation, and other categories of identity.

Resources

The costs and resources necessitated by the requested name change will be incurred by tasks such as reprinting business cards, revising letterhead, and updating online information. These costs and resources will all be absorbed by the existing program budget or performed by university staff, and therefore will not require any additional allocations.

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 Students Affairs concurs with this recommendation.

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – Board of Regents

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

<table>
<tr><td colspan="2" align="center">NAME CHANGE REQUEST</td></tr>
<tr><td>Institution: Southern CT State University</td><td>Date of Submission to CSCU Office of the Provost: 2/22/19</td></tr>
<tr>
<td>
Characteristics of Current Academic Program
Name of Program: Women's Studies
Type of Offering <i>(e.g. Grad Certificate, Minor, Option)</i>
Graduate Certificate (Post-Baccalaureate)
Modality of Program: X On ground Online   Combined
If "Combined", % of fully online courses?
</td>
<td>
Credit Distribution of the Program
Cr in Core Courses: 0
Cr of Electives: 9-12
Cr of Other: 0
Cr Special Requirements <i>(e.g. internship):</i> 0
Total # Cr the Institution Requires to Award the Credential 9-12
</td>
</tr>
<tr><td colspan="2">CIP Code No. <i>(if applicable)</i> 05.0207   Title of CIP Code Women's Studies   OHE# 003097</td></tr>
<tr><td colspan="2">Institution's Unit <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i> Offering the Program: School of Arts & Sciences, Main Campus (New Haven)</td></tr>
<tr><td colspan="2">Proposed New Name of Program: Women's and Gender Studies</td></tr>
<tr><td colspan="2">

Explanation / Justification <i>(Please provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.)</i>

The SCSU academic unit the Women's Studies Program will become the Women's and Gender Studies Program effective fall 2019. The unit is now requesting CT Board of Regents approval to change the name of the four academic credentials it awards to better reflect the scope of these academic credentials and to align with the unit's name change. This is an application to change the name of the on-ground graduate certificate in Women's Studies to an on-ground graduate certificate in Women's and Gender Studies.

The field of Women's Studies has broadened considerably in the past decade, and many peer programs across the country have made similar name changes, to reflect and signal a shift in the breadth and depth of scholarly expertise. The name change is expected to make the Program and its academic offerings more attractive to a broader range of students. As a Women's and Gender Studies Program, the core mission will be to continue to educate students on the importance of gender equity, and to promote a broad understanding of gender and its complex intersectionality with sexuality, race, ethnicity, nationality, class, ability, religious affiliation, and other categories of identity. The renamed Women's and Gender Studies Program will also continue to build on its success as an interdisciplinary undergraduate and graduate program, providing a community for students, faculty and staff to participate in scholarly inquiry focusing on women and gender.

The characteristics for this offering (OHE# 003097) are as follows:
- This is a variable credit (9 credits to 12 credits) certificate.
- This is a Post-Baccalaureate certificate.
- This is an on-ground certificate.

The current CT OHE listing shows this offering:
   #003097 Women's Studies Onground Post-Baccalaureate Certificate GRADCERT

The updated offering with the requested program name change should be as follows:
   #003097 Women's and Gender Studies Onground Post-Baccalaureate Certificate GRADCERT

This request for a change of name to OHE program 003097 is submitted in tandem with a request for a name change to OHE program 003098; together, these proposals will allow SCSU to correct the CT OHE program listing for its Onground and Online Post-Baccalaureate Certificate in Women's and Gender Studies.

</td></tr>
</table>

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

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

The costs and resources necessitated by the requested name change will be incurred by tasks such as reprinting business cards, revising letterhead, and updating online information. These costs and resources will all be absorbed by the existing program budget or performed by university staff, and therefore will not require any additional expenditures.

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

Program Modification

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Women's Studies (CIP Code: 05.0207, OHE # 03098) leading to a Graduate Certificate (post-baccalaureate), offered via an online modality, specifically a name change to Women's and Gender Studies at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program, Women's Studies leading to a Graduate Certificate (post-baccalaureate), specifically a name change to Women's and Gender Studies at Southern Connecticut State University.

BACKGROUND

Summary

The field of Women's Studies has broadened considerably in the past decade, and many peer programs have made similar name changes. The name change is expected to make the Program more attractive to a broader range of students. The core mission will be to continue to educate students on the importance of gender equity, and to promote a broad understanding of gender and its complex intersectionality with sexuality, race, ethnicity, nationality, class, ability, religious affiliation, and other categories of identity.

Resources

The costs and resources necessitated by the requested name change will be incurred by tasks such as reprinting business cards, revising letterhead, and updating online information. These costs and resources will all be absorbed by the existing program budget or performed by university staff, and therefore will not require any additional allocations.

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 Students Affairs concurs with this recommendation.

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – Board of Regents

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

<table>
<tr><td colspan="2" align="center">NAME CHANGE REQUEST</td></tr>
<tr>
<td>Institution: Southern CT State University</td>
<td>Date of Submission to CSCU Office of the Provost: 2/22/19</td>
</tr>
<tr>
<td>

Characteristics of Current Academic Program
Name of Program: Women's Studies
Type of Offering *(e.g. Grad Certificate, Minor, Option)*
Graduate Certificate (Post-Baccalaureate)
Modality of Program: On ground X Online Combined
If "Combined", % of fully online courses? (up to 100%)
</td>
<td>

Credit Distribution of the Program
Cr in Core Courses: 0
Cr of Electives: 9-12
Cr of Other: 0
Cr Special Requirements *(e.g. internship):*
Total # Cr the Institution Requires to Award the Credential 9-12
</td>
</tr>
</table>

CIP Code No. *(if applicable)* 05.0207   Title of CIP Code Women's Studies   OHE# 003098

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Arts & Sciences, Main Campus (New Haven)

Proposed New Name of Program: Women's and Gender Studies

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

The SCSU academic unit the Women's Studies Program at SCSU will become the Women's and Gender Studies Program effective fall 2019. The unit is now requesting CT Board of Regents approval to change the name of the four academic credentials it awards to better reflect the scope of these academic credentials and to align with the unit's name change. This is an application to change the name of its online graduate certificate in Women's Studies to an online graduate certificate in Women's and Gender Studies.

The field of Women's Studies has broadened considerably in the past decade, and many peer programs across the country have made similar name changes, to reflect and signal a shift in the breadth and depth of scholarly expertise. The name change is expected to make the program and its academic offerings more attractive to a broader range of students. As a Women's and Gender Studies Program, the core mission will be to continue to educate students on the importance of gender equity, and to promote a broad understanding of gender and its complex intersectionality with sexuality, race, ethnicity, nationality, class, ability, religious affiliation, and other categories of identity. The renamed Women's and Gender Studies Program will also continue to build on its success as an interdisciplinary undergraduate and graduate program, providing a community for students, faculty and staff to participate in scholarly inquiry focusing on women and gender.

The name change process has brought to light the additional need to correct two characteristics of CT OHE's listing for this online graduate certificate. This request for a change of name to OHE program 003098 is submitted in tandem with a request for a name change to OHE program 003097; together, these proposals will allow SCSU to correct the CT OHE program listings for its Onground and Online Post-Baccalaureate Certificate in Women's and Gender Studies.

This online graduate certificate's award level was incorrectly modified in 2012, when a 2012 Below-Threshold Program Modification http://www.ct.edu/images/uploads/ASA-Agenda-03-02-2012.pdf?45154 added the online modality to the WMS Graduate Certificate, but incorrectly called the offering an "Advanced Graduate Certificate." On the CT OHE listing, this error was extended to the Award level, where it is listed as "post-masters." This graduate certificate has always been a post-baccalaureate certificate: only a bachelor's degree, not a master's degree, is required to enroll in courses and earn the certificate. Students complete the certificate with master's level (500-level courses) only, not post-master's level courses (600-800 level). Furthermore, the online modality approved in the 2012 Below-Threshold Program Modification was never added to the CT OHE listing. Therefore, the program level needs to be corrected to post-baccalaureate and the program modality needs to be corrected to online.

The correct characteristics for this offering (OHE# 003098) are as follows:

- This is a variable credit (9 credits to 12 credits) certificate.
- This is a Post-Baccalaureate certificate.
- This is an online certificate.

The current CT OHE listing shows this offering:

> #003098 Women's Studies Onground Post-Master's Certificate GRADCERTADV

The corrected offering with the requested program name change should be as follows:

> #003098 Women's and Gender Studies Online Post-Baccalaureate Certificate GRADCERT

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

Cost and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)*
The costs and resources necessitated by the requested name change will be incurred by tasks such as reprinting business cards, revising letterhead, and updating online information. These costs and resources will all be absorbed by the existing program budget or performed by university staff, and therefore will not require any additional expenditures.

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

New Program Approval

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure and
accreditation of a Mechanical/Electrical Manufacturing Basics program (CIP
Code: 15.0613) leading to a Certificate, requiring 20-21 course credits delivered
via a hybrid modality, at Three Rivers Community College.

A True Copy:

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

ITEM

Licensure and accreditation of a new Mechanical/Electrical Manufacturing Basics program leading to a Certificate at Three Rivers Community College.

BACKGROUND

Summary

Due to the absence of sustaining funds, the New London Early College Opportunity program, (a CT-ECO dual enrollment initiative) cannot be continued. The proposed Certificate is designed to address the needs of both students at New London STEM Magnet High School and Electric Boat – the industry partner of the New London ECO.

Rationale

This certificate will provide a college level certificate to the high school students enrolled in an Electric Boat Marine Draft Apprentice program administered by the institution. The program's courses, already existing at the institution, were selected by Electric Boat. The courses are applicable to several degree programs at Three Rivers CC and transferable to other CSCU institutions.

Resources

Electric Boat will pay for participating students' enrollment in the program's courses on a cost per course basis. No additional resources are needed.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION	
Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: March 7, 2019

Most Recent NEASC Institutional Accreditation Action and Date: Acceptance of Interim Report, Nov 2017

Program Characteristics	**Program Credit Distribution**
Name of Program: Mechanical/Electrical Manufacturing Basics	# Cr in Program Core Courses: 20-21
Degree: Title of Award *(e.g. Master of Arts)*	# Cr of Electives in the Field: 0
Certificate: *(specify type and level)* Credit Certificate	# Cr of Free Electives: 0
Anticipated Program Initiation Date: Aug 2019	# Cr Special Requirements *(include internship, etc.):* 0
Anticipated Date of First Graduation: May 2020	Total # Cr in the Program *(sum of all #Cr above)*: 20-21
Modality of Program: 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: 20-21
If "Combined", % of fully online courses? 5%	
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 20-21	

Type of Approval Action Being Sought: Licensure or x Licensure and Accreditation - (see **NOTE** below)

CIP Code No. *(optional)* 150613 Title of CIP Code Manufacturing Engineering Technology/Technician

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: NA CIP: OHE#: Accreditation Date:
Phase Out Period Date of Program Termination

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

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: Michael Gentry	Title: PC Manufacturing technology PC	Tel.: **(860) 215-9428** e-mail: mgentry@trcc.commnet.edu

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*
Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:

NOTE: Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:
a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or
b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths.
New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

SECTION 2: PROGRAM PLANNING ASSESSMENT

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

This certificate will provide a college level certificate to the students enrolled in a TRCC administered Electric Boat Marine Draft person Apprentice program. The students are taking a list of existing TRCC courses requested by Electric Boat. This furthers our goal of being responsive to industry requests while maintaining academic integrity.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities – and include a description/analysis of employment prospects for graduates of this proposed program *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

  Addresses a request from Electric Boat to provide a college credential for their employees at the completion of a list of requested existing credit level courses. All students are presently employees of Electric Boat.

- 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?

  These are all credit level courses in the applicable Technology, Math and Science departments. At present, they are taught by full time faculty although the ability to use existing or future adjunct faculty does exist. It is anticipated that all faculty would be vetted in accordance with existing department procedures.

- Please describe any transfer agreements with other 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)*

  These courses are all applicable to several TRCC AS and AAS degrees, which in turn with transfer to various Connecticut 4-year institutions.

- Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. Several of the colleges have developed similar programs for employers in their area. Since this is specific to the apprentice program at Electric Boat it is tailored to their needs. They have reviewed and agreed with the content of the certificate.

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.)

No additional resources needed. These courses are all being administered and taught under a program with Continuing Education at a cost per course basis. No additional resources are needed.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Apply the ability to use appropriate mathematical and computational skills needed for manufacturing and engineering technology applications (BOTH TRACKS).
2. Demonstrate the ability to think critically and identify, evaluate and solve complex technical and non-technical problems (BOTH TRACKS).
3. Demonstrate creativity in designing problem solutions; and conduct and interpret experimental data and outcomes (BOTH TRACKS).
4. Demonstrate proficiency on the operation of common metal cutting tools and lathe operations, as well as on associated precision measuring tools and instruments (MECHANICAL TRACK).
5. Understand the effects of processing (including heat treatment) on the properties of engineering materials and demonstrate an ability to perform and interpret data from standard materials tests, e.g. tensile, hardness, etc. (MECHANICAL TRACK).
6. Demonstrate an ability to perform static equilibrium analyses on structures and simple machines (MECHANICAL TRACK).
7. Apply electrical circuits and system concepts and perform accurate electrical measurements using a variety of electrical test instruments (ELECTRICAL TRACK)..
8. Understand the laws of reflection and refraction, image formation with lenses and mirrors, interference, diffraction, and polarization processes, and demonstrate and ability to proficiently collect data through laboratory experimentation of these concepts (ELECTRICAL TRACK).

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)*

Done under existing contracts within Continuing education.

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

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

What percentage of the credits in the program will they teach?
N/A

What percent of credits in the program will be taught by adjunct faculty?
Estimate 25%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program
Per requirements for individual courses.

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

None

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
TCN 105 Laser Lab Safety	4		1			
MAT 172 College Algebra	1,2,3,4		3			
MAT186 Precalculus	1,2,3,4	Mat 172	4			
MFG 102 **OR** EET 105 Manufacturing Processes w/ Lab OR Electric Circuits & Systems w/ Lab	1,2,3,4	Mat 137	3			
PHY 114 **OR** EET 119 Mechanics OR Advanced Circuits & Systems w/ Lab	1,2,3,4	Mat 172	3/4			
MEC262/263 **OR** PHO 101 Material Science w/ Lab OR Introduction to Light and Lasers	1,2,3,4		3			
MEC 114 **OR** PHO 251 Statics OR Fiber Optic Systems and Devices	1,2,3,4		3			
Core Course Prerequisites				Elective Courses in the Field		
Math 137/172/186				None		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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

Program Outline

COURSE	DESCRIPTION	CREDITS	ELECTRIC BOAT STUDENT COHORT	
			EB-MDA Mechanical	EB-MDA Electrical
TCN 105 Laser Lab Safety	Laser Lab Safety	1	TCN 105	TCN 105
MAT 172 College Algebra	College Algebra	3	MAT172	MAT172
MAT186 Precalculus	Precalculus	4	MAT186	MAT186
MFG 102 **OR** EET 105 Manufacturing Processes w/ Lab OR Electric Circuits & Systems w/ Lab	Manufacturing Processes w/ Lab **OR** Electric Circuits & Systems w/ Lab	3	MFG 102	EET105
PHY 114 **OR** EET 119 Mechanics OR Advanced Circuits & Systems w/ Lab	Mechanics **OR** Advanced Circuits & Systems w/ Lab	4 / 3	PHY 114	EET 119
MEC262/263 **OR** PHO 101 Material Science w/ Lab OR Introduction to Light and Lasers	Material Science w/ Lab **OR** Introduction to Light and Lasers	3	MEC 262/263	PHO 101
MEC 114 **OR** PHO 251 Statics OR Fiber Optic Systems and Devices	Statics **OR** Fiber Optic Systems and Devices	3	MEC 114	PHO 251
	TOTAL CREDITS	21 / 20	21	20

*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 2.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

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
Michael Gentry	Cornell University	Engineering, Manufacturing, Mechanical, Electrical, Robotics	PC Mechanical, General Engineering, CAD
Mark Vesligaj	Carnegie Mellon University	Engineering, Mechanical	PC Engineering Science
John Genna	New England Technical Institute	Manufacturing	
Aaron Dahlen	Coast Guard Academy	Electrical Photonics, Robotics	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL
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		23		23				32		32				32		32		
New Students (first time matriculating)																		
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year[1]		4		4				5		5				5		5		

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]		42,504		42,504				59,136		59,136				59,136		59,136		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)		4,715		4,715				6,560		6,560				6,560		6,560		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue		47,219		47,219				65,696		65,696				65,696		65,696		

PROJECTED Program Expenditures[3]				NOTE:
	First Year	Second Year	Third Year	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."
Administration (Chair or Coordinator)[4]	Existing	Existing	Existing	
Faculty (Full-time, total for program)[4]	0	0	0	[1] 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
Faculty (Part-time, total for program)[4]	34,923	34,923	34,923	[2] Revenues from all courses students will be taking.
Support Staff (lab or grad assist, tutor)	Existing	Existing	Existing	[3] Capital outlay costs, instructional spending for research and services, etc. can be excluded.
Library Resources Program	Existing	Existing	Existing	[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.
Equipment (List in narrative)	Existing	Existing	Existing	
Other[5]	0	0	0	[5] e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that

Estimated Indirect Costs[6]	0	0	0		program separately.
Total Expenditures per Year	34,923	34,923	34,923	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.

A. Program is administered by Continuing Education on a contract basis with Electric Boat. They presently anticipate a 4 cohort program with 32 students per cohort.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

April 18, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Foundations in Manufacturing program (CIP Code: 15.0613) leading to a Certificate, requiring 17 course credits delivered via a hybrid modality, at Three Rivers Community College.

A True Copy:

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

ITEM

Licensure and accreditation of a new Foundations in Manufacturing program leading to a Certificate at Three Rivers Community College.

BACKGROUND

Summary

The proposed program will afford dual enrollment students participating in the College and Career Pathways (CCP) program at New London STEM Magnet High School the opportunity to acquire a college credential. The CCP program sponsored by the institution is funded by the Connecticut State Department of Education through a Career and Technical Education grant from the U.S. Department of Education.

Rationale

The program's courses have been selected by Electric Boat from the institution's existing catalog of courses in manufacturing and computer aided design. Students completing this certificate program will be eligible for employment at Electric Boast as draft persons, designers or skill laborers. The courses are applicable to several degree programs at Three Rivers CC and transferable to other CSCU institutions; should any of the participating students elect to pursue that option.

Resources

The program's courses will be administered and taught under a program with Workforce and Community Education at a cost per course basis with financial support from the CCP program, New London Public Schools and Electric Boat. No additional resources will be needed.

RECOMMENDATION

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

04/08/2019 – BOR Academic & Student Affairs Committee
04/18/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION	
Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: March 7, 2019

Most Recent NEASC Institutional Accreditation Action and Date: Acceptance of Interim Report, Nov 2017

Program Characteristics	**Program Credit Distribution**
Name of Program: Foundations in Manufacturing	# Cr in Program Core Courses: 17
Degree: Title of Award *(e.g. Master of Arts)*	# Cr of Electives in the Field: 0
Certificate: *(specify type and level)* Credit Certificate	# Cr of Free Electives: 0
Anticipated Program Initiation Date: Aug 2019	# Cr Special Requirements *(include internship, etc.):* 0
Anticipated Date of First Graduation: Dec 2019	<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **17**
Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 5%	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **17**
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 17	

Type of Approval Action Being Sought: Licensure or x Licensure and Accreditation - (see **NOTE** below)
CIP Code No. *(optional)* 150613   Title of CIP Code Manufacturing Engineering Technology/Technician

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: NA   CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

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

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: Michael Gentry	Title: PC Manufacturing technology PC	Tel.: **(860) 215-9428** e-mail: mgentry@trcc.commnet.edu

NOTE: Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:
a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or
b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths.
New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

This certificate will provide a college level certificate to the students enrolled in a TRCC administered CCP program at the New London Stem Magnet High School. The students are taking a list of existing TRCC courses requested by Electric Boat. This furthers our goal of being responsive to industry requests while maintaining academic integrity.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities – and include a description/analysis of employment prospects for graduates of this proposed program *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

  Addresses a request from Electric Boat to provide a college credential for these high school students who will apply to Electric Boat as drafts persons, designers or skilled laborers at the completion of a list of requested existing credit level courses in manufacturing and computer aided design.

- 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?

  These are all credit level courses in the applicable Technology and Math departments.   At present they are taught by full time faculty and existing adjuncts. In addition certain courses will be taught by New London High school teachers certified under the existing CCP program.

- Please describe any transfer agreements with other 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)*

  These courses are all applicable to several TRCC AS and AAS degrees, which in turn will transfer to various Connecticut 4-year institutions.

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

  Several of the colleges have developed similar programs for employers in their area. Since this program is specific to New London Stem Magnet School there are presently no duplicate programs. EAMA/ Electric Boat has approved the content of this certificate.

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.)

No additional resources needed. These courses are all being administered and taught under a program with Workforce and Community Education at a cost per course basis. No additional resources are needed.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Apply the ability to use appropriate mathematical and computational skills needed for manufacturing and engineering technology applications.
2. Demonstrate the ability to think critically and identify, evaluate and solve complex technical and non-technical problems;
3. Demonstrate creativity in designing problem solutions; and conduct and interpret experimental data and outcomes.
4. Demonstrate proficiency on the operation of common metal cutting tools and lathe operations, as well as on associated precision measuring tools and instruments.
5. Demonstrate an ability to perform experimentation with fabrication tools, especially automated devices, such as shears, plasma cutter, punch press, and press brakes, as well as those that use computer numerical control (CNC).
6. Understand the basic concepts of orthographic projection, isometrics, oblique drawings, and other drafting technology conventions.
7. Understand descriptive geometry by identifying points, planes, and perpendiculars in various perspectives apply to the functionality of drawing automation with computer software.

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)*
Done under existing contracts/MOU with Director of Learning initiatives and CCP.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*
How many new full-time faculty members, if any, will need to be hired for this program?
None

What percentage of the credits in the program will they teach?
N/A

What percent of credits in the program will be taught by adjunct faculty?
Estimate 90%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program
Per requirements for individual courses.

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Expenditures Projections spreadsheet)*
None

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
COURSE						
TCN 105 Laser Lab Safety **	4		1			
MAT 137 Intermediate Algebra	1,2,3,4		3			
MFG 129 Introduction to Sheet Metal Fabrication	1,2,3,4		4			
MFG 102 Manufacturing Processes w/ Lab	1,2,3,4		3			
CAD 141 Basic 3D Parametric Modeling w/ Lab (Solidworks)	1,2,3,4		3			
CAD elective (advanced) Advanced 3D Parametric Modeling w/ Lab (Solidworks) OR Advanced 3D Parametric Modeling w/ Lab (NX)	1,2,3,4		3			
Core Course Prerequisites		Elective Courses in the Field				
Math 137						
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*				None		

*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 2.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

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
Michael Gentry	Cornell University	Engineering, Manufacturing, Mechanical, Electrical, Robotics	PC Mechanical, General Engineering, CAD

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL
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																		
New Students (first time matriculating)		20				20		20						20				
Continuing Students progressing to credential								20		40				40		60		
Headcount Enrollment		20				20		40		40				60		60		
Total Estimated FTE per Year[1]		CCP		CCP		4		CCP		CCP				CCP		CCP		

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]						11,665												
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	Note A					11,665												

PROJECTED Program Expenditures[3]			
	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	Existing	Existing	Existing
Faculty (Full-time, total for program)[4]	0	0	0
Faculty (Part-time, total for program)[4]	11,665	0	0
Support Staff (lab or grad assist, tutor)	Existing	Existing	Existing
Library Resources Program	Existing	Existing	Existing
Equipment (List in narrative)	Existing	Existing	Existing

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.

5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that

Other[5]	0	0	0	program separately.
Estimated Indirect Costs[6]	0	0	0	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.
Total Expenditures per Year	11,665	0	0	

A.   Program is administered by Director of Learning Initiatives. It is intended that courses will be offered on a cost per course basis with New London Stem Magnet School or By CCP credit.

B.   Program to-date has been funded through the support of many external ECO partners and TRCC internal program management. To date the Eastern Workforce Investment Board has contributed an estimated $206,000, Electric Boat has contributed an estimated $460,000, and TRCC has contributed an estimated $17,000. This contributions are in addition to the one-time CT funding of $50,000 at the onset of the program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Academic Program Approval Procedures

ENTITY	ACTIONS
CSCU Institution	Executes internal process and procedures /// Completes appropriate form and submits to System Office of the Provost /// Makes presentations to Academic Council, and Academic and Student Affairs Committee, and BOR if called upon
System Office of the Provost	Examines form for compliance with procedures and facilitates its subsequent submissions to Academic Council, Academic & Student Affairs Committee, and Board of Regents /// Informs Office of Higher Education of Board's Approval Action
Academic Council	Deliberative Review: Feedback to Institution & Recommendations to ASAC
Academic & Student Affairs Committee	Review / Presentation Q & A / Decision / Recommendation to full Board
Board of Regents	Resolution
PROGRAM APPROVAL FORMS	**SEQUENTIAL ACTIONS**
Application for New Program Approval	Academic Council - Rejects Application, or - Feedback - Clarifications/Alterations/Improvements for Resubmission to Council, and/or - Recommends BOR approval w/wo Suggestions for Clarifications …; then Academic & Student Affairs Committee - Rejects Application, or - Requests Clarifications for Resubmission to ASAC, or - Recommends Approval to BOR to grant Licensure and Accreditation of Program for seven semesters; requiring submission of Application for Continued Licensure and Accreditation during program's 7th semester[1]; then Board of Regents - Consents to ASA Recommendation, or - Reviews Application & Decides upon its Disposition

Academic Program Approval Procedures

PROGRAM APPROVAL FORMS	SEQUENTIAL ACTIONS
Application for Continued Licensure and Accreditation	<u>Academic Council</u> • Feedback - Clarifications/Alterations/Improvements for Resubmission to Council, and/or • Recommends BOR approval w/wo Suggestions for Clarifications …; then <u>Academic & Student Affairs Committee</u> • Rejects Application, or • Request Clarifications for Resubmission to ASA, or • Recommends Approval to BOR to grant continued Licensure and Accreditation of Program for an additional 5 semesters; requiring submission of 2nd Application for Continued Licensure and Accreditation[2] to ASA at which point ASA will decide upon (permanent) Licensure and Accreditation of Program or its Discontinuation following ASA-approved Phase Out/Teach Out Strategy; or • Recommends Approval to BOR to grant (permanent) Licensure and Accreditation of Program; then <u>Board of Regents</u> • Consents to ASA Recommendation, or • Reviews Application & Decides upon its Disposition
Application for New Program Approval – Replication of COT Program	<u>Academic & Student Affairs Committee</u> • Rejects Application, or • Feedback - Clarifications for Resubmission to ASA, and/or • Recommends Approval to BOR to grant Licensure and Accreditation of Program; then <u>Board of Regents</u> • Consents to ASA Recommendation, or • Reviews Application & Decides upon its Disposition

Academic Program Approval Procedures

PROGRAM MODIFICATION FORMS	SEQUENTIAL ACTIONS
Application for Modification of Accredited Program Application for Adding an Auxiliary Instructional Site – Modification of Accredited Program Application for Name Change – Modification of Accredited Program	<u>Academic Council</u> • Feedback - Clarifications/Alterations/Improvements for Resubmission to Council, and/or • Recommends BOR approval w/wo Suggestions for Clarifications …; then <u>Academic & Student Affairs Committee</u> • Rejects Application, or • Request Clarifications for Resubmission to ASAC, or • Recommends Approval to BOR to grant requested modification of Program; then <u>Board of Regents</u> • Consents to ASA Recommendation, or • Reviews Application & Decides upon its Disposition
Application to Change CIP Code – Modification of Accredited Program	<u>Academic & Student Affairs Committee</u> • Recommends Approval to BOR to correct Program's CIP Code Number; then <u>Board of Regents</u> • Consents to ASA Recommendation

Page **3** of **4**

Academic Program Approval Procedures

PROGRAM DISPOSITION FORMS	SEQUENTIAL ACTIONS
Application for Discontinuation of Existing Program Application for Suspension of Existing Program	<u>Academic Council[3]</u> • Feedback - Clarifications/Alterations/Improvements for Resubmission to Council, and/or • Recommends BOR approval w/wo Suggestions for Clarifications …; then <u>Academic & Student Affairs Committee</u> • Rejects Application, or • Request Clarifications for Resubmission to ASAC, or • Recommends Approval to BOR to grant requested modification of Program; then <u>Board of Regents</u> • Consents to ASA Recommendation, or • Reviews Application & Decides upon its Disposition

1. Procedurally, the Application for Continued Licensure and Accreditation is to be submitted within 30 days after the semester's census date to the System Office of the Provost.

2. Procedurally, the 2nd Application for Continued Licensure and Accreditation is to be submitted during the program's 12th semester within 30 days after the semester's census date to the System Office of the Provost.

3. Academic Council will play role regarding program disposition application only when Council member raises concern/question which triggers Council's deliberative review.

NOTE: If Program meets the definition of Low Completer at the time of submission of an Application for Continued Licensure and Accreditation; the requisite Improvement Plan (Section 4: of the Application) must also address the elements specified within the Improvement Plan option for Program Continuation of the Academic Program/Low Completer Review Process.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION	
Institution:	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date:

Program Characteristics	Program Credit Distribution
Name of Program:	# Credits in General Education:
Degree: Title of Award *(e.g. Master of Arts)*	# Credits in Program Core:
Certificate: *(specify type and level)*	# Credits of Electives:
Anticipated Program Initiation Date:	# Cr Special Requirements *(include internship, etc.):*
Anticipated Date of First Graduation:	
Modality of Program: On ground Online Combined	<u>Total # Cr in the Program</u> *(sum of all #Cr above)*:
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:
Locality of Program: On Campus Off Campus Both	

NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR CIP Code Number   Title of CIP Code

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#:   Accreditation Date: Phase Out Period   Date of Program Termination

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

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:	Title:	Tel.: e-mail:

SECTION 2: PROGRAM PLANNING ASSESSMENT

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

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities – and include a description/analysis of employment prospects for graduates of this proposed program *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

- 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?

- Please describe any transfer agreements with other 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)*

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

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.)

Student Recruitment / Student Engagement
Describe the marketing, advisement and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1.
2.
3.
4.
5.
6.
7.

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)*

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?

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

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach 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)*

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
Core Course Prerequisites				**Elective Courses in the Field**		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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

*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 2.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

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

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																		
New Students (first time matriculating)																		
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year[1]																		

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]																		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue																		

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program) [4]			
Faculty (Part-time, total for program) [4]			
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year			

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
   Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR CONTINUED ACCREDITATION

SECTION 1: GENERAL INFORMATION	
Institution:	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date:

Program Characteristics
Name of Program:
Degree: Title of Award *(e.g. Master of Arts)*
Certificate: *(specify type and level)*
Semester Date Program was Initiated:
Year 3 end Semester Date:
Anticipated Date of First Graduation:
Modality of Program: On ground   Online
     Combined
If "Combined", % of fully online courses?
Locality of Program: On Campus   Off Campus
     Both
	Program Credit Distribution
	# Credits in General Education:
	# Credits in Program Core:
	# Credits of Electives:
	# Cr Special Requirements *(include internship, etc.):*
	
	<u>Total # Cr in the Program</u> *(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:

Date of BOR Approval: CIP: OHE#:

Institutional Contact for this Proposal:	Title:	Tel.: e-mail:

SECTION 2: PERFORMANCE INDICATORS		

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3:

Actual full-time equivalent (FTE) enrollment for program's 7th Semester:

                                                  Difference:

Cost Effectiveness

Total Revenue generated by program during its Year 3:

Total Expenditures apportioned to program its Year 3:

                                                  Difference:

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 3:

SECTION 3: ACTION PLAN

Next Steps

If negative Difference(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR CONTINUED ACCREDITATION

SECTION 4: UPDATE OF PROGRAM CHANGES (if any)
Curricular and Other Program Changes *(Please describe any proposed changes, at this time, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on proposed curricular changes in the table on the next page).*
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.)
Other Narrative Background to be Considered Since Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

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*		
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*
1.
2.
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4.
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SECTION FIVE: PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years, 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 Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)						
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Actual Program Revenue						
Projected Revenue (at Licensing)						
Difference: Actual - Projected						

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)						
Support Staff						
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						

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

Please provide any necessary annotations below: