



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, April 27, 2018 at 9:30 a.m.

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

1. Approval of Minutes
 - a. March 28, 2018 – Page 1
2. Consent Items
 - a. Discontinuations
 - i. Early Childhood – Advanced - Master of Science (non-certification) – ECSU – Page 8
 - ii. Elementary Education – Advanced - Master of Science (non-certification) – ECSU – Page 16
 - iii. Reading Language Arts – Advanced - Master of Science (non-certification) – ECSU – Page 24
 - iv. Secondary Education – Advanced - Master of Science (non-certification) – ECSU – Page 32
 - v. Accounting for Small Business Option – AA – HCC – Page 40
 - vi. Business Office Technology: Executive Asst. Option – AA – HCC – Page 44
 - vii. Computer Technology – AS – MCC – Page 48
 - viii. Justice Administration – MS – WCSU – Page 52
3. Action Items
 - a. Accreditation of a Licensed Program
 - i. TESOL – 6th Year Certificate – WCSU – Page 55
 - ii. Teaching – MAT (Secondary Education) & Certificate – WCSU – Page 61
 - b. Modifications
 - i. CSCU Pathway Transfer Degree: Early Childhood Teacher Credential Studies – AA
[Designation change – AA to AS] – Page 68
 - c. New Programs
 - i. American Studies Civic Leadership – BA – SCSU – Page 70
 - ii. Industrial Design – AA – HCC – Page 101
 - iii. Cybersecurity – AS – QVCC – Page 119
 - d. College of Technology (COT) Program Replications
 - i. Tunxis CC – Page 131
 - e. Promotions and Tenures – Page 140
 - i. CCSU – Page 142
 - ii. ECSU – Page 144
 - iii. SCSU – Page 146
 - iv. WCSU – Page 148

4. Informational Items

a. TAP Update

- i. TAP Course Substitution Policy (approved by TAP Coordinating Council) – Page 150
- ii. Reverse Transfer/Provisional Protocol (endorsed by TAP Coordinating Council) – Page 152
- iii. CSCU Pathway Transfer Degree Options (with two supporting documents) (approved by TAP Coordinating Council) – Page 154
- iv. Revised Advising Guides – Page 162

b. Below Threshold

- i. Digital and Interactive Media Arts (DIMA) – Option – WCSU – Page 177



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – March 28, 2018
1:00 p.m. – 61 Woodland Street, Hartford

MINUTES

- Regents Present: Merle Harris, Naomi Cohen, Larry DeNardis, Aviva Budd, Hector Navarro, Juan Carlos Leal (by conf.), William Lugo (by conf.)
- Regents Absent: None
- Staff Present: Jane Gates, Candace Barrington, Pat Bouffard, Bill Gammell, Ken Klucznik, Linda Perfetto, Arthur Poole, Constance Rotondo, Pat Ryiz, Mike Stefanowicz, Erika Steiner
- Other Attendees: Missy Alexander (WCSU), Dawn Bunting (CCC), Carmen Cid (ECSU), Ilene Crawford (SCSU), David Dauwalder (CCSU), Marsha Davis (ECSU), Lisa Dresdner (NVCC), Carol Gabriele (NVCC), Adam Goldberg (SCSU), Connie Hotchkiss (NWCCC), Judy Mocchiola (NCC), Edie Ouellet (TRCC), Sheila Solernou (GCC)

The meeting was called to order by Chair Merle Harris at 1:10 p.m.

1. Approval of Minutes – February 15 and March 5, 2018. **A motion to approve the minutes from the February 15th and the March 5th meetings was made by N. Cohen, seconded by L. DeNardis, and unanimously approved.**
2. Consent Items **A motion to approve was made by N. Cohen and seconded by L. DeNardis. A vote was taken and the consent items were unanimously approved.** Consent items were:
 - a. Discontinuations
 - i. Mathematics/Science – Chemistry Option – AA – NVCC
 - ii. Mathematics/Science – AA – NVCC
 - iii. Chemistry: Biotechnology Option – BA – WCSU
3. Action Items
 - a. Modifications
 - i. Mathematics – BA/BS – ECSU [New concentrations/Updated Curriculum] **A motion to approve was made by H. Navarro and seconded by N. Cohen.** Provost Dimitrios Pachis, Carmen Cid, Dean, School of Arts and Sciences, and, Marsha Davis, Chairperson, Dept. of Mathematical Sciences presented for ECSU. Dr. Gates stated that the ECSU BA and BS degrees in Mathematics meet special needs, respond to high demand workforce needs, can receive the TAP Mathematics Studies Pathway AA, and prepare students for

graduate school. Currently the ECSU BA and BS degrees in Mathematics are indistinguishable. The proposed modified BA degree in Mathematics will prepare students for careers in Mathematics or teaching Mathematics at the elementary and secondary levels. The BA in Mathematics is aligned with TAP and presents students interested in teaching with an achievable double major. The proposed modified BS degree in Mathematics has three concentrations: Structures and Applications, Actuarial Science and Data Science. A concentration in Structures and Applications prepares students for graduate school and more advanced mathematical careers. The Actuarial Science concentration prepares students for the first two actuarial tests and for jobs in the field of actuarial science. The Data Science concentration prepares students for careers in data analytics. Regent Budd stated that she liked the idea of dividing the BA and the BS degrees in Mathematics. She asked if these programs were unique to ECSU and will ECSU be coordinating with other CSUs.

A vote was taken and the modifications to the ESCU BA and BS in Mathematics programs were unanimously approved.

ii. CT Community College Nursing Program (CT-CCNP) – AS [Curriculum revision]

A motion to approve the modifications to the CT Community College Nursing Program (CT-CCNP) was made by N. Cohen and seconded by H. Navarro. Dr. Gates stated that the modifications to the CT-CCNP included a complete curriculum revision and a change to a concept-based approach. She noted that the modified program is very forward thinking and innovative. Linda Perfetto, Director of System Nursing Curricular Operations, stated that the curriculum was revised to produce a high quality program to meet the ever changing healthcare needs of CT. Director Perfetto introduced the six Nursing Program Directors: Dawn Bunting, CCC; Sheila Solernou, GCC; Carol Gabriele, NVCC; Constance Hotchkiss, NWCC; Judy Mocciola, NCC and Edith Ouellet, TRCC. Chair Harris called for questions from the Regents.

Questions/Discussion were as follows:

- a) *With the program modifications, can a graduate sit for an exam?* Yes. CT-CCNP graduates with 35 credits in nursing coursework and 30 credits in general education course work are eligible to take the National Council Licensure Exam for Registered Nursing (NCLEX-RN).
- b) *The Nursing Program is great; but the waiting lists are long. Why can't we offer more spots to more students?* There are about three applications for every student accepted. We would love to expand the program to accept more qualified students, but there are limitations. We would need additional resources including qualified faculty with MS degrees and high-quality clinical sites.
- c) *How long is the wait list? How long can a student remain on the wait list? Does a student lose his/her place on the wait list?* There are at least twice as many qualified applicants for the 500-600 spots in the nursing program each year. The wait list stays in place until classes start in the fall. If a student admitted to the program gives up his/her spot, then we contact the next person on the wait list and offer them a spot; this goes on until classes begin in the fall at five of the six colleges. Three Rivers CC also starts students in the spring semester, thus their wait list is not dissolved until classes start each spring. Initially 75% of the students are admitted by rank in accordance with admissions criteria and the remainder of the qualified applicants are selected using a computerized random

selection method; this is to increase access to the program in fulfillment of the CT CC mission.

- d) *Is there space?* There is limited classroom space at some colleges and a limit on clinical placements. The CCCs compete for clinical placements with all other nursing programs in the state. All the clinical sites are in CT.
- e) *Previous Three Years Enrollment and Completion for the Program – There are 70-80 FT Students and approximately 1,000 PT students and yet approximately 440 certificates are issued annually.* Every year certificates are issued to ½ of the part time students. *Why isn't the certificate rate 500?* The differences are related to an approximate average 25% attrition rate across the six colleges; this is consistent with nursing programs throughout the state, region and country. Students have to apply for readmission.
- f) *If the program is so competitive, why isn't the success rate 90+%?* The Nursing Program is very rigorous. If a student drops out, we try to fill the spot with students wishing to be readmitted. If students do not successfully complete the first semester nursing course, they have to reapply to the program.
- g) *Ratio of Cost to Revenue. Is there a way to consolidate to save money and reduce lost revenue? It appears that the bigger the program (e.g., CCC, GCC), the bigger the enrollment and lower the loss.* The nursing programs are strategically placed based on the need of the employers in their communities. Community based healthcare facilities rely upon CT-CCNP graduates to fill jobs within the communities where the programs are located. There are strong relationships between the institutions and the communities.
- h) *How do other New England states manage? Has anyone studied these? Are they operating at the same loss level?* The faculty-student ratio is driven by state public health regulations. The ratio is one faculty member to 8-10 students in a clinical rotation. This is a patient safety standard. The state of MA allows Bachelor's-prepared nurses to function in the role of clinical instructors, whereas CT requires a Master's degree in nursing. Nurses with baccalaureate degrees working on a Master's degree may have this requirement "waived" while in school.
- i) *Is there a differential between an RN who has a BS or an MS?* Nurses are hired at specific rates based upon the union contract, regardless of degree (i.e., bachelors, masters, or doctorate).
- j) *Are there figures on the costs and revenues generated by Nursing programs?* Nursing students take prerequisites and co-requisite courses at the colleges they attend, contributing to the tuition revenues. If not admitted into the nursing program, students are advised toward another pathway so that they may complete a degree that would lead to gainful employment.
- k) *Is there a way to compare only Nursing programs and look at the specifics?* Provost Gates stated that we'd be happy to explore what Regent Budd requires.
- l) *How many students go from LPN to RN?* Less than 10% of CT-CCNP students are LPNs. The acceptance is the same for LPNs, but the program monitors the number of LPNs and their specific success rates.
- m) *Which of the admissions criteria is the best at determining success?* The TEAS (Test of Essential Academic Skills) is the leader for the CT-CCNP. Many programs regionally and nationally utilize the TEAS to rank students for

admission. The CT-CCNP regularly collects and analyzes data related to admissions standards and their capacity to predict student success.

- n) *Prerequisites, TAP advisement, Communication* – Academic Advisement related to the TAP pathways and the Nursing Program prerequisites is ongoing and will be strengthened by the Guided Pathways initiative. The Nursing program collaborates closely with the Science faculty to align course requirements and knowledge required for success in the nursing program. A suggestion was made to reach out to the Guided Pathways subgroups and the Academic and Student Affairs CCC Consolidation Committee to share best practices and lessons learned.
- o) *What are the alternatives for students that are not admitted or are not successful students?* The Surgical Technology, Medical Assistant and Radiology Tech programs were mentioned. There is the opportunity to approach a common curriculum for many programs across the system. Common curricula hold the potential for increased efficiency and collaboration across the system.

A vote was taken and the modifications to the CT Community College Nursing Program (CT-CCNP) were unanimously approved.

b. New Programs

i. Master of Arts in Teaching – MAT – SCSU

A motion to approve the new Master of Arts in Teaching (MAT) program was made by L. DeNardis and seconded by H. Navarro. Ilene Crawford, Associate VP for Academic Affairs; Stephen Hegedus, Dean, School of Education; and, Adam Goldberg, Professor and Chair, Dept. of Curriculum and Learning presented for SCSU. Dr. Gates stated that SCSU is seeking licensure and accreditation for its new Master of Arts in Teaching (MAT) program. The proposed program will allow candidates to simultaneously become certified to teach and to obtain their Master's degree. The program will serve workforce shortages in three areas: the Sciences, Bilingual Elementary Education and Special Education and will attract paraprofessionals, substitute teachers and prospective students who are looking to change careers. A new tuition program will provide financial assistance to SCSU undergraduates for graduate study. The program concentrations fulfill all state-regulatory requirements of the CT State Dept. of Education. Additional adjunct faculty and a part-time coordinator will be added to the Education Department for the new program.

Questions/Discussion centered on:

- a) *In the description, there is no reference to transfer agreements with other CSUs.* Master's programs are very constrained and won't accept many transfer credits. This program is good for a student who did not get an undergraduate degree in Education.
- b) *Bilingual Elementary Education Concentration – Can you accommodate all languages?* The Bilingual Elementary Education concentration is unique for a particular student. The program teaches students how to teach in a language other than English. Students can also have a double major in Bilingual Elementary Education and a particular language.

A vote was taken and the new Master of Arts in Teaching (MAT) program was unanimously approved.

ii. Early Childhood Education – AS – COSC

iii. Early Childhood Education – BS – COSC

A motion to approve the new Early Childhood Education AS and BS programs was made by N. Cohen and seconded by H. Navarro. Shirley Adams, Provost and Maureen Hogan, Coordinator, Early Childhood and Youth Education Programs, presented for COSC. Only 25% of CT's center-based childcare centers are currently accredited. In order for early childcare facilities to meet accreditation requirements, personnel in instructional roles must hold or be working on either an associate or a bachelor's degree. The COSC AS and BS degrees in Early Childhood Education (ECE) provide an alternative way to gain entry into Early Childhood Education professions. Provost Adams referenced the revised documentation that was provided to the Committee. The Associate's degree in Early Childhood Education is a new degree based on requests from staff and students who stated that they would like to get an AS degree in Early Childhood Education instead of a BS degree. COSC is seeking both licensure and accreditation for these degrees because students graduate in one year.

Questions/Discussion centered on:

- a) *What other CSU institutions offer these degrees?* Many CCCs have AS degrees in Early Childhood Education. The four state universities do have BS degrees in Early Childhood Education and they lead to teacher certification. The COSC program does not lead to teacher certification. One of our tracks is the ECTC track. Only ECSU, of the four state universities, has the ECTC approval.
- b) *Is the COSC online ECE AS different from the CCC's?* The COSC AS ECE coursework mirrors the CCC's.
- c) *Can a student transfer from a CCC to COSC's program? Is it seamless?* Yes
- d) *Do General Education courses transfer to COSC?* Yes
- e) *What percentage of students are in the AS ECE degree?* There aren't many students in the program right now; but we expect the enrollments to increase.
- f) *Does COSC still have an alternate route to certification?* Yes. The program is doing very well. We expect a group to start in the Fall and one in the Spring.

Chair Harris called for separate votes to be taken. The AS in Early Childhood Education program was approved unanimously and the BS in Early Childhood Education program was approved unanimously.

c. Institutional Accreditations

i. NVCC Interim 5th Year Report

A motion to approve the Naugatuck Valley CC Interim 5th Year NEASC Report was made by N. Cohen and seconded by A. Budd. Lisa Dresdner, Dean of Academic Affairs, spoke on behalf of Naugatuck Valley CC. NVCC is seeking BOR acceptance of the NEASC actions of November 16, 2017 regarding the interim (fifth-year) report of Naugatuck Valley Community College and that it grant continued state accreditation of the college until April 30, 2023. The college must submit a report to NEASC in Fall 2019 providing an assessment of its general education competencies and implementation of its plans to assess the efficacy of the advising services offered at both of the College's campuses. **A vote was taken to accept the Naugatuck Valley Community College Interim Fifth Year NEASC Report and the Report was unanimously approved.**

d. Honorary Degrees

A motion to approve the CSCU Honorary Degrees was made by N. Cohen and seconded by L. DeNardis. Chair Harris stated that the nominations for the CSCU honorary degrees were reviewed by CSCU staff and it was determined that all persons nominated qualified for honorary degrees. **A vote was taken to accept the nominations for the CSCU Honorary Degrees and the Honorary Degree candidates were unanimously approved.**

e. BOR Faculty Awards

A motion to approve the nominations for the CSCU 2017-2018 Teaching Awards (CSU and CCC), Research Awards, and Scholarly Excellence Awards and System-wide Teaching (CSU and CCC), Research, Scholarly Excellence and Adjunct Faculty Teaching Awards was made by H. Navarro and seconded by A. Budd. Arthur Poole, Director Educational Opportunity presented the CSCU 2017-2018 Faculty Awards. Nominations for faculty awards are reviewed at institutions and then there is a system-wide review of those nominated. Recipients are awarded \$1,000 each and system-wide award recipients receive an additional \$1,000. The awards will be presented at the Faculty Advisory Committee's annual conference on April 13, 2018. Chair Harris will speak to these awards at the BOR meeting on April 5, 2018. The awards encourage the growth and development of junior faculty members. **A vote was taken to accept the nominations for the CSCU 2017-2018 Teaching Awards (CSU and CCC), Research Awards, Scholarly Excellence Awards and System-wide Teaching (CSU and CCC), Research, Scholarly Excellence and Adjunct Faculty Teaching Awards and the nominees were unanimously approved.**

f. CSU-AAUP Faculty Research Grants

A motion to approve the funding recommendations for the CSU-AAUP Faculty Research Grants for the 2018-2019 program year was made by L. DeNardis and seconded by A. Budd. Arthur Poole, Director Educational Opportunity presented the CSU AAUP Faculty Research Grants. Money is set aside for research grants under the AAUP collective bargaining agreement. Approximately \$1 million is available for research grants. 250 applications were received from faculty. There is a \$5,000 cap on individual research awards. Nominations for CSU-AAUP Faculty Research Grants for the 2018-2019 program year were submitted, reviewed and the resulting awardees and grant amounts are submitted to the BOR for approval. Discussion centered on the process for awarding the grants and the amount of the grants awarded. Each institution has its own process for awarding research grants. The percentage of applicants to grants is approximately 33% over the total available funds. An assessment is made on each project to determine the amount awarded. Not every professor who applies for a grant will get it. If the full amount a professor has requested is not granted, he/she will complete an agreed upon portion of the proposed project. Professors can apply for research grants in consecutive years. **A vote was taken to approve the funding recommendations for the CSU-AAUP Faculty Grants for the 2018-2019 program year and the funding was unanimously approved.**

g. CSCU Shared Governance Award

A motion to approve the recipient of the CSCU Shared Governance Award was made by L. DeNardis and seconded by A. Budd. Arthur Poole, Director Educational Opportunity presented the recipient of the CSCU Shared Governance Award. A four-member Selection Committee consisting of current members of the Faculty Advisory Committee and the Board

of Regents reviewed the applications and chose Southern CT State University to receive the 2018 CSCU Shared Governance Award. The award will be presented at the Faculty Advisory Committee Annual Conference on April 13, 2018. **A vote was taken to approve the selection of Southern CT State University as the 2018 recipient of the CSCU Shared Governance Award and the Awardee was unanimously approved.**

4. Information Items

a. Cut Scores Update

Provost Gates received a request from Dr. James Gentile to postpone the cut score decision for developmental education until June 2020. Dr. Gentile cited the challenges regarding the determination of a common placement score for developmental curriculum in community colleges. Provost Gates, in consultation with Regent Merle Harris, President Elsa Nunez and President David Levinson, reviewed the request and deemed the rationale valid. In a response to Dr. Gentile, Provost Gates stated, “We understand the complexities facing the colleges and for those reasons the Board is willing to consider postponing the cut score decision for developmental education until June 2020. However, a report on the status of work will be due to the Board in the June 2019 meeting with the expectation of final resolution no later than June 2020.” Chair Harris also stated that Accuplacer is changing. Dr. Gates responded that the PA 12-40 Committee couldn’t develop a good cut score for the new exam because there is no national data. The College Board is releasing concordance tables by summer 2018. All parties will then move toward identifying a common cut score.

Chair Harris moved to adjourn the meeting. The motion was seconded by H. Navarro and unanimously approved. The meeting was adjourned at 2:45 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Early Childhood (non-certification) leading to a Master of Science degree at Eastern Connecticut State University with a phase-out period ending at the conclusion of the 2018 Summer session.

A True Copy:

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

ITEM

Termination of a program in Early Childhood leading to a Master of Science degree at Eastern Connecticut State University

BACKGROUNDSummary

Eastern has established a Master of Science degree program in Educational Studies which affords teachers with state certification the opportunity to fulfill new state requirements of a minimum of 15 graduate credits of content or content pedagogy.

Rationale

The newly established Master of Science degree program in Educational Studies replaces the referenced degree program and three others, as a single degree

Phase-Out/Teach-Out Strategy

All graduate students in the four programs to be discontinued will be provided with the opportunity to complete their degree requirements during the teach-out period through the summer of 2018. Current students will also be afforded the option of transferring to the new program, under advisement. No new students have been enrolled in the programs to be discontinued since Fall 2017.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – 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: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: M.S. Early Childhood (non-cert) CIP: 131209 OHE#: 01383 Accreditation Date: 2018-2021 Phase Out /Teach Out Period Fall, 2017 – Summer, 2018 Expected Date of Program Termination Summer, 2018		
Program Characteristics		
Name of Program: Early Childhood (non-cert)		
Degree: Title of Award (e.g. Master of Arts) M.S. Advanced (non-certification)		
Certificate: (specify type and level)		
Modality of Program: On ground Online Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@eastern.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.

September 19, 2017, the Connecticut State University Systems (CSUS) Board of Regents (BOR) approved the offering of an advanced graduate degree program, namely, Master of Science in Educational Studies with multiple strands at Eastern Connecticut State University (Eastern). This master's program is targeted for teachers who are already certified and who have substantial years of experience in the field. Combining these programs make them more

As noted in the proposal for the new program:

*Need for the Program: Connecticut General Statutes (CGS, Section 10-145b(g)) requires that "Applicants for a professional educator certificate who are **first certified** in Connecticut **after** July 1, 2016, shall complete a minimum of 15 graduate credits of content or content pedagogy, either as part of or in addition to a master's degree." Inquiries from potential students at Eastern over the year indicate that a large number of practicing teachers/professionals are interested in a program that can fulfill the new state requirement of a minimum of 15 graduate credits of content or content pedagogy. The proposed Master of Science in Educational Studies fully meets the ever-changing needs of teachers and professionals in Connecticut. By streamlining the program requirements, we can offer fewer course sections with more robust enrollment numbers. In addition, this pedagogical and regulatory changes can be easily accommodated.*

The intent of this proposal is to replace the four advanced master's degrees in Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts, with a new single degree: Master of Science Degree in Educational. Studies.

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.)

See Below.

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

TEACH-OUT PLAN

Eastern's School of Education and Professional Studies will provide all graduate students currently fully enrolled in the four discontinued programs an opportunity to complete their degree requirements during the teach-out time period. This will include the following:

1. Letter from the Dean (Appendix A) informing all affected students about:
 - a. The program closure and rationale for closure
 - b. Timeline for completion of their current program
 - c. Information about the new program and invitation to transfer, if applicable
 - d. Individualized advisement from their program advisors.
2. All affected students will be directed to their Advisors for individualized advisement. Students may choose to stay in their program, as long as they are able to complete their program within the prescribed timeline for phasing out programs (see Table 1 below) or transfer to the new program. Students who choose the latter option may transfer relevant course credits towards the new program, under advisement.
3. All affected students will also be provided a timeline of phase out options, per the number of credits that they have garnered (See Table 2 below).
4. No new students will be enrolled in the discontinued programs starting Fall 2017.
5. Credit-based decisions on advising current students towards either completion of their program or transfer to the new program will adhere to the chart on Table 2.

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

Table 1: Timeline for Phasing out Discontinued Graduate Programs

Program	Discontinuation	Teach Out End-date	Advisor
M.S. Early Childhood Education (non-certification)	Fall 2017	Summer 2018	Dr. Theresa Bouley Dr. Sudha Swaminathan
M.S. Elementary Education (non-certification)	Fall 2017	Summer 2018	Dr. Ann Anderberg
M.S. Secondary Education (non-certification)	Fall 2017	Summer 2018	English: Dr. Mark Fabrizi Mathematics: Dr. Hari Koirala Science: Dr. Jeanelle Day Social Studies: Dr. Jeanelle Day
M.S. Reading and Language Arts (non-certification)	Fall 2017	Summer 2018	Dr. Susannah Richards

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

Table 2: Plan for Completing Master's Degree at Eastern

Number of Credits in Discontinued Advanced Programs (as of end of Fall 2017)	Discontinued Program		New Advanced Master's Action		Deadline for Decision
	Option to complete the Discontinued Program	Action	Option to transfer into the new Advanced Master's	Action	
0 to 6 credits	NO	None required	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
6 to 18 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
18 to 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
More than 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	NO	None Required	End of Fall 2017

Note:

- All courses must be successfully completed within a continuous 6-year time period. Thus, if a student graduates in May 2018, any transfer course must have been completed no earlier than Spring 2012.
- Students may transfer from other institutions up to 6 graduate credits as long as they meet the Graduate School policy.
- Students who opt to continue in the discontinued program must take enough credits per term to finish the program before the phase-out time.

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

Appendix A

Dear _____:

I would like to once again congratulate you on your admission to Eastern Connecticut State University's Graduate Division. We are so happy you have chosen Eastern and look forward to working with you as you complete this next step in your studies.

As you may have heard, we have just announced our new Master of Science degree in Educational Studies. This program is designed for professional educators who are already certified to teach and those with evidence of teaching experience. The coursework builds on the knowledge of practicing teachers to enhance their learning toward becoming master teachers. The Educational Studies program applies an interdisciplinary core, along with select content-specific strands of study. The initial strands are: Early Childhood Education (ECE), English Language Arts (ELA), Reading Language Arts (RLA) and Science, Technology, Engineering, and Math (STEM).

As we will be discontinuing the current non-certification Education programs, we ask that you review the Educational Studies program information attached and the plan of study found here[LINK]. After doing so, please contact Ms. Paula Goyette to identify a strand within the program and confirm a change to the Educational Studies non-certification program option. If you have additional questions, please feel free to email graduateadmissions@easternct.edu or call 860-465-5292.

Sincerely,

Jacob Easley, II

Dean, School of Education and Professional Studies/Graduate Division

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Elementary Education (non-certification) leading to a Master of Science degree at Eastern Connecticut State University with a phase-out period ending at the conclusion of the 2018 Summer session.

A True Copy:

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

ITEM

Termination of a program in Elementary Education leading to a Master of Science degree at Eastern Connecticut State University

BACKGROUNDSummary

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Rationale

The newly established Master of Science degree program in Educational Studies replaces the referenced degree program and three others, as a single degree

Phase-Out/Teach-Out Strategy

All graduate students in the four programs to be discontinued will be provided with the opportunity to complete their degree requirements during the teach-out period through the summer of 2018. Current students will also be afforded the option of transferring to the new program, under advisement. No new students have been enrolled in the programs to be discontinued since Fall 2017.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – 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: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: M.S. Elementary Ed (non-cert) CIP: 131202 OHE#: 01380 Accreditation Date: 2018-2021 Phase Out /Teach Out Period Fall, 2017 – Summer, 2018 Expected Date of Program Termination Summer, 2018		
Program Characteristics		
Name of Program: Elementary Ed (non-cert)		
Degree: Title of Award (e.g. Master of Arts) M.S. Advanced (non-certification)		
Certificate: (specify type and level)		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@eastern.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.

September 19, 2017, the Connecticut State University Systems (CSUS) Board of Regents (BOR) approved the offering of an advanced graduate degree program, namely, Master of Science in Educational Studies with multiple strands at Eastern Connecticut State University (Eastern). This master's program is targeted for teachers who are already certified and who have substantial years of experience in the field. Combining these programs make them more

As noted in the proposal for the new program:

*Need for the Program: Connecticut General Statutes (CGS, Section 10-145b(g)) requires that "Applicants for a professional educator certificate who are **first certified** in Connecticut **after** July 1, 2016, shall complete a minimum of 15 graduate credits of content or content pedagogy, either as part of or in addition to a master's degree." Inquiries from potential students at Eastern over the year indicate that a large number of practicing teachers/professionals are interested in a program that can fulfill the new state requirement of a minimum of 15 graduate credits of content or content pedagogy. The proposed Master of Science in Educational Studies fully meets the ever-changing needs of teachers and professionals in Connecticut. By streamlining the program requirements, we can offer fewer course sections with more robust enrollment numbers. In addition, this pedagogical and regulatory changes can be easily accommodated.*

The intent of this proposal is to replace the four advanced master's degrees in Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts, with a new single degree: Master of Science Degree in Educational. Studies.

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.)

See Below.

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

TEACH-OUT PLAN

Eastern's School of Education and Professional Studies will provide all graduate students currently fully enrolled in the four discontinued programs an opportunity to complete their degree requirements during the teach-out time period. This will include the following:

1. Letter from the Dean (Appendix A) informing all affected students about:
 - a. The program closure and rationale for closure
 - b. Timeline for completion of their current program
 - c. Information about the new program and invitation to transfer, if applicable
 - d. Individualized advisement from their program advisors.
2. All affected students will be directed to their Advisors for individualized advisement. Students may choose to stay in their program, as long as they are able to complete their program within the prescribed timeline for phasing out programs (see Table 1 below) or transfer to the new program. Students who choose the latter option may transfer relevant course credits towards the new program, under advisement.
3. All affected students will also be provided a timeline of phase out options, per the number of credits that they have garnered (See Table 2 below).
4. No new students will be enrolled in the discontinued programs starting Fall 2017.
5. Credit-based decisions on advising current students towards either completion of their program or transfer to the new program will adhere to the chart on Table 2.

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

Table 1: Timeline for Phasing out Discontinued Graduate Programs

Program	Discontinuation	Teach Out End-date	Advisor
M.S. Early Childhood Education (non-certification)	Fall 2017	Summer 2018	Dr. Theresa Bouley Dr. Sudha Swaminathan
M.S. Elementary Education (non-certification)	Fall 2017	Summer 2018	Dr. Ann Anderberg
M.S. Secondary Education (non-certification)	Fall 2017	Summer 2018	English: Dr. Mark Fabrizi Mathematics: Dr. Hari Koirala Science: Dr. Jeanelle Day Social Studies: Dr. Jeanelle Day
M.S. Reading and Language Arts (non-certification)	Fall 2017	Summer 2018	Dr. Susannah Richards

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

Table 2: Plan for Completing Master's Degree at Eastern

Number of Credits in Discontinued Advanced Programs (as of end of Fall 2017)	Discontinued Program		New Advanced Master's Action		Deadline for Decision
	Option to complete the Discontinued Program	Action	Option to transfer into the new Advanced Master's	Action	
0 to 6 credits	NO	None required	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
6 to 18 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
18 to 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
More than 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	NO	None Required	End of Fall 2017

Note:

- All courses must be successfully completed within a continuous 6-year time period. Thus, if a student graduates in May 2018, any transfer course must have been completed no earlier than Spring 2012.
- Students may transfer from other institutions up to 6 graduate credits as long as they meet the Graduate School policy.
- Students who opt to continue in the discontinued program must take enough credits per term to finish the program before the phase-out time.

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

Appendix A

Dear _____:

I would like to once again congratulate you on your admission to Eastern Connecticut State University's Graduate Division. We are so happy you have chosen Eastern and look forward to working with you as you complete this next step in your studies.

As you may have heard, we have just announced our new Master of Science degree in Educational Studies. This program is designed for professional educators who are already certified to teach and those with evidence of teaching experience. The coursework builds on the knowledge of practicing teachers to enhance their learning toward becoming master teachers. The Educational Studies program applies an interdisciplinary core, along with select content-specific strands of study. The initial strands are: Early Childhood Education (ECE), English Language Arts (ELA), Reading Language Arts (RLA) and Science, Technology, Engineering, and Math (STEM).

As we will be discontinuing the current non-certification Education programs, we ask that you review the Educational Studies program information attached and the plan of study found here[LINK]. After doing so, please contact Ms. Paula Goyette to identify a strand within the program and confirm a change to the Educational Studies non-certification program option. If you have additional questions, please feel free to email graduateadmissions@easternct.edu or call 860-465-5292.

Sincerely,

Jacob Easley, II

Dean, School of Education and Professional Studies/Graduate Division

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Reading Language Arts (non-certification) leading to a Master of Science degree at Eastern Connecticut State University with a phase-out period ending at the conclusion of the 2018 Summer session.

A True Copy:

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

ITEM

Termination of a program in Reading Language Arts leading to a Master of Science degree at Eastern Connecticut State University

BACKGROUNDSummary

Eastern has established a Master of Science degree program in Educational Studies which affords teachers with state certification the opportunity to fulfill new state requirements of a minimum of 15 graduate credits of content or content pedagogy.

Rationale

The newly established Master of Science degree program in Educational Studies replaces the referenced degree program and three others, as a single degree

Phase-Out/Teach-Out Strategy

All graduate students in the four programs to be discontinued will be provided with the opportunity to complete their degree requirements during the teach-out period through the summer of 2018. Current students will also be afforded the option of transferring to the new program, under advisement. No new students have been enrolled in the programs to be discontinued since Fall 2017.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – 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: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: M.S. Reading Language Arts (non-cert) CIP: 131315 OHE#: 01387 Accreditation Date: 2018-2021 Phase Out /Teach Out Period Fall, 2017 – Summer, 2018 Expected Date of Program Termination Summer, 2018		
Program Characteristics		
Name of Program: Reading Language Arts (non-cert)		
Degree: Title of Award (e.g. Master of Arts) M.S. Advanced (non-certification)		
Certificate: (specify type and level)		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@eastern.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.

September 19, 2017, the Connecticut State University Systems (CSUS) Board of Regents (BOR) approved the offering of an advanced graduate degree program, namely, Master of Science in Educational Studies with multiple strands at Eastern Connecticut State University (Eastern). This master's program is targeted for teachers who are already certified and who have substantial years of experience in the field. Combining these programs make them more

As noted in the proposal for the new program:

*Need for the Program: Connecticut General Statutes (CGS, Section 10-145b(g)) requires that "Applicants for a professional educator certificate who are **first certified** in Connecticut **after** July 1, 2016, shall complete a minimum of 15 graduate credits of content or content pedagogy, either as part of or in addition to a master's degree." Inquiries from potential students at Eastern over the year indicate that a large number of practicing teachers/professionals are interested in a program that can fulfill the new state requirement of a minimum of 15 graduate credits of content or content pedagogy. The proposed Master of Science in Educational Studies fully meets the ever-changing needs of teachers and professionals in Connecticut. By streamlining the program requirements, we can offer fewer course sections with more robust enrollment numbers. In addition, this pedagogical and regulatory changes can be easily accommodated.*

The intent of this proposal is to replace the four advanced master's degrees in Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts, with a new single degree: Master of Science Degree in Educational. Studies.

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.)

See Below.

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

TEACH-OUT PLAN

Eastern's School of Education and Professional Studies will provide all graduate students currently fully enrolled in the four discontinued programs an opportunity to complete their degree requirements during the teach-out time period. This will include the following:

1. Letter from the Dean (Appendix A) informing all affected students about:
 - a. The program closure and rationale for closure
 - b. Timeline for completion of their current program
 - c. Information about the new program and invitation to transfer, if applicable
 - d. Individualized advisement from their program advisors.
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3. All affected students will also be provided a timeline of phase out options, per the number of credits that they have garnered (See Table 2 below).
4. No new students will be enrolled in the discontinued programs starting Fall 2017.
5. Credit-based decisions on advising current students towards either completion of their program or transfer to the new program will adhere to the chart on Table 2.

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

Table 1: Timeline for Phasing out Discontinued Graduate Programs

Program	Discontinuation	Teach Out End-date	Advisor
M.S. Early Childhood Education (non-certification)	Fall 2017	Summer 2018	Dr. Theresa Bouley Dr. Sudha Swaminathan
M.S. Elementary Education (non-certification)	Fall 2017	Summer 2018	Dr. Ann Anderberg
M.S. Secondary Education (non-certification)	Fall 2017	Summer 2018	English: Dr. Mark Fabrizi Mathematics: Dr. Hari Koirala Science: Dr. Jeanelle Day Social Studies: Dr. Jeanelle Day
M.S. Reading and Language Arts (non-certification)	Fall 2017	Summer 2018	Dr. Susannah Richards

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

Table 2: Plan for Completing Master's Degree at Eastern

Number of Credits in Discontinued Advanced Programs (as of end of Fall 2017)	Discontinued Program		New Advanced Master's Action		Deadline for Decision
	Option to complete the Discontinued Program	Action	Option to transfer into the new Advanced Master's	Action	
0 to 6 credits	NO	None required	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
6 to 18 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
18 to 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
More than 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	NO	None Required	End of Fall 2017

Note:

- All courses must be successfully completed within a continuous 6-year time period. Thus, if a student graduates in May 2018, any transfer course must have been completed no earlier than Spring 2012.
- Students may transfer from other institutions up to 6 graduate credits as long as they meet the Graduate School policy.
- Students who opt to continue in the discontinued program must take enough credits per term to finish the program before the phase-out time.

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

Appendix A

Dear _____:

I would like to once again congratulate you on your admission to Eastern Connecticut State University's Graduate Division. We are so happy you have chosen Eastern and look forward to working with you as you complete this next step in your studies.

As you may have heard, we have just announced our new Master of Science degree in Educational Studies. This program is designed for professional educators who are already certified to teach and those with evidence of teaching experience. The coursework builds on the knowledge of practicing teachers to enhance their learning toward becoming master teachers. The Educational Studies program applies an interdisciplinary core, along with select content-specific strands of study. The initial strands are: Early Childhood Education (ECE), English Language Arts (ELA), Reading Language Arts (RLA) and Science, Technology, Engineering, and Math (STEM).

As we will be discontinuing the current non-certification Education programs, we ask that you review the Educational Studies program information attached and the plan of study found here[LINK]. After doing so, please contact Ms. Paula Goyette to identify a strand within the program and confirm a change to the Educational Studies non-certification program option. If you have additional questions, please feel free to email graduateadmissions@easternct.edu or call 860-465-5292.

Sincerely,

Jacob Easley, II

Dean, School of Education and Professional Studies/Graduate Division

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Secondary Education (non-certification) leading to a Master of Science degree at Eastern Connecticut State University with a phase-out period ending at the conclusion of the 2018 Summer session.

A True Copy:

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

ITEM

Termination of a program in Secondary Education leading to a Master of Science degree at Eastern Connecticut State University

BACKGROUNDSummary

Eastern has established a Master of Science degree program in Educational Studies which affords teachers with state certification the opportunity to fulfill new state requirements of a minimum of 15 graduate credits of content or content pedagogy.

Rationale

The newly established Master of Science degree program in Educational Studies replaces the referenced degree program and three others, as a single degree

Phase-Out/Teach-Out Strategy

All graduate students in the four programs to be discontinued will be provided with the opportunity to complete their degree requirements during the teach-out period through the summer of 2018. Current students will also be afforded the option of transferring to the new program, under advisement. No new students have been enrolled in the programs to be discontinued since Fall 2017.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – 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: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: M.S. Secondary Ed (non-cert) CIP: 131205 OHE#: 10491 Accreditation Date: 2018-2021 Phase Out /Teach Out Period Fall, 2017 – Summer, 2018 Expected Date of Program Termination Summer, 2018		
Program Characteristics		
Name of Program: Secondary Ed (non-cert)		
Degree: Title of Award (e.g. Master of Arts) M.S. Advanced (non-certification)		
Certificate: (specify type and level)		
Modality of Program: x On ground Online Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@eastern.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.

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As noted in the proposal for the new program:

*Need for the Program: Connecticut General Statutes (CGS, Section 10-145b(g)) requires that "Applicants for a professional educator certificate who are **first certified** in Connecticut **after** July 1, 2016, shall complete a minimum of 15 graduate credits of content or content pedagogy, either as part of or in addition to a master's degree." Inquiries from potential students at Eastern over the year indicate that a large number of practicing teachers/professionals are interested in a program that can fulfill the new state requirement of a minimum of 15 graduate credits of content or content pedagogy. The proposed Master of Science in Educational Studies fully meets the ever-changing needs of teachers and professionals in Connecticut. By streamlining the program requirements, we can offer fewer course sections with more robust enrollment numbers. In addition, this pedagogical and regulatory changes can be easily accommodated.*

The intent of this proposal is to replace the four advanced master's degrees in Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts, with a new single degree: Master of Science Degree in Educational. Studies.

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.)

See Below.

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

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 - a. The program closure and rationale for closure
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4. No new students will be enrolled in the discontinued programs starting Fall 2017.
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

Table 1: Timeline for Phasing out Discontinued Graduate Programs

Program	Discontinuation	Teach Out End-date	Advisor
M.S. Early Childhood Education (non-certification)	Fall 2017	Summer 2018	Dr. Theresa Bouley Dr. Sudha Swaminathan
M.S. Elementary Education (non-certification)	Fall 2017	Summer 2018	Dr. Ann Anderberg
M.S. Secondary Education (non-certification)	Fall 2017	Summer 2018	English: Dr. Mark Fabrizi Mathematics: Dr. Hari Koirala Science: Dr. Jeanelle Day Social Studies: Dr. Jeanelle Day
M.S. Reading and Language Arts (non-certification)	Fall 2017	Summer 2018	Dr. Susannah Richards

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

Table 2: Plan for Completing Master's Degree at Eastern

Number of Credits in Discontinued Advanced Programs (as of end of Fall 2017)	Discontinued Program		New Advanced Master's Action		Deadline for Decision
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0 to 6 credits	NO	None required	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
6 to 18 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
18 to 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	YES	1. Consult with Advisor 2. Complete Change of Program form 3. Complete relevant transfer credits form 4. Complete new Plan of Study	End of Fall 2017
More than 24 credits	YES	1. Consult with Advisor 2. Complete Plan of Study (if not done already) with specific terms for pending courses 3. File Intent to Graduate Form with Graduate Office	NO	None Required	End of Fall 2017

Note:

- All courses must be successfully completed within a continuous 6-year time period. Thus, if a student graduates in May 2018, any transfer course must have been completed no earlier than Spring 2012.
- Students may transfer from other institutions up to 6 graduate credits as long as they meet the Graduate School policy.
- Students who opt to continue in the discontinued program must take enough credits per term to finish the program before the phase-out time.

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

Appendix A

Dear _____:

I would like to once again congratulate you on your admission to Eastern Connecticut State University's Graduate Division. We are so happy you have chosen Eastern and look forward to working with you as you complete this next step in your studies.

As you may have heard, we have just announced our new Master of Science degree in Educational Studies. This program is designed for professional educators who are already certified to teach and those with evidence of teaching experience. The coursework builds on the knowledge of practicing teachers to enhance their learning toward becoming master teachers. The Educational Studies program applies an interdisciplinary core, along with select content-specific strands of study. The initial strands are: Early Childhood Education (ECE), English Language Arts (ELA), Reading Language Arts (RLA) and Science, Technology, Engineering, and Math (STEM).

As we will be discontinuing the current non-certification Education programs, we ask that you review the Educational Studies program information attached and the plan of study found here[LINK]. After doing so, please contact Ms. Paula Goyette to identify a strand within the program and confirm a change to the Educational Studies non-certification program option. If you have additional questions, please feel free to email graduateadmissions@easternct.edu or call 860-465-5292.

Sincerely,

Jacob Easley, II

Dean, School of Education and Professional Studies/Graduate Division

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate termination of a program in Accounting leading to an Associate in Arts degree with an Accounting for Small Business Option at Housatonic Community College.

A True Copy:

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

ITEM

Termination of a program in Accounting leading to an Associate in Arts degree with an Accounting for Small Business Option at Housatonic Community College.

BACKGROUNDSummary

Housatonic has effectively ended the referenced program, with no advertisement and advisement.

Rationale

The program's courses were not transferrable; thus, they had no appeal to potential students who largely indicated they wanted that option.

Phase-Out/Teach-Out Strategy

No students have been enrolled in this program for the last two years.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – 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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Accounting:Accounting for Small Business Option		
CIP:	OHE#:	Accreditation Date:
Phase Out /Teach Out Period Fall 2017 Expected Date of Program Termination Fall 2017		
Program Characteristics		
Name of Program: Accounting:Accounting for Small Business Option		
Degree: Title of Award (e.g. Master of Arts) A.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: Pam Pirog	Title: Department Chair	Tel.: e-mail: PPirog@housatonic.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 was designed for students to enter into the accounting field, but the students did not want to take ACC 101 ACC 102. These courses do not transfer and the accounting students wanted the option to transfer in the future.

ACC 101 and ACC 102 will be terminated.

This program was already terminated but the BOR did not approve it.

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 have not been enrolling into this program for the last 2 years. Paper work was filled out and lost. Additionally, advising knew that we cancelled this program.

HOUSATONIC COMMUNITY COLLEGE CURRICULUM COMMITTEE
NOTIFICATION OF PROGRAM/ CERTIFICATE TERMINATION

DEPARTMENT REQUESTING CHANGE: BUSINESS ADMINISTRATION

PROGRAM/ CERTIFICATE NAME:

PROGRAM NUMBER:

CATALOG LISTING UNTIL TEACH-OUT DATE REACHED

If possible, please specify similar programs that interested students should consider. The following statement will appear in the College Catalog in lieu of the existing Program description:

“This program is not accepting new students; any students currently enrolled in this program should view the catalog from their year-of-matriculation to find degree requirements or consider switching into an active program. Similar active programs include:” _____

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate termination of a program in Business Office Technology leading to an Associate in Arts degree with an Executive Assistant Option at Housatonic Community College.

A True Copy:

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

ITEM

Termination of a program in Business Office Technology leading to an Associate in Arts degree at Housatonic Community College.

BACKGROUNDSummary

The total lack of student interest in the referenced program has lead the institution to seek its discontinuation.

Rationale

Potential students have chosen to enroll in related business degree and certificate programs that offer employable skill sets.

Phase-Out/Teach-Out Strategy

No students have been enrolled in this program for several years.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – 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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Business Office Technology: Executive Assistant Option (EB18)		
CIP:	OHE#:	Accreditation Date:
Phase Out /Teach Out Period Fall 2017 Expected Date of Program Termination Fall 2017		
Program Characteristics		
Name of Program: Accounting:Accounting for Small Business Option		
Degree: Title of Award (e.g. Master of Arts) A.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: Pam Pirog	Title: Department Chair	Tel.: e-mail: PPirog@housatonic.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.

For the last 10 years students have not enrolled into this program. As a result every semester courses related to this program were cancelled and currently courses need to be waived in order for the students to graduate.

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 are contacted and courses are waived with alternate courses. Additionally, students are advised to switch majors. A related business degree and certificate with employable skill-sets is the Small Business Management /Entrepreneurship Option.

HOUSATONIC COMMUNITY COLLEGE CURRICULUM COMMITTEE
NOTIFICATION OF PROGRAM/ CERTIFICATE TERMINATION

DEPARTMENT REQUESTING CHANGE: BUSINESS ADMINISTRATION

PROGRAM/ CERTIFICATE NAME:

PROGRAM NUMBER:

CATALOG LISTING UNTIL TEACH-OUT DATE REACHED

If possible, please specify similar programs that interested students should consider. The following statement will appear in the College Catalog in lieu of the existing Program description:

“This program is not accepting new students; any students currently enrolled in this program should view the catalog from their year-of-matriculation to find degree requirements or consider switching into an active program. Similar active programs include:” _____

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Computer Technology leading to an Associate of Science degree at Manchester Community College with a phase out period to end June 1, 2019.

A True Copy:

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

ITEM

Termination of a program in Computer Technology leading to an Associate of Science degree at Manchester Community College

BACKGROUNDSummary

Potential employers have advised the institution that they would rather not hire graduates of this program which offers students introductory courses in multiple aspects of computer technology, wherein students do not acquire sufficient skill levels or expertise in any specific area. Eliminating Computer Technology will end the confusion as to which program students should pursue.

Rationale

Manchester has concluded that students interested in computer programming should, instead of the referenced program, enroll in its Internet Programming or Computer Science programs. The institution offers specialized programs for students interested in web design or networking, as well.

Phase-Out/Teach-Out Strategy

There is no need for a teach out strategy as all courses required for the referenced program will still be offered as they are required for other degrees and certificates.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – 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: Manchester Community College	Date of Submission to CSCU Office of the Provost: 02/21/2018	
Discontinued Program: Computer Technology CIP: 110103 OHE#: 008168 Accreditation Date: Phase Out /Teach Out Period June 1, 2019 Expected Date of Program Termination June 1, 2018		
Program Characteristics		
Name of Program: Computer Technology		
Degree: Title of Award (<i>e.g. Master of Arts</i>) Associate of Science		
Certificate: (<i>specify type and level</i>)		
Modality of Program: X On ground Online Combined		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) offering the Program: Engineering, Technology, and Computer Science - Main Campus		
Institutional Contact for this Proposal: Richard Gnall	Title: Professor	Tel.: 860-512-2643 e-mail: RGnall@manchestercc.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.

Students are pursuing this degree for the wrong reasons. The degree is a collection of introductory courses in multiple subjects – computer programming, web design, and networking. But it does not develop a student in any of those subjects to the extent that they would have sufficient skill levels or expertise in any specific area. In fact, employers inform us that they would not hire a student with this degree. Students interested in programming should pursue either our Internet Programming degree or our Computer Science degree. Students interested in web design should pursue our Internet Programming degree. Students interested in networking should pursue our Computer Network Technology degree. By eliminating the Computer Technology degree, students will be better equipped to select a degree that adequately prepares them for work in a particular computer-related field.

Phase Out/Teach Out Strategy

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

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Justice Administration leading to a Master of Science degree at Western Connecticut State University with a phase out period of two years.

A True Copy:

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

ITEM

Termination of a program in Justice Administration leading to a Master of Science degree at Western Connecticut State University

BACKGROUNDSummary

Due to declining admissions to the referenced program lead to discussions regarding its discontinuation in 2015. Admission to the program was suspended in 2016. After a thorough review of the program, the faculty determined that the program should be closed.

Rationale

The University Senate approved closure of the program at its February 21, 2018 meeting.

Phase-Out/Teach-Out Strategy

All students remaining in the program will be allowed to complete their coursework. When the last student has completed the degree, all program material and courses will be archived.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: March 1, 2018	
Discontinued Program: MSJA CIP: 43.0107 OHE#: Accreditation Date: 1997		
Phase Out /Teach Out Period: Two Years Expected Date of Program Termination May 2018		
Program Characteristics		
Name of Program: Master of Science in Justice Administration		
Degree: Title of Award (e.g. Master of Arts) Master 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: Ancell School of Business		
Institutional Contact for this Proposal: Dr. David Martin	Title: Dean, Ancell School of Business	Tel.: (203)837-9600 e-mail: martindg@wcsu.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

Discussion of program suspension began in 2015 due to declining admissions. Admission to the program was suspended in 2016. A thorough review of the program took place and the faculty determined that the program should be closed. The University Senate approved this closure at the February 21, 2018 meeting.

Phase Out/Teach Out Strategy

All students remaining in the program will be allowed to complete their coursework. When the last student has completed the degree, all program materials and courses will be archived.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a licensed program in TESOL leading to a Sixth Year Certificate at Western Connecticut State University.

A True Copy:

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

ITEM

Accreditation of a licensed program in TESOL leading to a Sixth Year Certificate at Western Connecticut State University

BACKGROUNDSummary

The referenced program was approved by the Board of Regents. The program was also approved by the Connecticut State Department of Education for licensure. The program is cohort-based with the goal of 15 part-time graduate students enrolling in Spring 2019. The program will take 18 months to complete.

Rationale

Licensure of a new program is normally granted by the Board for a three-year period and institutions are expected to seek accreditation by the Board in a timely fashion prior to the expected date of the program's first graduation. Given the short time to completion, accreditation of the new certificate is sought at this time.

Resources

There are no changes in the projected program revenue and program expenditures.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION*

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: March 2, 2018
Most Recent NEASC Institutional Accreditation Action and Date: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13; Letter to be reaccredited (06/04/14)	
Program Characteristics Name of Program: Sixth Year TESOL Degree: Title of Award (e.g. Master of Arts) N/A Certificate: (specify type and level) TESOL K-12 Date of Program Initiation: Spring 2019 Anticipated Date of First Graduation: Spring 2020 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 40% online Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Program Credit Distribution # Cr in Program Core Courses: 24 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements* (include internship, etc.): 6 <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 6
CIP Code No. 13.1401 Title of CIP Code Teaching English as a Second or Foreign Language/ESL OHE# 13.1401	
Institution's Unit Offering the Program: School of Professional Studies	
Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP Spring 2021 • If program prepares graduates eligibility to state/professional license, please identify: TESOL (K-12) 	
Institutional Contact for this Proposal: Dr. Catherine O'Callaghan	Title: Chair of E & EPY Department Tel.: 203-837-8510 e-mail: ocallaghanc@wcsu.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: 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:** degrees cannot be conferred for licensed only programs.

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

SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline

The 30 credit Sixth Year TESOL program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed by the university and school districts to prepare teachers to impact student learning in urban, diverse settings. The program includes 18 credits in TESOL and six credits in English coursework. Candidates take six credits of practica experiences in their final semester. Admission requirements are teacher certification, completion of a master's degree, and a cumulative 3.0 GPA.

Curricular and Other Program Changes: There have been no changes at this time, in curriculum, admission and/or completion requirements, program administration, faculty, or resources.

Compliance with Special Requirements Given at the time of Program Licensure: There were no special requirements issued by the BOR at the time of licensure. We have made minor changes in fieldwork hours based on the Connecticut State Department of Education (CSDE) which is noted below.

While licensure was approved by the BOR and CSDE, we are requesting Accreditation at the start of the program due to the short time to degree completion.

Other Narrative Background to be Considered Since Licensure Approval: The program was approved by the Connecticut State Department of Education for licensure. Changes were made in the fieldwork assignments at that time to increase hours in the field.

Enrollment and Credentialing Information

We are currently recruiting our first cohort. WCSU examines enrollment trends in majors annually and will report them to the BOR as required and as part of our regular program review process.

ACTUAL Enrollment	Fall Term Year 1		Fall Term Year 2		Fall Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
ACTUAL Headcount Enrollment	0	0	0	0	0	0
Fall FTE accounted for by Program Majors						
PROJECTED FTE (at Licensing)						
ACTUAL-PROJECTED	0		0		0	
Size of First Credentialed Group			Date of Award of First Credential			

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

Details of Curriculum Changes for a Licensed Program No Changes Have Been Made

Course Number and Name ¹	L.O. # ²	Pre-Requisite	Cr Hrs
Program Core Courses			
Fall Year One (6 Credits)			
ED624 Second Language Acquisition*	1		3
ED619 Theory & Practice in Bilingual Education	1		3
Spring Year One (6 credits)			
ED626 Academic Language & Literacy for Second Language Learners	2		3
ED622 Approaches and Methods for Teaching Second Language Learners	2,3,4,5		3
Summer Year One (6 credits)			
ED625 Assessment for Second Language Learners	2,3,4,5		3
ED517 English Grammar	1		3
Fall Year Two (6 credits)			
ENG506 History of English Language & Linguistics	1		3
ENG608 Sociolinguistics & Literacy Learning*	1		3
Spring Semester Two (6 credits)			
ED627 TESOL Practicum K-12*	3,4,5		6
Core Course Prerequisites			
To qualify for this program, candidates must have a graduate degree.			

Other Narrative Background Since Licensure Approval

There have been no changes to the curriculum. We are launching the program this summer.

Learning Outcomes - L.O. (Candidates are knowledgeable of content. This will be assessed through Praxis Subject Assessment and edTPA.

1. Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners. This will be assessed through a capstone project and edTPA.
2. Candidates will demonstrate the ability to use relevant pedagogical skills and knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals. This will be assessed through the teacher work sample, practicum portfolio, and practicum clinical observation.
3. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers educational professionals, and other community members to meet the needs of all learners. This will be assessed through the teacher work sample, practicum portfolio, and practicum clinical observation.
4. Candidates will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards. This will be assessed through the CAEP Advanced Programs Disposition Instrument, practicum portfolio, and the practicum clinical observation.

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

² Learning Outcome

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

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

There are no changes from our initial proposal. We are recruiting the first class now.

The program is cohort-based with the goal of 15 part-time graduate students entering in the spring. The program will take 18 months to complete and would not require new faculty hires. Analysis of the cost-effectiveness of this program indicates that it more than covers expenses in year one, and will generate approximately \$96,000 in revenue by year three.

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)		\$82,605		\$162,461		\$167,335
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Actual Program Revenue						
Projected Revenue (at Licensing)		\$82,605		\$162,461		\$167,335
Difference: Actual - Projected						

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)		\$14,742		\$15,185		\$15,640
Faculty (Full-time, total for program)		\$15,862		\$16,338		\$16,828
Faculty (Part-time, total for program)		\$14,526		\$37,690		\$38,820
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		\$45,130		\$69,213		\$71,288

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a Master of Arts in Teaching licensed program at Western Connecticut State University.

A True Copy:

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

ITEM

Accreditation of a Master of Arts in Teaching licensed program at Western Connecticut State University

BACKGROUNDSummary

The referenced program was approved by the Board of Regents. The program was also approved by the Connecticut State Department of Education for licensure. The program is cohort-based with a planned enrollment of 15 part-time graduate students Fall 2018. The program will take 18 months to complete.

Rationale

Licensure of a new program is normally granted by the Board for a three-year period and institutions are expected to seek accreditation by the Board in a timely fashion prior to the expected date of the program's first graduation. Given the short time to completion, accreditation of the new degree program is sought at this time.

Resources

There are no changes in the projected program revenue and program expenditures.

RECOMMENDATION

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

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION*

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: March 2, 2018
Most Recent NEASC Institutional Accreditation Action and Date: NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13; Letter to be reaccredited (06/04/14)	
Program Characteristics Name of Program: Master of Arts in Teaching (MAT): Secondary Education (Biology, Chemistry, Earth Science, General Science, English, Mathematics, Social Studies, Spanish) Degree: Title of Award (e.g. Master of Arts) Master of Arts in Teaching Certificate: (specify type and level) Initial Certificate Secondary Education: Biology, Chemistry, Earth Science, General Science, English, Mathematics, Social Studies, Spanish/Cross-endorsement in TESOL Date of Program Initiation: Fall 2018 Anticipated Date of First Graduation: Spring 2020 Modality of Program: On ground Online <u>X Combined</u> If "Combined", % of fully online courses? 40% online Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 45	Program Credit Distribution # Cr in Program Core Courses: 39 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements* (include internship, etc.): 6 Total # Cr in the Program (sum of all #Cr above): 45 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
CIP Code No. 13.1206 Title of CIP Code Teacher Education Multiple Levels OHE# 13.1206	
Institution's Unit Offering the Program: School of Professional Studies	
Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP Spring 2021 If program prepares graduates eligibility to state/professional license, please identify: Secondary Education: Biology, Chemistry, Earth Science, General Science, English, Mathematics, Social Studies, Spanish, and Teaching English to Speakers of Other Languages (TESOL) 	
Institutional Contact for this Proposal: Dr. Catherine O'Callaghan	Title: Chair of E & EPY Department Tel.: 203-837-8510 e-mail: ocallaghanc@wcsu.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: 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: degrees cannot be conferred for licensed only program**

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline

The 45-credit MAT program is a collaborative endeavor with the Danbury School District. Due to the rising number of English Language Learners in the region of the state served by WCSU, the MAT program requires students from all content specialties to focus on techniques for supporting ELLs. A key component of this focus is to link the discipline-specific academic language to teaching strategies and plans for ELL students. This is a best practice and meets staffing needs in the region.

In addition the MAT program includes certifications in several areas in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2015-2016) include Mathematics, Grades 7-12; Science, Grades 7-12; and Spanish, Grades 7-12. Candidates who complete the MAT program with its specialization in second language learners for teachers of Grades 7-12 are competitive candidates for new positions. Those who opt to stay for the TESOL cross-endorsement will have an even greater competitive advantage and help to fill a regional need.

Admission requirements are a bachelor's degree in the content area (Biology, Chemistry, Earth Science, English, Mathematics, Social Studies, or Spanish) with a cumulative GPA of 3.0. Candidates must also pass the Praxis Content Subject Test in their discipline to enter the program. Candidates in the program complete fieldwork throughout the program leading to student teaching in the final semester.

Curricular and Other Program Changes.

There have been no substantive changes at this time in curriculum, admission and/or completion requirements, program administration, faculty, or resources because we are launching the program this year. Minor revisions to field hours were made as a result of the Connecticut State Department of Education's (CSDE) input.

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

The Master of Arts in Teaching (MAT): Secondary Education (*Biology, Chemistry, Earth Science, General Science, English, Mathematics, Social Studies, and Spanish*) is a re-imagination of our former program.

While licensure was approved by the BOR and CSDE, we are requesting Accreditation at the start of the program due to the short time to degree completion.

Other Narrative Background to be Considered Since Licensure Approval: The program was approved by the Connecticut State Department of Education for licensure. Changes were made to the fieldwork assignments based on their input, so that students will have more hours in the field.

Enrollment and Credentialing Information

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We are currently recruiting our first cohort. WCSU examines enrollment trends in majors annually and will report them to the BOR as required and as part of our regular program review process.

ACTUAL Enrollment	Fall Term Year 1		Fall Term Year 2		Fall Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
ACTUAL Headcount Enrollment	0	0	0	0	0	0
Fall FTE accounted for by Program Majors						
PROJECTED FTE (at Licensing)						
ACTUAL-PROJECTED	0		0		0	
Size of First Credentialed Group			Date of Award of First Credential			

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Details of Curriculum Changes for a Licensed Program: *No Changes have been made*

Course Number and Name ¹	L.O. # ²	Pre-Requisite	Cr Hrs	Cr Hrs
Program Core Courses				
Summer Year One (15 credits)				
ED507 Research Based Classroom Practice	1		3	
ED593 Standards, Mandates, and Legal Issues	1		3	
ED514 Teaching Reading in Content Areas	2		3	
ED503 Educational Psychology	2		3	
ED622 Approaches and Methods for Teaching Second Language Learners	2		3	
Fall Semester (12 credits)				
EPY509 Exceptional Learners: Children and Adolescents	2		3	
ED530 Curriculum of Secondary School	1		3	
ED5XX Teaching in Secondary Schools	3,4,5		3	
ED619 Theory & Practice in Bilingual Education	1		3	
Spring Semester (9 credits)				
ED502 Secondary Residency with Bimonthly Seminar	3,4,5		6	
ED500 Contemporary Educational Issues	1		3	
Summer Year Two (9 credits)				
ED571 Urban Education Experience	2		3	
ED501 Introduction to Educational Research	1,2		3	
ED592 Capstone project in Education	2,3		3	
Students may exit here.				
Cross-endorsement: TESOL Option (18 addition credits)				
ED624 Second Language Acquisition	1		3	
ENG517 English Grammar	1		3	
ED625 Assessment for Second Language Learners	2		3	
ENG506 History of English Language and Linguistics	1		3	
ED627 TESOL Practicum Grades K-12	3,4,5		6	
Core Course Prerequisites				
<i>The MAT is 45 credits for certification in Biology, Chemistry, Earth Science, General Science, Math, English, Social Studies, and Spanish. Students may opt to continue for cross-endorsement in TESOL for an additional 18 credits. With both endorsements, the total number of credits is 63.</i>				

Other Narrative Background Since Licensure Approval: No changes at this time. Program will launch this summer.

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

1. Candidates are knowledgeable of content. This will be assessed through Praxis Core & Subject Assessment and edTPA.
2. Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners. This will be assessed through a capstone project and edTPA.
3. Candidates will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals. This will be assessed through the teacher work sample, practicum, portfolio, and practicum clinical observations.

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

² Learning Outcome

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4. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers educational professionals, and other community members to meet the needs of all learners. This will be assessed through the teacher work sample, practicum portfolio, and practicum clinical observation.
5. Candidates will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards. This will be assessed through the CAEP Initial Programs Disposition Instrument, practicum portfolio, and the practicum clinical observation.

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

There are no changes to the approved budget. The program will launch this summer.

The program is cohort-based with the goal of 15 part-time graduate students entering in the fall. The program will take 18 months to complete and would not require new faculty hires. Analysis of the cost- effectiveness of this program indicates that it will more than cover the costs of running the program in year 1 and generate additional revenues or nearly \$100,000 in year 3.

Resources and Costs Estimates Form

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)		\$250,359		\$298,064		\$280,355
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Actual Program Revenue						
Projected Revenue (at Licensing)		\$250,359		\$298,064		\$280,355
Difference: Actual - Projected						

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)		\$27,792		\$14,313		\$14,742
Faculty (Full-time, total for program)		\$46,200		\$47,586		\$49,014
Faculty (Part-time, total for program)		\$79,403		\$89,537		\$83,998
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)		\$19,150		\$19,612		\$20,088
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures		\$172,545		\$171,048		\$167,842

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification (designation change) of a degree program – the C SCU Pathway Transfer Degree in Early Childhood Teacher Credential Studies from an Associate of Arts degree to an Associate of Science degree.

A True Copy:

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

ITEM

Modification of the CSCU Pathway Transfer Degree: Early Childhood Teacher Credential Studies from A.A. to A.S.

BACKGROUNDSummary

Although some of the colleges have criteria for assigning A.A. or A.S. designations to programs, currently there are no standard, system-wide criteria. Because at least half of the credits in all CSCU Pathway Transfer Degrees meet general education requirements, they have been designated as A.A. degrees. Existing Early Childhood Teacher Credential Studies programs, which are credentialed by the Connecticut Office of Early Childhood, are designated as A.S. degrees. Changing the designation of the CSCU Pathways Transfer Degree: Early Childhood Teacher Credential Studies establishes consistency.

Rationale

The change to A.S. designation will help to avoid confusion among students, faculty, and staff and ensure consistency in the designation for state credentialing of the program.

Resources

No resources are required for this change.

RECOMMENDATION

The System's Provost and Senior Vice President for Academic and Student Affairs recommends that the Board of Regents approve this program modification.

4/27/2018 – BOR Academic & Student Affairs Committee
5/10/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an American Studies Civic Leadership program leading to a Bachelor of Arts degree at Southern Connecticut State University for a period of three years.

A True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Arts degree in American Studies Civic Leadership at Southern Connecticut State University

BACKGROUNDSummary

The referenced program will bring together two areas of study, the liberal arts focus of American Studies and the more applied emphasis of Civic Leadership to develop these traits in students. The program will prepare broadly-trained, ethically-grounded leaders needed to serve the state's rapidly globalizing communities in the 21st century. The program will combine liberal arts' content knowledge and critical thinking skills with civic leadership training and community internship opportunities.

Rationale

Five new courses will be created for the proposed program which will prepare students in very practical ways to become leaders in a wide variety of fields. No similar program exist within the CSCU System; and it is also instructive to note that reasonable pathways for community college transfers to the program are available via TAP agreements with the interdisciplinary departments collaborating for the program's implementation.

Resources

Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program.

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 Student Affairs concurs with this recommendation.

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: March 2, 2018	
Most Recent NEASC Institutional Accreditation Action and Date: 5 th Year Interim Report accepted Feb 2017		
Program Characteristics Name of Program: American Studies Civic Leadership Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts Anticipated Program Initiation Date: Fall 2019 Anticipated Date of First Graduation: Spring 2023 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 12 # Cr of Free Electives: 39-42 # Cr Special Requirements (include internship, etc.): 6 #Cr general education program: 42-45 Total # Cr in the Program (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120	
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) 05.0102 Title of CIP Code American/United States Studies/Civilization		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A 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: School of Arts and Sciences, Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A If program prepares graduates eligibility to state/professional license, please identify: N/A (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5053 e-mail: prezantr1@southernct.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:
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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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Southern Connecticut State University's proposed American Studies Civic Leadership program (ASCL) is designed to fulfill the institution's mission to instill in our students the value of the liberal arts as a foundation for professional development. In alignment with this mission, it will prepare the broadly-trained, ethically-grounded leaders needed to serve Connecticut's rapidly globalizing communities in the 21st century by combining content knowledge and critical thinking skills from the liberal arts with civic leadership training and community internship opportunities. This program fits in well with Southern's mission for social justice and is in line with the AAC&U's 2018-2022 Strategic Plan with its commitment to access, educating students for democracy, and preparing them to be global citizens.

The ASCL program will bring together two areas of study, American Studies and Civic Leadership, in order to enhance majors' liberal arts training and prepare them professionally. American Studies is an inter-disciplinary grounding in the histories, cultures, and politics of North, Central, and South America. This inter-disciplinary approach provides students with an understanding of the social, economic, political, civic, and historic contexts in which they will work and lead in the 21st century. In addition, it develops key analytical and communication skills that a quality liberal arts education affords in order to enhance graduates' effectiveness in the workforce. The American Studies core will be primarily delivered by faculty in the History, English, and Political Science departments, in collaboration with faculty in other relevant programs.

Civic Leadership programs provide professional development for capable leaders who will serve in governmental and non-profit sectors. The approach is grounded in the discipline of political science and emphasizes practical problem solving and experiential learning. The ASCL program prepares leaders who are committed to Southern's mission of social justice and working for the public good. The design of the program was informed by the theory of transformational leadership, which originated in the field of political science: "Transformational leaders help members grow and develop into leaders by responding to individual members' needs by empowering them and by aligning the objectives and goals of the individual members, the leader, the group and the larger organization." (Bass & Ruggio 2006, 3).

There are a number of approaches to leadership training (see bibliography). From the perspective of American Studies, leadership is seen as a process that is augmented by a liberal arts foundation. This approach views leadership as a transdisciplinary field, much like environmental studies or women's studies. Leadership scholar Thomas Cronin argues that the key requirement to integrating the study of leadership into coursework is not academic expertise, but sensitivity to current issues and a willingness to explore how an individual discipline can contribute to the process. Cronin identifies the following as important leadership traits:

- Listening: Listening to lead requires that both the content and context of what is said be understood in a way that both respects and empowers the speaker.
- Speaking & Debating: Leaders need to be able to present and defend their ideas in front of people.
- Writing: Effective writing promotes clarity of thought, shared values, and can be inspirational.
- Community-building: Leadership builds and sustains community
- Negotiating: Leadership needs to understand how to reconcile interests both inside and outside a community, group, or organization.
- Social and Emotional Self-Efficacy: Leaders must know their own strengths, weaknesses, prejudices, and motivations, and also be able to recognize those of others.
- Creativity: Leaders demonstrate an understanding of creativity, recruit creative people, and create a climate of openness that encourages risk taking, flexibility and innovative thinking.

The proposed BA in American Studies Civic Leadership integrates the liberal arts focus of American Studies with the more applied emphasis of Civic Leadership to develop these traits in students. The ASCL program has a nine-course core, including five that were created specifically for the new program. The four pre-existing core courses (HIS 110/HIS 111 US History, PSC

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Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

260 US Government, ENG 307 Literary Analysis, and Professional Writing, e.g. ENG 316 Writing for Business and Industry) will provide the foundation of content knowledge and help refine listening, speaking, and writing skills in preparation for their ASCL internship. Students who think that a more traditional course on leadership would be beneficial have the option of taking PSC 350—Public Leadership—to as part of their self-designed area of focus.

The five new courses created for the ASCL program (ACL 200 Civic Leadership in American Society, ACL 230 Creative Problem Solving, ACL 390 American Studies Civic Leadership Symposium, ACL 497 Internship in American Studies Civic Leadership and ACL 490 American Studies Civic Leadership Capstone) will further develop the skills that are essential to good leadership and provide the leadership training for life after graduation:

- ACL 200 will incorporate principles and theories of leadership and offer case studies within the context of American Studies with a special focus on their ethical implications. This course will develop the foundational skills of listening, speaking, debating, community-building, and negotiating. In addition, students will be introduced to the process of civic leadership as they plan and implement a group civic action project. Students will also be introduced to IBM Watson Analytics as a tool for use to assess problems and evaluate solutions.
- ACL 230 will help develop creative thinking that will include developing negotiating and community building skills while assisting students in learning to identify social and emotional strengths and weaknesses in themselves and others. Their understanding of problem solving techniques will serve as a basis of the development of their subsequent policy plan, described next.
- ACL 390, 497, and 490 are a sequence that forms the heart of the proposal. Sequentially they will support students as they identify an organization in which to apply the principles of leadership learned in the previous courses. Students will:
 - Identify a public issue of personal concern;
 - Articulate different approaches to solving that issue;
 - Connect with an organization dealing with that issue and work as an intern;
 - Develop a proposal in conjunction with that organization;
 - Implement and evaluate the plan, assessing its ethical implications.

Before beginning this sequence, students will be required to earn an IBM Watson Analytics badge, so that they will be able to use it in their internship and during the development, implementation, and evaluation of their plan. The inclusion of an assessment of ethics in the evaluation of the plan will compel students to examine their own values and reflect on their own strengths and weaknesses as individuals and as leaders.

The Civic Leadership training in the ASCL core courses will be grounded in the principles of leadership as examined and modeled in the discipline of political science, emphasizing the following in preparing students for government, non-profit and other public sector leadership internship experiences:

- Understanding political, cultural, historical, economic and civic dimensions of societal challenges
- Understanding the successes and weaknesses of democracies in the Americas
- Understanding the role of ethics in effective leadership in democratic societies and pursuing social justice.
- Understanding of the relationship between economic and political systems
- Developing the interpersonal, writing, and speaking skills necessary to work in diverse contexts

In addition to these nine core courses, students will also complete a four course (12-credit) American Studies concentration constructed in consultation with the ASCL program director. Concentrations will draw on courses from at least three departments and will be designed to further develop student's expertise in a particular region of the Americas and/or on a particular issue of societal concern for the Americas that will require effective leadership in the 21st century. Four sample concentrations follow the Curriculum section of this proposal. The first is constructed around the theme of Immigration (see Example 1); The second is constructed around the theme of Latin American Issues, Cultures, and Politics (see Example 2); The third is constructed around the theme of Native American issues (see Example 3); The fourth is constructed around the theme of Management (see Example 4).

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Many students in the ASCL program will also be able to complete an additional 6 course/18 credit minor as part of their bachelor's degree. Students will be strongly encouraged to complement their ASCL program coursework with an existing SCSU minor to further enhance either their content knowledge (e.g. economics, environmental studies, ethnic studies, global studies, history, Latin American and Caribbean Studies, philosophy, public health, religious studies, social science and medicine, women's studies) or their skills (e.g. organizational communication, professional writing, leadership development, management, Spanish).

Though most graduates of SCSU will work in the United States, they will do so in a global market and economy. The American Studies Civic Leadership program will provide students with an interdisciplinary foundation that emphasizes the American experience but also offers the possibility for cross-cultural experiences involving other peoples in the Americas and around the globe. The Liberal Arts approach of American Studies allows students to draw from the expertise of multiple departments providing a variety and flexibility of perspectives and methodologies that will prepare students for leadership in a constantly changing world and the global economy they will encounter after graduation. These students will have an enhanced grounding in the liberal arts combined with leadership training that has a theoretical base in addition to a rich application in real world settings.

The American Studies Civic Leadership program advances Southern's mission to provide exemplary education in the liberal arts and professional disciplines, sustaining Southern's core values of intentional diversity, academic excellence, access, social justice, and service for the public good. The ASCL program supports Southern's role as a regional comprehensive university designed to provide access and opportunity for the residents of New Haven County and beyond. Because this program incorporates student designed research to public internships, it emphasizes practical problem solving and experiential learning. This will enhance the student-centered focus of SCSU and instill in our students the value of the liberal arts and sciences as a foundation for professional development, life-long learning, and exemplary leadership.

By blending tradition and innovation, the mission of Southern is "to empower every undergraduate and graduate student with the knowledge, skills and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society." The American Studies Civic Leadership program will contribute to this mission by educating future leaders of the region and state through its innovative combination of classroom and service learning opportunities. Like other programs at SCSU, students in the American Studies Civic Leadership program will receive exemplary professional training and be inspired by the research, scholarship, and creative activity of our teacher-scholars. Students will develop the broadly applicable liberal arts leadership skills under the tutelage of faculty in English, History, and Political Science, supplemented by other faculty in the School of Arts and Sciences. The more specific civic leadership training will be conducted by faculty in Political Science, augmented by the mentoring of intern supervisors. Students will gain critical reading, writing, and problem-solving skills, as well as the knowledge of historical and social contexts that inform their lives. As applied through the experiential component of the program, this training will prepare students in very practical ways to become leaders in a wide variety of fields. The American Studies Civic Leadership is designed to help students acquire transferrable skills and critical knowledge that will enable them to become flexible and adaptive leaders in the complex, global world they will help create.

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*)

The learning objectives are aligned with the skills that employers identify as most important in the workforce, as determined by a survey of employers conducted by the Association of American Colleges and Universities (AACU). The following table lists the six skills employers deem as most important and shows how those skills align with our learning objectives. The third column identifies the percentage of employers who rate each skill as highly important; the fourth, the percentage who report graduates being well prepared. The skills that employers identify as most important are the same skills they find lacking in college graduates. We address this gap by focusing our program on developing these crucial skills in students so that employers will find them well prepared professionally.

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Most important Skills	Program Learning Outcomes	Percent of Employers Rating Skill as Very Important	Percent of Employers Reporting Graduates Well Prepared in Skill
The ability to effectively communicate orally	1, 2	85%	27%
The ability to work effectively with others in teams	4	83%	37%
The ability to effectively communicate in writing	1, 3	82%	27%
Ethical judgment and decision-making	6	81%	30%
Critical thinking and analytical reasoning skills	5	81%	25%
The ability to apply knowledge and skills to real-world settings	7	80%	23%

In addition to focusing on the skills that employers value, but find lacking in college graduates, the applied components of the ASCL program are aligned with the features that employers say will make them more likely to hire a student:

Internship/apprenticeship with company/organization	94%
Project demonstrating research, problem-solving skills	87%
Multiple courses involving significant writing	81%
Service-learning project with community organizations	69%

(Data from the AACU report "It Takes More than a Major: Employer Priorities for College Learning and Student Success"
<https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary>)

The following examples of employment come from the Occupational Outlook Handbook:

Social and Community services manager

<https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

Editors

<https://www.bls.gov/ooh/media-and-communication/technical-writers.htm>

Media and Communication correspondents/analysts

<https://www.bls.gov/ooh/media-and-communication/reporters-correspondents-and-broadcast-news-analysts.htm>

Public relations specialists

<https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm>

Technical writers

<https://www.bls.gov/ooh/media-and-communication/technical-writers.htm>

Writers and authors

<https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm>

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

The American Studies Civic Leadership program draws upon the expertise and creative energy of the faculty in English, History, and Political Science departments. All three departments provide strong liberal arts curricula to the university. In addition, we have created new courses to forge a program that is genuinely innovative. The Political Science Department is already known for its internship program that places students in organizations and agencies in

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APPLICATION FOR NEW PROGRAM APPROVAL

New Haven and around the state, providing rich experience for students as well as productive well-trained workers for the organizations. We leverage this internship program into a 12-credit sequence that walks students through the leadership skills that are valued in the workforce. This begins with a symposium (ACL 390, 3 credits) in which students identify a social problem and evaluate it from an interdisciplinary perspective, specifically American Studies. The sequence continues with the internship (ACL 497, 6 credits) where students work in an organization or agency, for which they develop a capstone proposal. The sequence culminates in a capstone project (ACL 490, 3 credits) where students incorporate the knowledge and skills acquired in the classroom to solve a community problem. New Haven provides an ideal setting with a myriad of possibilities for students possessing the desire to make a difference in their community.

- 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*)

The English, History, and Political Science TAP programs will transfer to the American Studies Civic Leadership program and 60 credits will remain. This provides a reasonable pathway for transfer students who find ASCL an attractive program. For example, HIS 110 and HIS 111 is already built into the TAP agreement because every other CSU offers this course. A similar agreement is in place for PSC 260 US Government. Depending on each student's concentration other transferred courses could be incorporated into the 15 credits of electives within the major.

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

There are no competing or similar programs within the CSCU system. Programs with leadership or American Studies emphases include:

Community College Programs

Asnuntuck CC:

Leadership in Early Childhood Program

Business Leadership Program

Capital CC --No programs

Gateway CC--No programs

Housatonic CC --No programs

Manchester CC :

Leadership Institute

Middlesex CC --No programs

Naugatuck CC--No programs

Northeastern CT CC --No programs

Norwalk CC --No programs

Quinebaug CC --No programs

Three Rivers CC --No programs

Tunxis CC --No programs

Connecticut State University programs

CCSU:

Education Leadership

African American Studies major

American Studies minor

ECSU:

Concentration in American Studies as part of the History major

Paths to Leadership in Stage Management

SCSU:

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APPLICATION FOR NEW PROGRAM APPROVAL

Business
Education Leadership
Recreation and Leisure Studies

WCSU:

Education Leadership
Hancock Leadership Program
American Studies major (combines history and English major)

Distinctions

There are no similar programs within the CSCU system that combine American Studies with a leadership component.

The ASCL program differs from existing leadership programs by:

1. Grounding the program in an enhanced liberal arts training that incorporates the critical thinking and communication skills that employers want to assure an engaged and productive work force
2. Focusing on civic leadership to prepare students for community service
3. Designing an individualized interdisciplinary plan to develop diverse perspectives on the social problems about which students are most interested

The ASCL program differs from existing American Studies programs by:

1. Integrating the four newly designed courses rooted in leadership theory with an emphasis on ethics
2. Incorporating the internship as an applied component
3. Embedding skills crucial to leadership, such as public speaking, advanced writing, collaboration, and problem solving

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.)

Please see attached. The ASCL program utilizes existing teaching capacity in core and supporting departments and requires no new full-time faculty hires to deliver the program. A program coordinator will receive 3 credits of reassigned time per semester to recruit and advise students and develop and manage internship opportunities.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

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

Learning Outcome	Location of Assessment
1. Enhanced ability to understand both the content of written and oral communication as well as its meaning within an organizational context.	ACL 200 Civic Leadership in American Society ACL 230 Creative Problem Solving PSC 260 U.S. Government HIS 110 or 111 United States History 1 & 2 ENG 307 Literary Analysis Professional Writing requirement (e.g. ENG 316 Writing for Business and Industry) ACL 390 American Studies Civic Leadership Symposium ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone
2. Develop the public speaking skills needed to represent and defend their ideas in a persuasive way.	ACL 200 Civic Leadership in American Society PSC 260 U.S. Government ACL 390 American Studies Civic Leadership Symposium ACL 490 American Studies Civic Leadership Capstone
3. Augmented writing skills in order to communicate ideas clearly and professionally.	ACL 200 Civic Leadership in American Society ACL 230 Creative Problem Solving PSC 260 U.S. Government HIS 110 or 111 United States History 1 & 2 ENG 307 Literary Analysis Professional Writing requirement (e.g. ENG 316 Writing for Business and Industry) ACL 390 American Studies Civic Leadership Symposium ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone
4. Develop the interpersonal skills necessary both to work cooperatively and to collaborate in achieving goals.	ACL 200 Civic Leadership in American Society Professional Writing requirement (e.g. ENG 316 Writing for Business and Industry) ACL 230 Creative Problem Solving ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone
5. Cultivate a creative and analytical approach to solving problems.	ACL 230 Creative Problem Solving ACL 390 American Studies Civic Leadership Symposium ACL 490 American Studies Civic Leadership Capstone
6. Examine leadership from the approach of ethical principles and a commitment to public interest.	ACL 200 Civic Leadership in American Society ACL 230 Creative Problem Solving ACL 390 American Studies Civic Leadership Symposium ACL 490 American Studies Civic Leadership Capstone
7. Integrate knowledge of American Studies into an applied examination of a specific organization.	HIS 110 or 111 United States History 1 & 2 ACL 390 American Studies Civic Leadership Symposium ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone

Assessment of student performance will happen at the classroom and the program levels. Students will not be approved for an internship until they have demonstrated that they have both the skills and the demeanor to perform effectively outside the classroom. Southern's University Curriculum Forum (UCF), the faculty body that oversees undergraduate curriculum development and review, reviews and assesses all undergraduate programs on a regular cycle via its Program Review and Assessment Committee (PRAC). The foci of PRAC program reviews are the assessment of student learning, as well as the assessment of other indicators of quality and productivity. Once the ASCL program is approved, it will undergo regular PRAC review.

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

The first program coordinator will be Dr. Tess Marchant-Shapiro (Political Science) who has conducted and published research on leadership and politics. The program coordinator will receive .25 FTE of reassigned time to schedule ASCL courses in coordination with appropriate deans and department chairs and advise students as they create their individual program paths. The coordinator will also coordinate internship opportunities for students. The coordinator position will rotate among tenured faculty in English, History, and Political Science, the core departments delivering the program (see attached list of faculty). Core ASCL faculty include CSCU or SCSU teaching award winners (Dr. Scott Ellis, Dr. Marie McDaniel, Dr. Cindy Stretch), research award winners (Dr. Steve Amerman, Dr. Paul Petrie, Dr. Troy Rondinone) and academic advising award winners (Dr. Marie McDaniel).

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

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

0

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

N/A

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

N/A

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

At the moment, there is no need to employ adjunct faculty. If the program grows to the point where more faculty are needed then any adjunct faculty member would have to have a terminal degree in the appropriate field.

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

No special resources needed. The only new cost will be the release time given to the Director of the program.

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Curriculum

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

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
*ACL 200 Civic Leadership in American Society	1,2,3,4,6	Critical Thinking	3.0	HIS 110 or 111 United States History 1 & 2	1,3,7	3.0
ACL 230 Creative Problem Solving	1,3,4,5,6	3.0		ACL 390 American Studies Civic Leadership Symposium	1,2,3,5,6,7	3.0
PSC 260 U.S. Government	1,2,3	Critical Thinking	3.0			
ENG 307 Literary Analysis	1,3	ENG 112	3.0			
Professional Writing, e.g. ENG 316 Writing for Business & Industry	1,3,4	Varies: ENG 112, or ENG 207	3.0			
*ACL 497 Internship in American Studies Civic Leadership	1,3,4,7	ACL 390	6.0			
*ACL 490 American Studies Civic Leadership Capstone	1,2,3,4,5,6,7	ACL 497	3.0			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	1,3,5,7	12
				See attached examples		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

Program Outline

Core (24 credits)

ACL 200 Civic Leadership in American Society (3 credits)

An introduction to American Studies with leadership as a case; includes methods

LEP Conflict and Consensus (as draw for other students and so course will carry)

***ACL 230 Creative Problem Solving** (3 credits)

To inculcate the problem solving skills that are necessary for leaders to make a difference

Includes ethics (dual listed with PSY 230)

PSC 260 US Government (3 credits)

To provide the framework within which public policy making occurs

ENG 307 Literary Analysis (3 credits)

To teach critical reading skills

Professional Writing (3 credits) Choose one of the following five (5) options:

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

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To enhance the writing skills of students and to prepare them for leadership positions.

ENG 240 — Professional Writing: Theory and Practice

ENG 304 — Technical Writing and Communication

ENG 309 — Rhetorical Strategies in Writing and Communication

ENG 316 — Writing for Business and Industry

REC 390 — Grant Writing

*ACL 497 Internship in American Studies Civic Leadership prerequisite ACL 390 (6 credits)

To apply the academic training to a real leadership situation

*ACL 490 Seminar in American Studies Civic Leadership prerequisite ACL 497(3 credits)

To integrate their knowledge in American Studies into an applied examination of a specific organization.

Concentration (required: 12 credits)

4 courses in a multidisciplinary theme

Must work with Program Director in creating theme

Must include courses from at least 3 departments

See four attached examples

Note LEP (general education) Restrictions

HIS 110 or 111 United States History 1 & 2: Tier 2 American Experience required (3 credits)

To frame studies within the historical context

*ACL 390 American Studies Civic Leadership Symposium: LEP Tier 3 required (3 credits)

To integrate the leadership training with each student's focus within American Studies

Prerequisite ACL 230

Four-year curriculum map EXAMPLE #1

Leadership and American Studies

Sample curriculum map for focus on immigration

Core courses in Red, electives in Green

Freshman Year

Fall	Spring
T1 FY INQ 101: Intellectual and Creative Inquiry (3)	SPA 101: Spanish II (3)
T1 CT ANT 100: Interpreting Cultures (3)	T1 WC ENG 112: Writing Arguments (3)
SPA 100 Spanish I (3)	T1 TF JRN 135: Digital Media Skills (3)
MAT 100: Intermediate Algebra (3)	T1 QR MAT 107: Elementary Statistics (3)
ENG 110: Fundamentals of Academic Writing (3)	T2 SS ACL 200: Civic Leadership in American Society (W) (3)

(30 credits)

Sophomore Year

Fall	Spring
T2 LE GEO 201: Physical Geography (4)	T2 PR ESC 104: Geohazards: The Impact on the Environment (4)
T1 MC SPA 200: Spanish III (3)	T2 MB SOC 265: Self and Society (3)
ACL 230: Creative Problem Solving (3)	T2 CE ENG 217: Introduction to Literature (3)
T2 AE HIS 110 or 111: United States History I or II (3)	T2 TP GEO 100: People, Places, and Environments (3)
T2 GA HIS 128: Modern Latin America (3)	PSC 260: US Government or SPA 210: Spanish IV: Latino America (3)

(32 credits)

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Junior Year

Fall	Spring
T3 ACL 390: American Studies Civic Leadership Symposium (3)	ENG 240: Professional Writing Theory and Practice (W) (3)
ENG 307: Literary Analysis (W) (3)	SOC 203: Social Organizations or SPA 300: Spanish Composition (W) (3)
PSC 325: US Politics and Economic Policy or SPA 210: Spanish IV: Latino America (3)	PSC 314: Urban Politics or SPA 312: Latin-American Civilization (3)
T2 CD COM 228: Capturing, Analyzing, and Presenting Family Stories (3)	HIS 211: History of Criminal Justice in the Americas (3)
Elective or PSC 260: US Government (3)	Elective (3)
(30 credits)	

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
SOC 310: Racial and Ethnic Relations or SPA 312: Culture and Civilization of Puerto Rico (3)	Elective (3)
Elective (3)	Elective (3)
Elective (3)	Elective (3)
	Elective (1)
(28 credits)	

Four-year curriculum map EXAMPLE #2

Leadership and American Studies

Sample curriculum map for focus on Latin American issues (Culture or Politics)

Core courses in **Red**

Focus on Politics **Green**, Culture **Blue**, courses applicable to either **Purple**

Freshman Year

Fall	Spring
T1 FY INQ 101: Intellectual and Creative Inquiry (3)	SPA 101: Spanish II (3)
T1 CT ANT 100: Interpreting Cultures (3)	T1 WC ENG 112: Writing Arguments or T1TF or WLL 108: Technology and Language Learning (3)
SPA 100: Spanish I (3)	T2 AE HIS 110 or 111: United States History I or II (3)
T1 QR or MAT 100 MAT 100: Intermediate Algebra (3)	T2 SS ACL 200: Civic Leadership in American Society (W) (3)
T1 WC English 112: Writing Arguments or T1TF WLL 108: Technology and Language Learning (3)	T2 PR GEO 201: Physical Geography or T2 LE ESC 104: Geohazards: The Impact on the Environment (4) or T1 QR MAT 107: Elementary Statistics (3)
(31 credits)	

Sophomore Year

Fall	Spring
T2 GA HIS 127: Colonial Latin America or HIS 128: Modern Latin America (3)	T2 MB SOC 265: Self and Society or T2 CE ENG 217: Introduction to Literature (3)

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ACL 230: Creative Problem Solving (3)	PSC 260: US Government or ENG 307: Literary Analysis (W) (3)
T1 MC SPA 200: Spanish III (3)	SPA 210: Spanish IV: Latino America (3)
T2 TP GEO 100: People, Places, and Environments (3)	T2 CD COM 228: Capturing, Analyzing, and Presenting Family Stories (3)
T2 PR or T2 LE GEO 201: Physical Geography or T2 LE ESC 104: Geohazards: The Impact on the Environment (4)	Elective (3) or T2 PR GEO 201: Physical Geography or T2 LE ESC 104: Geohazards: The Impact on the Environment (4)

(31 credits)

Junior Year

Fall	Spring
ENG 307: Literary Analysis (W) or PSC 260: US Government (3)	PSC 333: Latin American Security or PSC 317: U.S.-Latin American relations (3)
SPA 210: Spanish IV: Latino America (3)	LIT 382: Contemporary Latin American Literature (3)
PSC 308: Latin American Politics or HIS 372: Major Powers of Latin America (3)	SPA 312: Latin American Civilizations (3)
T3 ACL 390: American Studies Civic Leadership Symposium (3)	ENG 240: Professional Writing Theory and Practice (W)
Elective (3)	SPA 330: Indigenous Cultures of Latin America or SPA 459: Latin American Theater & Performance or ANT 225 Peoples and Cultures of Central and South America (3)

(30 credits)

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
Elective (3)	Electives (3)
Elective (3)	Electives (3)
Electives (3)	Electives (3)
	Electives (1)

(28 credits)

Four-year curriculum map EXAMPLE #3

Leadership and American Studies

Sample curriculum map for focus on Native American issues

Core courses, Red, electives Green

Freshman Year

Fall	Spring
T1FY INQ 101: Intellectual and Creative Inquiry (3)	WLL 101 (3)
T1 CT ANT 100: Interpreting Cultures (3)	T1 WC ENG 112: Writing Arguments (3)
WLL 100 (3)	T1 QR MAT 107: Elementary Statistics (3)
MAT 100: Intermediate Algebra (3)	T1 TF JRN 135: Digital Media Skills (3)
ENG 110: Fundamentals of Academic Writing (3)	T2 SS ACL 200: Civic Leadership in American Society (W) (3)

(30 Credits)

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Sophomore Year

Fall	Spring
T2 PR ESC 205: Principles of Meteorology or T2 LE BIO 101: General Botany (4)	
HIS 257: American Indian History to 1850 (3)	HIS 258: American Indian History to 1850 (3)
T2 AE HIS 110 or 111: United States History I or II (3)	T2 CD ANT 211: Writing Culture: The Art of Ethnographic Writing (3)
T1 WLL (3)	T2 AE ENG 218: American Experience and Literature (3)
ACL 230: Creative Problem Solving (3)	T2 TP GEO 100: People, Places, and Environments (3)

(32 Credits)

Junior Year

Fall	Spring
T2 CE GEO 200: Human Geography (3)	ENG 307: Literary Analysis (W) or ENG 240: Professional Writing Theory and Practice (W) (3)
T3 ACL 390: American Studies Civic Leadership Symposium (3)	T2 GA JST 204: Introduction to Holocaust and Genocide Studies (3)
ANT 321: Indians of North America (3)	PSC 260: US Government (3)
ENG 307: Literary Analysis (W) or ENG 240: Professional Writing Theory and Practice (W) (3)	T2 MB PHI 207 – The Religious Dimension of Human Existence (3)
HIS 358: American Frontiers (3)	Elective (3)

(30 credits)

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
ENG 317: Cross-Cultural Literatures and Contexts or PSC 325: US Politics and Economic Policy (3)	Elective (3)
Elective (3)	Elective (3)
Elective (1)	Elective (3)
	Elective (3)

(28 Credits)

Four-year curriculum map EXAMPLE #4

Leadership and American Studies

Sample curriculum map for focus on management

Core courses in Red, electives in Green

Freshman Year

Fall	Spring
T1 FY INQ 101: Intellectual and Creative Inquiry (3)	WLL 101 (3)
T1CT PSC 150: Thinking about Politics (3)	T1 WC ENG 112: Writing Arguments
WLL 100 (3)	T1 TF JRN 135: Digital Media Skills (3)
MAT 100: Intermediate Algebra (3)	T1 QR MAT 107: Elementary Statistics (3)
ENG 110: Fundamentals of Academic Writing (3)	T2SS ACL 200: Civic Leadership in American Society (W) (3)

30 credits

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Sophomore Year

Fall	Spring
T2 PR PHY 100: Physics through Inquiry or T2 LE CHE 125: Principles and Applications of General, Organic, and Biochemistry (4)	T2 PR PHY 100: Physics through Inquiry or T2 LE CHE 125: Principles and Applications of General, Organic, and Biochemistry (4)
T1 MC WLL 200 (3)	T2 MB PHI 220: Ethics: Know Thyself (3)
ACL 230: Creative Problem Solving (3)	T2 CE CHI 120: World Languages and Literatures (3)
T2 AE HIS 110 or HIS 111 (3)	T2 TP SOC 250: Apocalypse Now? (3)
T2 GA PSC 270: International Relations (3)	PSC 260: US Government or WLL 210 (3)

(32 credits)

Junior Year

Fall	Spring
T3 ACL 390: American Studies Civic Leadership Symposium (3)	ENG 240: Professional Writing Theory and Practice (W) (3)
ENG 307: Literary Analysis (W) (3)	MGT 305: Organizational Behavior
MGT 300: Management and Organizations	Elective (3)
T2 CD MKT 350: Product and Market Planning (3)	Elective (3)
Elective or PSC 260: US Government (3)	Elective (3)

(30 credits)

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
MGT 412: Diagnosing Management Problems or MGT 414: Creativity and Innovation or MGT 415: Developing Team Managerial Skills (3)	MGT 412: Diagnosing Management Problems or MGT 414: Creativity and Innovation or MGT 415: Developing Team Managerial Skills (3)
Elective (3)	Elective (3)
Elective (3)	Elective (3)
	Elective (1)

(28 credits)

***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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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
Theresa Marchant-Shapiro, Associate Professor of Political Science	University of Chicago	American Politics: Elections, Mass Political Behavior, Leadership	PSC Graduate Coordinator
Jonathan Wharton, Assistant Professor of Political Science	Howard University	American Politics: Urban Politics, Public Policy	PSC Intern Coordinator
Patricia Olney, Professor of Political Science	University of Miami	Latin American Politics	
Jonathan O'Hara, Associate Professor of Political Science	University of Southern California	Political Theory	
Kevin Buterbaugh, Professor of Political Science	Washington University	International relations	PSC Department Chair
Jennifer Hopper, Assistant Professor of Political Science	CUNY	Media & Politics, Presidency, Congress	
Patricia Kahlbaugh, Professor of Psychology	Rutgers University	Developmental Psychology	Former Chair, PSY
Stephen Amerman, Professor of History	Arizona State University	American Indian History, Environmental History	
Siobhan Carter-David, Assistant Professor of History	Indiana University	American Cultural History, African American History, Contemporary American History	
Julian Madison, Associate Professor of History	University of Washington	African American History, American Political History	Former AAUP Chapter president
Marie Basile McDaniel, Associate Professor of History	University of California, Davis	Colonial American History, Religious History, Local History	Social Studies Coordinator
Troy Paddock, Professor of History	University of California, Berkeley	Politics and Propaganda	History Chair
Troy Rondinone, Professor of History	University of California, Los Angeles	Labor History, American Political History	Social Studies Coordinator
Jason Smith, Assistant Professor of History	Temple University	Maritime History, History of Science and Technology in the United States	
Carmen Korick, Assistant Professor of History	Yale University	Latin American History, Immigration History,	

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Charles Baraw, Associate Professor of English	Yale University	19th-21st Century American Literature & Culture; Graphic Narratives; Historical Novel/History & Genre	
Corinne E. Blackmer, Professor of English	UCLA	19th-21st Century American Literature; Sexuality & Gender Studies; Judaic Studies	
Scott Ellis, Professor of English	Emory University	Early American Literature; American Indian Literature; Literature & Science	Assistant Chair
Brandon Hutchinson, Associate Professor of English	U Mass Amherst	African American Literature; Contemporary African American Novel; African American women playwrights	
Audrey Kerr, Professor of English	P.h.D. University of Maryland; MAR Religion Yale University	20th Century African American Fiction and Poetry; 20th Century African American Autobiography; [En]Gender[ing] Theory; Harlem in Black Literature, 1919—present; Toni Morrison	
Kalu Ogbaa, Professor of English	University of Texas	African, African American, Post-Colonial Literature	
Paul Petrie, Professor of English	University of Connecticut	19th-21st Century American Literature; Literature & Class	Long-time, former Assistant Chair
Cynthia Stretch, Professor of English	University of Iowa	19th-21st Century American Literature; Literature and Politics; Hemispheric American Literature	
Robert McEachern, Professor of English	University of Louisville	Professional Writing	Former English Department Chair
Jason Lawrence, Professor of English	Utah State University	Professional Writing	

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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)	10						13						17					
Continuing Students progressing to credential			10				10		23				23		40			
Headcount Enrollment			10						23						40			
Total Estimated FTE per Year ¹			10						23						40			
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	46,860		46,860				107,778		107,778				187,440		187,440			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue			93,720						215,556						374,880			
PROJECTED Program Expenditures ³							<div>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.”</div> <div>11 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring</div> <div>2Revenues from all courses students will be taking.</div> <div>3Capital outlay costs, instructional spending for research and services, etc. can be excluded.</div> <div>4If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.</div> <div>5e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</div> <div>6Check 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.</div>											
	First Year	Second Year		Third Year														
Administration (<i>Chair or Coordinator @ .25 FTE + fringe @ 60%</i>) ⁴	42,636		42,636		42,636													
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	10,734		23,892		35,838													
Support Staff (lab or grad assist, tutor)	9,600		9,600		9,600													
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵	4,000		6,000		8,000													
Estimated Indirect Costs (<i>Overhead @ 18%</i>) ⁶	14,516		26,576		41,277													
Total Expenditures per Year	81,486		108,704		137,351													

Addendum to Agenda Item 3.c.i. American Studies Civic Leadership – BA - SCSU

On page 6 of SCSU's Application for New Program Approval (American Studies Civic Leadership), the applicants note that the English Studies Transfer Ticket, the History Studies Transfer Ticket, and the Political Science Studies Transfer Ticket can be received seamlessly into the proposed program. The first attached document (1) illustrates that mapping and, as with other Transfer Tickets, (2) binds the ASCL program to receive them.

**Transfer Pathway and Degree Program
Southern Connecticut State University**

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

American Studies Civic Leadership B.A.

with English Studies Transfer Ticket

There are no additional requirements for admission to this program.

1	Community Colleges			SCSU	
2		Credits			Credits
3	Framework30				
4	General Education Requirements				
5	Competency				
6	Section A				
7	Written I	English 101	3	First Year Experience	3
8	Written II	ACC, CCC, HCC, NWCC, NCC, QVCC, TRCC: ENG 102 Literature and Composition TxCC: ENG 103 Composition II MCC: ENG 110 Introduction to Literature MXCC: ENG 102 Literature and Composition OR ENG 110 Introduction to Literature GCC, NVCC: ENG 102 Literature and Composition OR ENG 200 Advanced Composition	3	Written Communication	3
9	Scientific Reasoning	Gen Ed	3-4	Natural World I-Physical Realm	3-4
10	Scientific Knowledge	Gen Ed	3	Natural World II-Life & Environment	3
11	Quantitative	Gen Ed	3	Quantitative Reasoning	3
12	Historical Knowledge	Gen Ed	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social Structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3

15	Section B				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Technological Fluency	3
18	Framework30 Credits (30-31):				30-31
19	Pathway30				
20	Additional General Education Courses				
21					
22					
23	Additional Gen Ed I: Creativity	3	Creative Drive	3	
24	Additional Gen Ed II: Global Knowledge	3	Global Awareness	3	
25			American Experience: HIS 110 or 111 American History I or II	3	
26			Tier 3 Connections Capstone : ACL 390 (must be taken at SCSU)	3	
27					
28					
29					
30	General Education Credits:	36-37			42-43
31	Major Program Courses				
32			ENG 307 Literary Analysis	3	
33			ACL 200 Civic Leadership in American Society	3	
34			ACL 230 Creative Problem Solving	3	
35			PSC 260 US Government	3	
36			Professional Writing (select one) ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies for Writing and Communication ENG 316 Writing for Business and Industry REC 390 Grant Writing	3	
37			ACL 490 Seminar in American Studies Civic Leadership	3	
38			ACL 497 Internship in ASCL	6	
39					
40			Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12	
41	ENG 231 or ENG 232 Brit Lit 1 or 2	3	received as an encumbered elective (line 46)		

42	World Literature World Literature survey, a Western Literature survey (as long as it doesn't focus on British or American literature), an International Literature survey, or a non-Western Literature survey.	3	received as an encumbered elective (line 46)	
43	American Lit 1 or 2 (ENG 221 or 222)# [#Must be coordinated with Brit Lit 1 and 2: Must take one early and one late, one Brit and one American lit.]	3	received as an encumbered elective (line 46)	
44	Program Course Credits:	9		36
45	Open Electives			
46	<i>Encumbered</i>		Credits from lines 41, 42, 43	9
47	<i>Unrestricted</i>	15		32-33
49	Open Elective credits:	15		41-42
50	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

Credits remaining in the four-year degree

with English Studies Transfer Ticket

American Studies Civic Leadership B.A.

There are no additional requirements for admission to this program.

1	Southern Connecticut State University	
2	Remaining General Education Courses <i>with English Studies Transfer Ticket</i>	
3	Course	Credits
4	American Experience HIS 110 or 111 American History I or II	3
5		
6	Tier 3 Connections Capstone (must be taken at SCSU) ACL 390	3
7	General Education Credits	6
8	Remaining Major Program Courses	
9	Course	Credits
10	ENG 307 Literary Analysis	3
11	ACL 200 Civic Leadership in American Society	3
12	ACL 230 Creative Problem Solving	3
13	PSC 260 US Government	3
14	Professional Writing: choose 1 ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry\ REC 390 Grant Writing	3
15	ACL 490 Seminar in ASCL	3
16	ACL 497 Internship in ASCL	6
17	Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
18		
19		
20		
21	Program Course Credits	36
22	Remaining Open Electives	
23	Courses	Credits
24	Open Elective credits	18
25		
26	Total Credits Remaining for the 4-Year Degree	60

**Transfer Pathway and Degree Program
Southern Connecticut State University**

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

American Studies Civic Leadership B.A.

with History Studies Transfer Ticket

There are no additional requirements for admission to this program.

1	Community Colleges			SCSU	
2		Credits			Credits
3	General Education Requirements				
4	Framework30				
5	Competency:				
6	Section A				
7	Written I	English 101	3	FYE	3
8	Written II	Gen Ed	3	Written Communication	3
9	Scientific Reasoning	Gen Ed	3-4	Natural World 1 – Physical Realm	3-4
10	Scientific Knowledge	Gen Ed	3	Natural World II – Life and Environment	3
11	Quantitative	Gen Ed	3	Quantitative Reasoning	3
12	Historical Knowledge	Any Gen Ed History except US History I and US History II	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	Section B				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	Framework30 Credits (30-31):				
19	Additional General Education Courses				
20	Additional General Education I: Creativity		3	Creative Drive	3
21	Additional General Education II: Global Knowledge		3	Global Awareness	3
22	HIS 201 U.S. History I		3	American Experience HIS 110 US History I	3
23					
24					
25	Must be taken at SCSU:				
26				Tier 3 Connections Capstone ACL 390	3
27	General Education Credits:		39-40		42-43
28					
29	Major Program Requirements				

30	HIS 202 U.S. History II	3	Received as an encumbered elective (see line 42)	
31	Students may complete up to 12 additional credits at the community college that count as major courses.	(0-12)	Received as an encumbered elective	
32			ACL 200 Civic Leadership in American Society	3
33			ACL 230 Creative Problem Solving	3
34			PSC 260 US Government	3
35			ENG 370 Literary Analysis	3
36			Professional Writing (select one) ENG 240 Professional Writing ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry REC 390 Grant Writing	3
37			ACL 497 Internship in ASCL	6
38			ACL 490 Seminar in ASCL	3
39			Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
40	Program Course Credits:	3-15		36
41	Open Electives			
42	<i>Encumbered</i>		Credits from line 30	3
43	<i>Unrestricted</i>	6-18		38-39
44	Open Elective credits:	6-18		41-42
45	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

Credits remaining in the four-year degree

with History Studies Transfer Ticket

American Studies Civic Leadership B.A.

There are no additional requirements for admission to this program.

1	Southern Connecticut State University	
2	Remaining General Education Courses	
3	Course	Credits
4		
5		
6		
7	Must be taken at SCSU:	
8	Tier 3 Connections Capstone ACL 390	3
9		
10	General Education Credits	3
11	Remaining Major Program Requirements	
12	Course	Credits
13	ACL 200 Civic Leadership in American Society	3
14	ACL 230 Creative Problem Solving	3
15	PSC 260 US Government	3
16	ENG 307 Literary Analysis	3
17	Professional Writing: choose 1 ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry\ REC 390 Grant Writing	3
18	ACL 490 Seminar in ASCL	3
19	ACL 497 Internship in ASCL	6
20	Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
21	Program Course Credits	36
22	Remaining Open Electives	
23	Courses	Credits
24		
25	Open Elective credits	21
26	Total Credits Remaining for the 4-Year Degree	60

**Transfer Pathway and Degree Program
Southern Connecticut State University**

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

American Studies Civic Leadership B.A.

with Political Science Studies Transfer Ticket

There are no additional requirements for admission to this program.

1	Community Colleges:			SCSU	
2		Credits		Credits	
3	Framework30				
4	General Education Requirements				
5	Competency:				
6	Section A				
7	Written I	English 101	3	FYE	3
8	Written II	Gen Ed	3	Written Communication	3
9	Scientific Reasoning	Gen Ed	3-4	Natural World 1 – Physical Realm	3-4
10	Scientific Knowledge	Gen Ed	3-4	Natural World II – Life and Environment	3-4
11	Quantitative	Gen Ed	3	Quantitative Reasoning	3
12	Historical Knowledge	Gen Ed	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	Section B				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	Framework30 Credits		30-31		30-31
19	Pathway30				
20	Additional General Education Courses				
21	Additional Gen Ed I: Creativity		3	Creative Drive	3
22	Additional Gen Ed II: Global Knowledge		3	Global Awareness	3
23					
24				America Experience HIST 110 or 111 US History I or II	3
25					
26				Must be taken at SCSU:	
27				Capstone Seminar ACL 390	3
28	General Education Credits:		36-37		42-43
29	Major Program Courses				
30	POL 111 American Government		3	PSC 260 U.S. Government	3

31			ACL 200 Civic Leadership in American Society	3
32			ACL 230 Creative Problem Solving	3
33			ENG 307 Literary Analysis	3
34				
35			Professional Writing (select one) ENG 240 Professional Writing ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry REC 390 Grant Writing	3
36			ACL 497 Internship in ASCL	6
37			ACL 490 Seminar in ASCL	3
38			Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
39	2 courses in Political Science	6	Received as encumbered electives (see line 42)	
40	Program Course Credits:	9		36
41	Open Electives			
42	<i>Encumbered</i>		Credits from line 39	6
43	<i>Unrestricted</i>	6-18		29-30
44	Open Elective credits:	6-18		35-36
45	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120-121

Credits remaining in the four-year degree

with Political Science Studies Transfer Ticket

American Studies Civic Leadership B.A.

There are no additional requirements for admission to this program.

1	Southern Connecticut State University	
2	Remaining General Education Courses	
3	Course	Credits
4	<i>Select one of the following two areas:</i>	
5	American Experience HIS 110 or 111 American History I or II	3
6		
7		
8	Must be taken at SCSU:	
9	Capstone Seminar ACL 390	3
10	General Education Credits	6
11	Remaining Major Program Requirements	
12	Course	Credits
13	ACL 200 Civic Leadership in American Society	3
14	ACL 230 Creative Problem Solving	3
15	ENG 307 Literary Analysis	3
16	Professional Writing: choose 1 ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry\ REC 390 Grant Writing	3
17	ACL 490 Seminar in ASCL	3
18	ACL 497 Internship in ASCL	6
19	Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
20		
21		
22	Program Course Credits	33
23	Remaining Open Electives	
24	Courses	Credits
25	Open Elective credits	20-21
26		
27	Total Credits Remaining for the 4-Year Degree	60

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Industrial Design program leading to an Associate in Art degree at Housatonic Community College for a period of three years.

A True Copy:

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

ITEM

Establishment of a new Industrial Design program leading to an Associate in Art degree at Housatonic Community College

BACKGROUNDSummary

The Industrial Design Program is a combination of design and technology. This program provides a path for students who want to plan, design, and construct models, products, and systems that optimize form and function, value, and appearance for the benefit of the user and manufacturer. Industrial designers improve current designs and create new designs.

Rationale

The Bureau of Labor and Statistics publishes an Occupational Outlook Handbook online that states the number of jobs in Industrial Design in 2014 is 38,400. From 2014-2024 there will be a 2% growth in jobs each year. The median pay as of May 2015 is \$32.28 per hour with no related occupational work experience. The Occupational Handbook states that the consumer demand for new products and styles should sustain the demand for industrial designers.

Resources

Housatonic Community College has the instructors, software, and resources to start this program without additional funds. No new faculty are required, 50% of the program courses will be taught by current full-time instructors from the Computer Science, Manufacturing, Engineering, and Design Departments. No additional facilities are required.

Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program.

RECOMMENDATION

Following a 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.

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution:	Date of Submission to BOR Office:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Industrial Design Degree: Title of Award (e.g. Master of Arts) Associate in Art Certificate: (specify type and level) NA Anticipated Program Initiation Date: August 2018 Anticipated Date of First Graduation: May 2020 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):	Program Credit Distribution # Cr in Program Core Courses: 40 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 40 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61 - 62	
Please complete the Original and Proposed Program Listing appended to this document		
General Education Requirement and Transfer & Articulation Plan (TAP): Will this program be a part of the CSCU Transfer & Articulation Program (formerly TAP)? Yes ___ No <u>x</u> ___ If so, has this program been endorsed by the General Education Subcommittee as meeting the CSCU general education competencies? Yes ___ No ___ Has this program been endorsed by the General Education Subcommittee as meeting the HCC General Education Requirements effective Fall 2017? Yes <u>x</u> ___ No _____ <div style="display: flex; justify-content: space-between;"> Printed Name of Gen Ed Chairperson Signature of Gen Ed Chairperson Date </div>		
Type of Approval Action Being Sought: x Licensure OR Licensure and Accreditation Suggested CIP Code No. (optional) 50.0799 Title of CIP Code Fine Arts and Art Studies, Other		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Business and Humanities at Housatonic Community College, Bridgeport. CT.		
Other Program Accreditation: <ul style="list-style-type: none"> 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: John Favret	Title: Program Coord.	Tel.: 203-332-5116 e-mail: jfavret@housatonic.edu

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Housatonic Community College (HCC), through a collaborative, learner-centered, technology-rich, and stimulating educational environment, empowers all individuals to develop to their full potential as lifelong learners. As a knowledgeable and dedicated faculty and staff, we inspire students to contribute responsibly to our dynamic regional and global society.²

The Industrial Design Program is a combination of design and technology. This program provides a path for students who want to plan, design, and construct models, products, and systems that optimize form and function, value, and appearance for the benefit of the user and manufacturer. Following HCC's mission, this program directs students in skills to produce and solve design issues using specialized computer software and computer-aided design (CAD and Solid Works). Industrial designers improve as well as create current and new designs. They often work within multi-disciplinary groups that include management, marketing, design, product control, engineering and manufacturing specialists. The training emphasizes the importance of a balanced cross-department curriculum. With the current skills shortages in the creative, manufacturing and engineering industries, this is a valuable profession for people to study.

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible).* Our world is over-supplied in every sense. One of the ways to succeed and stand out is to have a creative and lateral way of thinking. We are unaware of the 'everyday object' that has been created by people who have an unusual or creative way of thinking: such as the iPod, telephone, and portable drink containers. These objects have created businesses, careers and futures for people that were not imagined before their inception. The study of industrial design encourages students to be inquisitive, creative, original, and critical thinkers. At HCC, we are committed to encouraging and supporting design technology and believe it has a role to play in nurturing the design talent of the future. For Bridgeport and Connecticut to continue to grow job opportunities that demand a combination of technology, business, culture, and design, we must also train students with a firm grounding in problem solving and critical thinking.

As stated by Soren Peterson in the Huffington Post, "CEOs pay designers as much as their top performers in any other functional activity on the organizational chart. The average numbers for the year 2009, based on sixty-six respondents, for industrial designers from the Industrial Design Society of America (over 3,000 members) tell the story for the U.S., depending on region (average salaries):"

Entry-level designers earn between US\$42,000 and US\$52,000

Designers earn between US\$51,400 and US\$74,000³

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?

Industrial Design (ID) is the professional service of creating products and systems that optimize function, value and appearance for the mutual benefit of user and manufacturer. Industrial designers develop products and systems through analysis and synthesis of data guided by the special requirements of their client and manufacturer. They prepare clear and concise recommendations through drawings, models and descriptions. Industrial designers improve as well as create. They often work within multi-disciplinary groups that include management, marketing, engineering and manufacturing specialists.

This program is a design program that incorporates the Computer Science, Manufacturing, Engineering, and Design Departments. Students tend to think about subjects in rigid terms. History is history, computer science is computer science, and art is art. There is no crossover between them. The working world is not as segmented as our division of subject suggests in the community college. In order to provide required industrial design skills for students, HCC is focusing this program to create integrated, cross-curricular instruction between multiple subjects. The advantage of multi-program integration is that

² Housatonic Community College, Mission Statement.

³ The Huffington Post, The Future of Industrial Design, by Soren Peterson, http://www.huffingtonpost.com/soren-petersen/the-future-of-industrial_b_2063009.html. February 18, 2017.

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students will begin to see knowledge as interdependent and connected rather than as individual, isolated subjects. This enables students to achieve higher level critical thinking and collaborative skills that are needed in the workforce. The Industrial Design Program supports students' progressive, scaffolded growth gathered from several disciplines all at HCC.

The curriculum draws instructors, courses and resources from the Manufacturing, Computer Science, Engineering, and Graphic Design Programs. This allows us to share expertise and equipment, thus enhancing the training that students will receive. HCC has a ProBench, Dell Workstations, and two 3-D Projet 260C Printers available for use in the Manufacturing Department. An instructor in Computer Science will teach the 3-D product design course using Solid Works Software. The Art Department will provide training for students to design and develop product concepts, visualize and model products using the latest computer technology in the computer lab. Engineering will teach a CAD course and development of product concepts. The Manufacturing Department will train students to output 3-D models on the Projet Printers.

Housatonic Community College has the instructors, software, and resources to start this program without additional funds.

- This program trains students to use three different 3-D software programs: CAD, Solid Works, and Maya. These three programs are the industrial standard required in current industry. The combination of studio drawing, visual design, and computer aided modeling provides the skills for students to be part of the innovation strategy. Innovation strategy is the interpretation of requirements and goals for a product design and purpose. Design criteria is established at this point and is where designers are the most value and have the most impact. Design criteria is established during initial the product framing. Working at this level of product framing requires a unique education and correct skills that encourage high-level thinking. Industrial Design education merges design and learning to form life-long habits of acquiring, working with and transforming knowledge and product requirements into new ideas or solutions, and development of designs to help people live better lives.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (*Please highlight details in the Quality Assessment portion of this application, as appropriate*) Shintaro Akatsu, School of Design (University of Bridgeport) and the Savannah College of Art and Design. The Shintaro Akatsu, School of Design is within commuting distance of less than two miles from HCC.
- Please indicate what similar programs exist in other institutions within your constituent unit⁴, and how unnecessary duplication is being avoided: Shintaro Akatsu, School of Design has a Bachelor in Industrial Design.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (*Please highlight details in the Quality Assessment portion of this application, as appropriate*) University of Bridgeport, B.S. in Industrial Design.

Please provide a description/analysis of employment prospects for graduates of this proposed program. Employment of an Industrial Designer ranges from positions as a commercial space designer, CAD Drafter, brand manager, product marketer, product designer, design researcher, UX and UI Designer, and junior designer. The Bureau of Labor Statistics in 2012 wrote that a junior designer researches design parameters, generates concepts and mockups, sketches and renders final drawings for presentation, modeling. The UX/UI Designer is a user experience or interface designer. The person designs and models in a digital or physical product touchpoints.

Commercial and industrial manufacturers, retailers, point-of-sale designers, and domestic product manufacturers are typical employers of industrial designers. The related jobs for this training are quality assurance, packaging technologist, and filed trails officer.⁵ Glassdoor lists the salary for Junior Industrial Designer in Hartford as \$51,166. This salary is high and the starting salary in specific companies, such as Little Tikes, is \$35,000 to an hourly wage of \$20 per hour. Glassdoor lists these companies that employ industrial designers: DesignSpring, Fluke Corporation, Optimal design. True Brands, Focus PDM, Samsung, Applied Minds, Fairway Import-Export, Stryker, LPK, APMEX, TricorBraun, DEKA Research and Development, Incase, Juicero, Viewpost, Birdseye, Podium, and Computer Enterprises.⁶

The Bureau of Labor and Statistics publishes an Occupational Outlook Handbook online that states the number of jobs in Industrial Design in 2014 is 38,400. From 2014-2024 there will be a 2% growth in jobs each year. The median pay as of May

⁴ Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut.

⁵ O*NET Online, Summary Report for Commercial and Industrial Designers, <https://www.onetonline.org/link/summary/27-1021.00>. 2016.

⁶ Glassdoor, Salary: Junior Industrial Designer, https://www.glassdoor.com/Salaries/junior-industrial-designer-salary-SRCH_KO0,26.htm, (visited February 20, 2017).

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2015 is \$32.28 per hour with no related occupational work experience. The Occupational Handbook states that the consumer demand for new products and styles should sustain the demand for industrial designers.⁷

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSEcel Pro-Forma Budget). Provided in the attached Executive Summary. There is no additional equipment or faculty required for the program.

⁷ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Industrial Designers, on the Internet at <https://www.bls.gov/ooh/arts-and-design/industrial-designers.htm> (visited February 08, 2017).

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Overall Learning Goal/Principal Learning Outcome for the Program:

Along with core visual, design, creative, technical and analytical skills, students gain a comprehensive understanding of design research methodologies, business principles, materials technologies, modeling for manufacturing.

Specific outcomes for educational competencies:

1: Design Process

Successfully employ the design process to research, conceptualize and generate relevant solutions for design problems. (Critical thinking)

2: Portfolio Presentation

Effectively communicate ideas and concepts into written, visual and digital presentations. (Written Communication)

3: Verbal Presentation

Clearly convey comprehensive and meaningful information about their work and professional career path. (Oral Communication)

4: Research & Development

Systematically conduct research to identify and develop appropriate design strategies. (Information Literacy)

5: Creativity & Innovation

Creatively explore and execute diverse strategies to solve problems with original and relevant design solutions.

6: Technical Aptitude

Strategically apply technical skill, knowledge and craftsmanship to prove feasibility of their concepts. (Quantitative Reasoning)

7: Professionalism

Perform as a professional designer as expressed through knowledge, ethics, skill, participation, teamwork and leadership.

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. Demonstrate ability to identify, analyze, and solve design problems.

Assessment: Portfolio projects appropriately respond to project roughs and comps. Projects are clear, focused, expressive, and communicative solutions to the specific problems.

2. Demonstrate mastery of design tools, techniques, 3-D modeling software, and concepts in design.

Assessment: Projects and portfolios that evidence craftsmanship, adherence to project parameters, appropriate material selection, and modeling techniques.

3. Demonstrate an understanding of the aesthetics of form development and of the history and current state of design.

Assessment: Projects, papers, and presentations for art and art history courses; in studio courses, specific projects that appropriately reference historical precedents and stylistic movements in design.

4. Demonstrate proficiency in selection and use of relevant technologies and computer software in design. Ability to use available technical and industrial processes to sketch, model, and produce a design product. Design and document the process of sketch to modeling to finished process.

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

Assessment: Project and portfolio solutions are made with the appropriate technology or software for the final application. Projects are planned to be feasibly reproducible by industrial/commercial means rather than by hand.

5. Demonstrate an understanding of the cultural and societal connections linking design trends and processes as well as a knowledge of business practices and of the market place.

Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the project.

6. Demonstrate proficiency in presenting work as well as discussing and constructively critiquing the work of others.

Assessment: Active participation in class critiques; clear, thoughtful presentation of students' own projects. The ability to use critical thinking to give, accept, and incorporate feedback.

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

How many new full-time faculty members, if any, will need to be hired for this program? 0

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

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: faculty members to hold at least a master's degree.

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

Projet 3-D Printers (located in the Manufacturing and Computer Science Departments currently) and Dell Workstations (located in the Manufacturing and Computer Science Departments currently) and Macintosh computers with Wacom tablet interface for modeling (located in the Art Department).

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

Curriculum

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

Course Number and Name							L.O. # ⁸	Pre- Requisite	Cr Hrs	Course Number and Name Other Related/Special Requirements	L.O. #	Cr Hrs
Program Core Courses												
ART 101- Art History I	4	ENG 101	3									
ART 102- Art History II	4	ENG 101	3									
ART 103- Art History III	4	ENG 101	3									
ART 109- Color Theory	1,2,3		3									
ART 111- Drawing I	1,2,3		3									
ART 112- Drawing II	1,2,3		3									
ART 121- 2-D Design	1,2,3		3									
GRA 111- Intro Computer Graphics	3	ENG 101	3									
GRA 230- Digital Imaging	3	GRA 111	3									
ART 222- Industrial Design I	3,4,5	GRA 111	3									
GRA 272- 3D Animation: Maya	3,4,5	GRA 111	3									
CAD 110- CAD I	3,4,5		3									
CAD 140- Fund. of Solids Modeling	3,4,5		3									
ART 290- Portfolio Preparation I	1,2,3		1									
Core Course Prerequisites								Elective Courses in the Field				

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

⁸ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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HCC General Education Requirement for all degrees				
General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees				
General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0
++Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.				

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Industrial Design Associates Degree Program

Freshman Year

Gen Ed WRCX	ENG* E101 Composition	3
ART* E101	Art History I	3
ART* E121	Two-Dimensional Design	3
ART* E109	Color Theory	3
Gen Ed AESX	ART* E111 Drawing I	3
Gen Ed WRIX	ENG* E102 Literature & Composition	3
GRA* E111	Introduction to Computer Graphics	3
ART* E222	Industrial Design I	3
Gen Ed QUAX (1)	Choose one course in Quantitative Reasoning	3
Gen Ed SOCX	Choose one course in Social Phenomenon I	3

Sophomore Year

COM* E173	Public Speaking	3
ART* E112	Drawing II	3
ART* E102	Art History II	3
GRA* E230	Digital Imaging I	3
CAD* E110	CAD I	3
Gen Ed SOPX	Choose one course in Social Phenomenon II	3
Gen Ed SCKX	Choose one course in Scientific Knowledge	3 - 4
GRA* 272	3D Animation Maya	3
ART* E103	Art History III	3
CAD* 140	Fundamental of Solids Modeling	3
ART* E290	Portfolio Preparation I	1
	Total Credits:	61 - 62

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Rob Ryder	M. A. , University of Pittsburgh	Engineering	Full-time Instructor
John Sabulis	M.A., Southern Connecticut State University	Computer aided Design and Engineering	Full-time Instructor
Thomas Brenner	M.F.A., Goddard College	Goddard College	Full-time Instructor
John Favret	M.F.A, East Texas State University	Fine Art	Full-time Professor
Andy Pinto	M.A., Fairfield University	Instructional Design and Development	Full-time Professor
Janet Hayes	M.L.A., Wesleyan University	Fine Art	Full-time Instructor

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

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Art and Business Departments

Name of Program/Certificate: Industrial Design

Briefly state the rationale for the program: The study of industrial design encourages students to be inquisitive, creative, critical thinkers, and original. At HCC, we are committed to encouraging and supporting design technology and believe it has a role to play in nurturing the design talent of the future. For Bridgeport and Connecticut to continue to grow job opportunities that demand a combination of technology, business, culture, and design we must also train students with a firm grounding in problem solving and critical thinking.

What is the Program Objective? Provide an introduction to Industrial Design and prepare students for second two years at Bridgeport University.

What are the Program outcomes? Employment of an Industrial Designer ranges from positions as a commercial space designer, CAD Drafter, brand manager, product marketer, product designer, design researcher, UX and UI Designer, and junior designer. (Bureau of Labor Statistics, 2012) A junior designer researches design parameters, generates concepts and mockups, sketches and renders final drawings for presentation, modeling. The UX/UI Designer is a user experience or interface designer. The person designs and models in a digital or physical product touchpoints (points of contact).

Is there a minimum of 15 credits of 200 level courses included in the program (applies to AS/AA programs only)? ☒ Yes ☐ No

Have Curriculum Committee and Senate approved any new courses that are part of this program? ☒ Yes ☐ No _____

Are changes acceptable under the existing articulation agreements? ☒ Yes ☐ No _____

Will there be a change in the total Program/Certificate credits? ☐ Yes ☒ No _____

If Yes, state previous total credit requirement: _____

Credit requirement: _____

ON THE ACCOMPANYING FORM, PLEASE TYPE THE NEW PROGRAM/CERTIFICATE (as you want it to appear in the catalog). INCLUDE ANY NECESSARY FOOTNOTES. PLEASE FOLLOW THE SAMPLE THAT HAS BEEN PROVIDED FOR YOU. DO NOT INCLUDE THE SAMPLE WITH YOUR SUBMITTED FORM.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

APPROVAL

Printed Name of Department Chairperson	Signature of Department Chairperson	Date
Printed Name of Curriculum Committee Chairperson	Signature of Curriculum Committee Chairperson	Date

SAMPLE

PROGRAM/ CERTIFICATE

Course	Title or Description	Credits
Freshman		
Gen Ed WRCX	ENG* E101 Composition	3
Gen Ed QUAX ¹	Choose one course in Quantitative Reasoning	3-4
Gen Ed SOPX	ART* E101 Art History I	3
ART* E121	Two-Dimensional Design	3
Gen Ed AESX	ART* E111 Drawing I	3
Gen Ed WRIX	ENG* 102 or choose one course in Written Communication II	3
ART* E102	Art History II	3
ART*E109	Color Theory	3
ART* E112	Drawing II	3
Gen Ed SOCX	Choose one course in Social Phenomena I	3
Sophomore		
Humanities	Elective	3
ART* E103	Art History III	3
ART (sculpture) ²	Sculpture elective	3
ART* E113	Figure Drawing I	3
Gen Ed SCKX	Choose one course in Scientific Knowledge & Understanding	3-4
ART (painting) ³	Painting Elective	3
Social Science	Elective	3
GRA* E111	Introduction to Computer Graphics	3

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

ART	Elective	3
Open ⁴ or Gen Ed SCRX	Elective or Choose one course in Scientific Reasoning	3-4
ART* E290	Portfolio Preparation	1

Total Credits: 61

1 While any math course numbered higher than 100 meets this requirement, higher level math courses are general required by most 4-year colleges

Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.

2 Choose from ART* E131 or ART* E163

3. Choose from ART* E157, ART* E253 or ART* E155

4 Should be a Scientific Reasoning course with a laboratory to transfer to a Connecticut State University (CSCU Transfer Degree)

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

PROPOSED PROGRAM/ CERTIFICATE		
Course	Title or Description	Credits
Freshman		
Gen Ed WRCX	ENG* E101 Composition	3
ART* E101	Art History I	3
ART* E121	Two-Dimensional Design	3
ART* E109	Color Theory	3
Gen Ed AESX	ART* E111 Drawing I	3
Gen Ed WRIX	ENG* E102 Literature & Composition	3
GRA* E111	Introduction to Computer Graphics	3
ART* E222	Industrial Design I	3
Gen Ed QUAX (1)	Choose one course in Quantitative Reasoning	3
Gen Ed SOCX	Choose one course in Social Phenomenon I	3
Sophomore		
COM* E173	Public Speaking	3
ART* E112	Drawing II	3
ART* E102	Art History II	3
GRA* E230	Digital Imaging I	3
CAD* E110	CAD I	3
Gen Ed SOPX	Choose one course in Social Phenomenon II	3
Gen Ed SCKX	Choose one course in Scientific Knowledge	3 - 4
GRA* 272	3D Animation Maya	3
ART* E103	Art History III	3
CAD* 140	Fundamental of Solids Modeling	3
ART* E290	Portfolio Preparation I	3
Total Credits:		61 - 62
Footnotes:		

Connecticut Board of Regents for Higher Education

Institution

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCE AND EXPENDITURE PROJECTIONS

Proposed Program

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>	2	1	4	2	4	2
New Students <i>(first time matriculating)</i>	3	1	3	3	3	3
Continuing <i>(students progressing to credential)</i>	0	0	3	2	8	6
Headcount Enrollment	5	2	10	7	15	11
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>	\$10,080	\$1,520	\$52,416	\$13,680	\$92,736	\$25,840
Program-Specific Fees <i>(art course lab fee)*</i>	\$7,500	\$1,200	\$13,200	\$4,200	\$17,700	\$6,600
Other Rev.						
Total Annual Program Revenue	\$20,300		\$83,496		\$142,876	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>						
Faculty <i>(Full-time, total for program)</i>	0		1	\$52,128	1	\$52,128
Faculty <i>(Part-time -total for program)</i>	0**	\$0	0	\$0	1 courses (1 PTs)	\$6,591
Support Staff	No Additional	\$0		\$0		\$0
Library Resources Program		\$500		\$515		\$530
Equipment <i>(List as needed)</i>						
Other <i>(e.g. student services)</i>	Consumable supplies	\$250	Consumable supplies	\$250	Consumable supplies	\$500
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>	calculated at \$100 per FTE per year	\$0		\$0		\$0
Total ESTIMATED Expenditures		\$750		\$52,893		\$59,749

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

**** Curriculum development is a one time cost in the first year of the program.

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Curriculum development is a one-time cost in the first year of the program.

*** PTL \$1546/ credit hour plus 68% fringe for a total cost of \$2133/credit hour. The annual inflation adjustment is 3% for salary for total of \$2,197 for Year 3.

** Part-time faculty already teach these courses for existing programs Lab fee for art studio and computer courses is \$300 per course.

Year 1 has 5 courses with a lab fee for full-time students ($\$300 \times 5 \text{ courses} \times 5 \text{ students}$) and 2 courses for part-time students ($\$300 \times 2 \text{ courses} \times 2 \text{ students}$).

Year 2 has 7 new full-time students ($\$300 \times 5 \text{ courses} \times 7 \text{ students} = \$10,500$), and 3 continuing full-time students ($\$300 \times 3 \text{ courses} \times 3 \text{ students} = \$2,700$), 5 new part-time students ($\$300 \times 2 \text{ courses} \times 5 \text{ students} = \$3,000$), and 2 continuing part-time students = ($\$300 \times 2 \text{ courses} \times 2 \text{ students} = \$1,200$).

Year 3 has 7 new full-time students ($\$300 \times 5 \text{ courses} \times 7 \text{ students} = \$10,500$), and 8 continuing full-time students ($\$300 \times 3 \text{ courses} \times 8 \text{ students} = \$7,200$), 5 new part-time students ($\$300 \times 2 \text{ courses} \times 5 \text{ students} = \$3,000$), and 6 continuing part-time students = ($\$300 \times 2 \text{ courses} \times 6 \text{ students} = \$3,600$).

IS

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Cybersecurity program leading to an Associate in Science degree at Quinebaug Valley Community College for a period of three years.

A True Copy:

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

ITEM

Establishment of a new Cybersecurity program leading to an Associate in Science degree at Quinebaug Valley Community College

BACKGROUNDSummary

The proposed program will provide students with the specific skills necessary to achieve those information technology positions related to information and computer security. Graduates will be able to acquire higher earnings and potentially transfer to a four-year degree for further educational and professional advancement.

Rationale

Information security related jobs are in high demand in the state and nationally as well. The state Labor Department reports Information Security Analysts have a projected 16.3% employment growth rate between 2014 and 2024; one of the fastest growing occupations in the state. The program is aligned with two highly sought after industry certifications. Graduates will be proficient in demonstrating the program's learning objectives and in understanding the security technologies necessary to pass both of these certification examinations.

Resources

Enrollment is expected to be high. The institution will eventually hire one full-time faculty member and purchase minimal equipment and software.

RECOMMENDATION

Following a 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 Student Affairs concurs with this recommendation.

04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: November 2016		
Program Characteristics Name of Program: Cybersecurity Degree: Title of Award (e.g. Master of Arts) Associate in Science Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: Spring 2020 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 30 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60	Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 6 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 Total # Cr in the Program (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24	
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below)		
CIP Code No. (optional) 11.1003 Title of CIP Code Computer and Information Systems Security		
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: QVCC Computer Science, Danielson campus		
Other Program Accreditation: <ul style="list-style-type: none"> 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: Alfred Williams	Title: : Dean of Academic Affairs & Student Services Tel.: 860.932.4172 e-mail: awilliams@qvcc.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:
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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.

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APPLICATION FOR NEW PROGRAM APPROVAL

New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Cybersecurity degree strives to reinforce the mission of Quinebaug Valley Community College (Q.V.C.C.) by providing opportunities for students to obtain marketable skills for today's workforce. This proposed degree will specifically provide our students with the skills necessary to achieve those information technology positions that relate to information and computer security. In today's digital realm, almost all businesses, corporations, schools, and local governments rely heavily on information technology. This degree fosters the knowledge and skills needed to assist the student in developing sound security policies for these various organizations by protecting their information technology and information systems.

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)*

Information security related jobs are in high demand, both nationwide and in Connecticut. As of 2016, the Connecticut Department of Labor reports the *Information Security Analysts* as having a 16.3% employment projected growth rate between 2014 and 2024. This makes the *Information Security Analysts* one of the fastest growing occupations in C.T. As reported in Governor Malloy's recent *Connecticut Cybersecurity Strategy* report the National Initiative for Cybersecurity Education (N.I.C.E.) reports that as of March 2017, there were 4,153 unfilled cybersecurity job openings in Connecticut (2017). It is expected that by 2020, 1.5 million jobs in the Cybersecurity field will need to be filled, nationwide. By offering this program, Q.V.C.C. will allow students in this program of study to achieve a higher earning employment potential and encourage those same students to transfer to a four-year degree to future their educational and professional needs. Additionally, and where able, this program aligns with two highly sought after industry certifications, CompTIA's Security+ certification and I.S.C.²'s S.S.C.P. certification. Students graduating from this program will be proficient in understanding the learning objectives and security technologies necessary to pass both of these certification exams.

- 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?

Historically, Q.V.C.C. is known for a very robust and successful computer networking degree program. This led to the creation of a dedicated computer-networking lab with lab resources that are outside of or disconnected from the college's main network infrastructure. Currently, Q.V.C.C.'s Computer Science students work in an unrestricted learning environment where they can explore new technologies, topics and solutions. They can make mistakes, and learn from these mistakes without causing harm to the college's network or to the lab itself. Furthermore, this lab is an ideal environment for information and computer security learning because no additional expensive equipment will need to be purchased. Virtualization software already in use in the networking lab will allow each student to practice computer security labs without compromising the college's information technology systems or network infrastructure. With the existing hardware and networking lab in place, it is a natural progression to expand upon our computer security courses to allow our students to pursue an education in cybersecurity. Located in the northeastern part of the state, Q.V.C.C. is geographically separate from any other community college in the state. Of the two closest neighboring community colleges, neither offers programs addressing this critical workforce need. Transportation to educational institutions that are located farther away is especially difficult for many of our northeastern C.T. students. This makes Q.V.C.C. an ideal location for these remotely located Northeastern students seeking a cybersecurity education.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

- 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)*

Upon creation of this degree, dialogue will be pursued with both Eastern Connecticut State University (E.C.S.U.) and Charter Oak State College (C.O.S.C.) to create a potential pathway for transfer students from Q.V.C.C. into the Cybersecurity Bachelor degree programs at each of these colleges. While designed with transferability to a four-year degree (namely C.O.S.C.) in mind this degree will adequately prepare students for immediate job placement in the cybersecurity field. Every effort will be made to advise students to pursue a higher level educational degree and of the particular general education courses required at their selected four year institution.

While not under the BOR, once approved Q.V.C.C. will apply for designation as a National Security Agency (N.S.A.)/Department of Homeland Security (D.H.S.) National Center of Academic Excellence in Cyber Defense (CAE-CD). The CAE-CD is a jointly sponsored program by the NSA and the DHS that recognizes cybersecurity programs that meet stringent national criteria and map to a core set of cyber defense knowledge curriculum.

- Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
The U.S. Department of Labor Statistics report on *Occupational Employment* shows a steady increase in all IT related jobs from 2012 projected into 2022. Specifically, for the "Information security analysts" a 36.5% increase for available jobs is projected nationally through 2022 and a 16% increase locally. Using Q.V.C.C.'s zip code (06239) and searching locally through national job banks like Monster.com and Indeed.com highlight a significant amount of computer security related jobs within 50 miles. Additionally, this proposed program aims to address the 4,153 unfilled cybersecurity job openings in Connecticut as outlined in the *Connecticut Cybersecurity Strategy* report by the N.I.C.E..

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.)

Program enrollment is expected to be high for numerous reasons. The field of information security is generally considered a popular, rapidly growing and interesting field. Additionally, numerous existing Q.V.C.C. computer science students have expressed interest in taking courses pertaining to cybersecurity. These same students have stated that they would like to earn a primary or second degree in Cybersecurity. Expenses for this proposed degree should be minimal, as existing resources will be utilized to their fullest. The existing computer science lab at Q.V.C.C. has recently been updated with workstations capable of virtualization. A vast majority of assessments for this proposed degree will be performed in a virtual lab environment. Due to the perceived popularity of this degree, one full-time faculty member will most likely need to be hired at a later date to assist with instructing the required core courses.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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)*

Students graduating from this program will be able to:

1. Explain key terms and concepts related to the many layers of information systems security. Assessment methodologies include quizzes, written work, and presentations.
2. Understand the fundamentals of cryptography, steganography, and forensics technologies. Assessment methodologies include quizzes, written work, and presentations.
3. Identify weaknesses and any vulnerabilities associated with a computer system, computer network, or wireless devices. Assessment methodologies include quizzes, written work, presentations.
4. Develop a risk management plan, business impact analysis, business continuity plan, and a disaster recovery plan. Assessment methodologies include quizzes, written work, presentations, and case studies.
5. Identify and explain the vulnerabilities of cryptographic algorithms such as DES, 3DES, and RSA. Assessment methodologies include quizzes, written work, presentations, and case studies.
6. Analyze a network topology and apply security when and where appropriate to the network infrastructure. Assessment methodologies include quizzes, written work, presentations, and case studies.
7. Discuss career opportunities and the skills necessary to increase the likelihood of success in the field of cybersecurity. Skills such as technical skills, various leading industry network certifications, interpersonal communication skills, critical thinking and leadership skills. Assessment methodologies include both presentations and case studies.

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

The Program Coordinator for Q.V.C.C.'s Computer Science department, Chris Parden, will administer this program. He holds a Bachelor's degree in Information Systems Security and is currently in a Master's degree program for Information Technology with a concentration in Digital Forensics. He also has current, industry experience in information and computer security. The 'to be hired' full time faculty member proposed for this degree will be responsible for teaching most of the required core courses for this degree.

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

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

One (1)

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

35%

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

65%

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

Bachelor's degree, with specialized training or industry certifications in Information Systems Security or other computer related security. (Examples: ISC²'s C.I.S.S.P. or higher certification)

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APPLICATION FOR NEW PROGRAM APPROVAL

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)*

Minimal equipment/software will need to be purchased to assist with providing the students the needed hands-on lab exercises. Lab work for this degree will be performed utilizing virtual applications on existing lab computers. However, there will be a one-time need to purchase physical equipment and the occasional need for replacement of expendable supplies. Both the initial equipment and the expendable supplies can and will be absorbed by the Computer Science department's budget.

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
General Education Courses				Other Related/Special Requirements*		
ENG* 101 Composition			3			
ENG* 202 Technical Writing		ENG* 101	3			
COM* 173 Public Speaking			3			
Humanities Elective			3			
Science Elective			3			
Science Elective			3			
Social Science Elective			3			
Social Science Elective			3			
MAT* 137 Intermediate Algebra			3			
Total:			27			
Program Core Courses						
CSC* 124 Prog. Logic & Design w/Python			3			
CST* 130 Network Essentials I			3			
CST* 170 Intro. to Local Area Networks		CST*130	3			
CST* 266 Linux Fundamentals			3			
CST* 275 Information Security			3			
CST* 270 Network Security Fundamentals		CST*275	3			
CST* 263 Computer Forensics & Network Defense		CST*270	3			
CST* 267 Ethical Hack & Network Defense		CST*270	3			
CST* 247 Information Assurance and Risk Management		CST*275	3			
Technical Elective (CSC*, CSA*, CST*, or BBG* 115)			3			
Technical Elective(CSC*, CSA*, or CST*, or BBG* 115)			3			
Total:			33			
Total Program Credits:			60			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						0

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

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

24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")

This cybersecurity program is a 60-credit program that requires a combination of 27 general education credits and 33 program specific credits. . The program specific credits include courses that are existing requirements of other degree programs at Q.V.C.C. These courses are: CSC 124, CST 130, CST 170, CST 226, CST 275 and CST 270. Four new courses, existing in the CSCU system just not at Q.V.C.C, (CST 263, 267 and, 247) will be required for this program. Six credits of technical electives are included to allow the student to explore interested course in the CSC, CSA or CST field. Students will be able to obtain several industry certifications (CompTIA's Security+, and/or ISC² SSCP) upon successful completion of this degree.

***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
Chris Parden, Assistant Professor	American Military University	Information Systems Security; Digital Forensics	Program Coordinator, student advisor
To Be Hired			

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)	10	10	0	0			10	5	0	0			5	5	0	0		
New Students (first time matriculating)	10	10	0	0			10	10	0	0			10	5	0	0		
Continuing Students progressing to credential	0	0	20	20			20	20	40	35			20	55	35	65		
Headcount Enrollment	20	20	20	20			40	35	40	35			35	65	35	65		
Total Estimated FTE per Year ¹	40						75						105					
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	\$21,530	\$10,765	\$43,060	\$21,530			\$64,590	\$26,912	\$86,120	\$37,677			\$64,490	\$64,490	\$75,355	\$69,972		
Tuition from Internal Transfer ²	\$21,530	\$10,765					\$21,530	\$10,765					\$10,765	\$5,382				
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$129,180						\$247,594						\$290,454					
PROJECTED Program Expenditures ³							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 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.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) ⁴																		
Faculty (Full-time, total for program) ⁴					\$72,981													
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					\$72,981													

- 11 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- Revenues from all courses students will be taking.
- Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- 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.
- e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- 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.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of Technology Studies degree options in Machine Technology and Manufacturing Electro-Mechanical Maintenance Technology with certificate offerings at Tunxis Community College as replication of Technology Studies at Asnuntuck Community College.

A True Copy:

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

ITEM

Establishment of a new options in Technology Studies leading to Associate of Science degrees or certificates in either Machine Technology or Manufacturing Electro-Mechanical Maintenance Technology at Tunxis Community College

BACKGROUND**Summary**

The Board of Regents approved a modified application to establish a new program and a new program approval process for the replication of previously approved programs in the College of Technology, affording community colleges rapid response to local industry needs by providing graduates prepared with the necessary knowledge and skills for employment.

Rationale

Tunxis proposes to establish an Advance Manufacturing Technology Center (AMTC) by duplicating the well-established AMTC at Asnuntuck Community College. Initially, Tunxis proposes to expand its existing roster of Technology Studies degree options and certificates by replicating the two referenced Technology Studies degree options and certificates at Asnuntuck. Three other degree options and their certificates within the Asnuntuck AMTC will be considered for replication by the Tunxis AMTC in the near future. Personnel at Asnuntuck will continue to lend their collective expertise to the establishment of the program at its sister institution. The program at Tunxis will also benefit from an existing partnership between the two colleges, resulting from having a single chief executive preside over both campuses. This collaboration has led to significant savings and efficiencies being realized across both campuses and includes the areas of enrollment management, marketing, institutional research and information technology.

Resources

Projected revenue for the proposed programs significantly exceeds projected expenditures for the first three years.

RECOMMENDATION

The System's Provost and Senior Vice President for Academic and Student Affairs recommends that the Board of Regents approve the establishment of these degree options.

04/27/2018 – BOR Academic & Student Affairs Committee
05/10/2018 – Board of Regents

April 16, 2018

Dr. Karen Wosczyzna-Birch
State Director, College of Technology
Connecticut State College and Universities
271 Scott Swamp Road
Farmington, CT 06032

Dear Dr. Wosczyzna-Birch,

As President of Asnuntuck Community College and Interim President of Tunxis Community College, I am requesting approval from the College of Technology (COT) and the Connecticut Board of Regents for Higher Education (BOR) for the implementation of COT programs at Tunxis Community College using the BOR resolution for the expedited replication of COT programs approved on February 1, 2018. These options and certificates were previously approved by the BOR and are currently offered at Asnuntuck Community College. The options and certificates will have a focus on manufacturing technologies and will be offered at the new manufacturing technology center that will open in fall 2018.

The specific COT certificates and options under the Technology Studies Associate Degree that are being requested for approval for implementation at Tunxis Community College are:

Options:

- Technology Studies: Machine Technology Option
- Technology Studies: Manufacturing Electro-Mechanical Maintenance Technology Option

Certificates:

- Advanced Manufacturing Machine Technology
- Manufacturing Electro-Mechanical Maintenance Technology
- Electronics Technology

Sincerely,



James Lombella, Ed.D,
President &
Asnuntuck Community College
170 Elm Street, Enfield, CT 06082
Phone: 860.253.3001

Interim President
Tunxis Community College
271 Scott Swamp Road, Farmington, CT 06032
Phone: 860.773.1700

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

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Technology Studies Degree: Title of Award (e.g. Master of Arts) A.S. Certificate: (specify type and level) Undergraduate Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: Spring 2019 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):	Program Credit Distribution # Cr in Program Core Courses: # Cr of Electives in the Field: # Cr of Free 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:	
Replicated College of Technology Program Characteristics Institution: Asnuntuck Community College Name of Option: Technology Studies: Machine Technology Option, 67 total credits; 34 program core credits Name of Option: Technology Studies: Manufacturing Electro-Mechanical Maintenance Technology Option, 66 credits total, 28 program core credits Name of Certificate: Electronics Technology, 30 credits Name of Certificate: Advanced Manufacturing Machine Technology, 34 credits Name of Certificate: Manufacturing Electro-Mechanical Maintenance Technology, 28 credits		
Type of Approval Action Being Sought: Licensure or X Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) 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: Advanced Manufacturing Technology Center, Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> 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: Amy Feest	Title: Interim Academic Dean	Tel.: 860-773-1631 e-mail: afeest@txcc.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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

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.

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:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

SECTION 3: PROGRAM QUALITY ASSESSMENT

Cost Effectiveness and Availability of Adequate Resources

(Please complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form.)

Cost effectiveness of the Advanced Manufacturing Technology Center (AMTC) programs at Tunxis Community College (TxCC) will be realized in part by sharing administrative and curricular resources with Asnuntuck Community College (ACC). ACC has a well-established AMTC program with personnel who will continue to lend their collective expertise to the establishment of the program at its sister institution. The program at TxCC will also benefit from an existing partnership between the two colleges as resulted from having a single executive preside over both campuses. This collaboration has led to significant savings and efficiencies being realized across both campuses and includes the areas of enrollment management, marketing, institutional research and information technology. For example, specified technical software installations and upgrades as associated with various AMTC programs can be managed and deployed between the two institutions from a single location, thus saving operational, hardware and software, and personnel costs.

TxCC will also work with ACC to replicate funding initiatives sought through the CT Department of Labor and the Manufacturing Innovation Fund as administered by the Department of Economic and Community Development. The institutions will also work together to collectively leverage additional potential grant sources at both the state and federal level.

In addition to equipment being procured by way of existing bonded funding, operational efficiencies realized via centrally located administration will keep direct program expenses relatively low and to a point where they can largely be covered via the collection of tuition and programmatic fees. Any operational deficits will be addressed via the procurement of additional revenue realized through Business and Industry contracts, re-training programs, and other non-credit and/or contracted revenue streams.

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

The program administrator position is being determined and will be hired in early summer 2018. This position will oversee day-to-day operations and will have a faculty background. FTE will be determined based on the to-be-determined level of the new position. Until this position is filled, day-to-day operations will be overseen by TxCC's Interim Academic Dean, Amy Feest.

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?

1

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

50%

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

50%

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

B.S.

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)*

As noted above, manufacturing equipment will be procured by way of existing bonded funding.

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

***Special Requirements** include co-curriculum activities – structured learning activities that complement the formal curriculum – such as internships, innovation activities and community involvement.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 3.

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

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
Greg Szepanski	MSEE from RPI	First Year Engineering Science, Electronics	
TBD	TBD	Manufacturing	Department Chair/Associate Dean

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW *PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM*

PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	P T
Internal Transfer (from other programs)	10	0	0	0	0	0	10	0	0	0	0	0	10	0	0	0	0	0
New Students (first time matriculating)	40	0	0	0	0	0	40	0	0	0	0	0	40	0	00	0	0	0
Continuing Students progressing to credential	0	0	50	0	0	0	50	0	100	0	0	0	100	0	100	0	0	0
Headcount Enrollment	50	0	50	0	0	0	100	0	100	0	0	0	100	0	100	0	0	0
Total Estimated FTE per Year ¹	50						100						100					
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	P T
Tuition ²	\$87,120	0	\$108,900	0	0	0	\$196,020	0	\$217,800	0	0	0	\$196,020	0	\$217,800	0	0	0
Tuition from Internal Transfer ²	\$21,780	0	0	0	0	0	\$21,780	0	0	0	0	0	\$21,780	0	0	0	0	0
Program Specific Fees (lab fees, etc.)	\$23,750	0	\$23,750	0	0	0	\$47,500	0	\$47,500	0	0	0	\$47,500	0	\$47,500	0	0	0
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	\$132,650		\$132,650		0		\$265,300		\$265,300		0		\$265,300		\$265,300		0	
PROJECTED Program Expenditures ³							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 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. 7 Year 1: \$900,000 for machining and metrology; \$525,000 for electro-mechanical lab equipment 8 Years 2 and 3: \$100,000 for each year											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) ⁴	\$125,000		\$125,000		\$125,000													
Faculty (Full-time, total for program) ⁴			\$90,000		\$180,000													
Faculty (Part-time, total for program) ⁴	\$30,000		\$60,000		\$90,000													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)	\$500,000		\$100,000		\$100,000													
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year																		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the 2018 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

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

ITEM

Approval of the 2018 promotions and tenures recommended by the presidents of the Connecticut State Universities

BACKGROUND

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached.


04/27/2018 – BOR Academic & Student Affairs Committee

05/10/2018 – Board of Regents



MEMORANDUM

TO: Mark E. Ojakian, President
Connecticut State Colleges & Universities

FROM: Zulma R. Toro, President 

DATE: April 18, 2018

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2018-19:

To Professor:

Shaun Green, Athletics
Diana Cohen, Political Science
Marianne Fallon, Psychological Science
Lynda Valerie, Literacy, Elementary & Early Childhood Education
Reza Ghodsi, Engineering
Jacob Kovel, Manufacturing & Construction Management
Linda Reeder, Manufacturing & Construction Management
Hassan Shibly, Manufacturing & Construction Management
David Sianez, Technology & Engineering Education
Haoyu Wang, Manufacturing & Construction Management
Thomas Vasko, Engineering

To Associate Professor:

Steven Block, Criminology & Criminal Justice
Rebecca Boncoddio, Psychological Science
Rocio Fuentes, Modern Languages
Andrea June, Psychological Science
Yunliang Meng, Geography
Heather Rodriguez, Sociology
Amy Gagnon, Physical Education & Human Performance
Wangari Gichiru, Educational Leadership, Policy & Instructional Technology
Leona Konieczny, Nursing
Luz Amaya-Bower, Engineering
Alicia Bray, Biology
Sarah Maurer, Chemistry & Biochemistry
Oluyinka Oyewumi, Geological Sciences
Mohammad Rahman, Manufacturing & Construction Management

To Coach I:

Patrick Hall, Athletics

David Kelly, Athletics

To Associate Librarian:

Kristin D'Amato, Library

Renata Vickrey, Library

The following will be granted tenure:

Steven Block, Criminology & Criminal Justice

Rebecca Boncodd, Psychological Science

Ted Efremoff, Art

Rocio Fuentes, Modern Languages

Andrea June, Psychological Science

Elena Koulidobrova, English

Yunliang Meng, Geography

Heather Rodriguez, Sociology

Leanne Zalewski, Art

Youngseon Kim, Marketing

Kristin D'Amato, Library

Martha Kruey, Library

Amy Gagnon, Physical Education & Human Performance

Wangari Gichiru, Educational Leadership, Policy & Instructional Technology

Leona Konieczny, Nursing

Catherine Thomas, Nursing

Marian Anton, Mathematical Sciences

Alicia Bray, Biology

Haji Naik Dharavath, Computer Electronics & Graphics Technology

Sarah Maurer, Chemistry & Biochemistry

Oluyinka Oyewumi, Geological Sciences

Hassan Shibly, Manufacturing & Construction Management

/sm

c: A. Suski-Lenczewski



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

DATE: April 17, 2018

TO: Mark Ojakian
President, Connecticut State Colleges and Universities

FROM: Elsa M. Núñez
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May 2018 meeting. The effective date for all actions is August 27, 2018.

For Tenure:

Ms. Marianne Ciardullo, Counseling and Psychological Services Department
Mr. Bryce Crapser, Counseling and Psychological Services Department
Dr. Bradley Davis, History Department
Dr. Kristen Epp, Biology Department
Dr. Matthew Graham, Biology Department
Dr. Amy Groth, Biology Department
Dr. Megan Heenehan, Mathematical Sciences Department
Dr. Mihyan Kang, Communication Department
Dr. Paul Torcellini, Environmental Earth Sciences Department
Dr. Emiliano Villanueva, Business Administration Department

For Promotion to the rank of Professor, in rank order:

Dr. Caitlin Carenen, History Department
Dr. James Diller, Psychological Science Department
Dr. Maureen McDonnell, English Department
Dr. Jennifer J. Cobb, Performing Arts Department
Dr. Paul Torcellini, Environmental Earth Sciences Department
Dr. Steven Ferruci, English Department
Dr. Kehan Gao, Computer Science Department
Dr. Lindsay Lanagan-Leitzel, Psychological Science Department
Dr. Andrew Utterback, Communication Department

Page – 2
President Mark Ojakian
April 17, 2018

For Promotion to the rank of Associate Professor, in rank order:

Dr. Matthew Graham, Biology Department
Dr. Kristen Epp, Biology Department *
Dr. Megan Heenehan, Mathematical Sciences Department*
Dr. Bradley Davis, History Department

For Promotion to the rank of Associate Professor, in rank order cont.:

Dr. Brendan Cunningham, Economics Department*
Dr. Mark Fabrizi, Education Department*
Dr. Emiliano Villanueva, Business Administration Department

*Signifies tie for rankings.

For Promotion to the rank of Assistant Counselor:

Ms. Andrea Pedraza, Counseling and Psychological Services Department

DSP/hjr
c: File

April 13, 2018

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following are my recommendations for Promotion and Tenure, which will be effective August 27, 2018:

TENURE

Dr. Siobhan Carter-David (History)
Dr. Luke Eilderts (World Languages and Literatures)
Joanne Gil (Journalism)
Dr. Robert Gregory (Exercise Science)
Dr. Mehdi Hossain (Marketing)
Dr. Md Shafaeat Hossain (Computer Science)
Dr. Elizabeth Kalbfleisch (English)
Dr. Maria Krol (Nursing)

Dr. Aujke Lamonica (Public Health)
Dr. Elaine Martin (Nursing)
Dr. Cassie Meyerhoffer (Sociology)
Dr. Mina Park (Management/MIS)
Dr. Sebastian Perumbilly (Social Work)
Michael Skinner (Theatre)
Dr. Kenneth Walters (Psychology)
Dr. Miaowei Weng (World Languages and
Literatures)

PROMOTION

From Assistant to Associate Professor:

Dr. Ericka Barnes (Chemistry)
Dr. Siobhan Carter-David (History)
Dr. Miranda Dunbar (Biology)
Dr. Luke Eilderts (World Languages and Literatures)
Joanne Gil (Journalism)
Dr. Robert Gregory (Exercise Science)
Dr. Md Shafaeat Hossain (Computer Science)
Dr. Elizabeth Kalbfleisch (English)

Dr. Maria Krol (Nursing)

Dr. Aujke Lamonica (Public Health)
Dr. Elaine Martin (Nursing)
Dr. Cassie Meyerhoffer (Sociology)
Dr. Mina Park (Management/MIS)
Dr. Sebastian Perumbilly (Social Work)
Michael Skinner (Theatre)
Dr. Kenneth Walters (Psychology)
Dr. Miaowei Weng (World Languages and
Literatures)

From Associate to Full Professor:

Dr. Corinne Blackmer (English)
Dr. Laura Bower-Phipps (Curriculum and Learning)
Dr. Sandip Dutta (Economics and Finance)
Dr. Mary Beth Fede (Exercise Science)
Dr. Scott Graves (Environ. Geography & Marine Sci)
Dr. C. Patrick Heidkamp (Environ. Geo. & Marine Sci)

Dr. Heidi Lockwood (Philosophy)
Dr. Kenneth McGill (Anthropology)
Cynthia Simoneau (Journalism)
Dr. Melissa Talheim (English)
Dr. Judith Terpstra (Special Education and Reading)
Dr. Chulguen Yang (Management/MIS)

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Promotion and Tenure-
April 13, 2018

Promotion to Coach I:

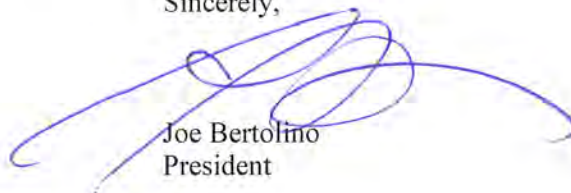
Matthew Almeida (Athletics)
Edward Bethke (Athletics)
Stephanie Hiriak (Athletics)
Christopher Moran (Athletics)

Promotion to Coach IV:

Scott Burrell (Athletics)
Kate Lynch (Athletics)

Please let me know if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joe Bertolino", with a long horizontal flourish extending to the right.

Joe Bertolino
President

cc: R. Prezant, Provost and Vice President for Academic Affairs



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark

A handwritten signature in black ink, appearing to read "JBC", is written over the "From:" line.

Date: April 5, 2018

Re: WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander that the following faculty members receive promotion and tenure:

Tenure

Darby Cardonsky
Stuart Dalton
Surekha Davies
William DeFeo
Cory Ganschow
Bernard Gee
Xiaoqi Han
Christine Hegel-Cantarella
Tim Howard
Xiaowen Jiang
Laurel Larsen
Michelle Monette
Jennifer Ort
Helena Prieto
Jack Tom
Sharon Young

Mark E. Ojakian
April 5, 2018
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Promotion to Professor

David Burns
Theresa Canada
Jennifer Duffy
Jessica Eckstein
Senan Hayes
Patrick Ryan
Divya Sharma
Emily Stevens

Promotion to Associate Professor

Surekha Davies
Bernard Gee
Tim Howard
Michelle Monette
Jennifer Ort

c: M. Alexander, Academic Affairs
F. Cratty, Human Resources
W. Petkanas, Promotion & Tenure Committee

Course Substitutions/Retroactive Policy

Any courses that carry college credit can be used in TAP programs to fulfill open electives. In general, substitutions for required courses and competencies should not be made.

Substitutions can be granted in the following cases:

Framework30:

1. A course that has been vetted for a competency, but was taken by the student before it was vetted.
2. A course the college no longer offers when it is similar to an existing vetted course or it can be reasonably assumed that it would have been vetted for a competency. Such courses can only be substituted in the competency that they would have been vetted for.
3. A course that requires a prerequisite of a course that has been vetted and so assumes the student carries over the competencies in the vetted course. The courses will be in the same discipline and be a continuation in a sequence: i.e.: a PSY course with an ENG 101 prerequisite cannot be substituted for ENG 101.

Pathway30:

1. A course that has been replaced by a new course and which meets very similar outcomes.
2. Especially in mathematics: Courses that continue a sequence for the required course: i.e.: Calculus I can always be substituted for Pre-Calculus.

For courses transferred from other institutions, see the following guidelines for CSU and non-CSU courses.

Receiving FRAMEWORK30 courses from other community colleges ([Link](#)):

Each community college certifies courses for TAP Framework30 competencies. Many courses that are common to the community colleges are certified for the same Framework30 competency and transfer easily from one college to another. For example, Sociology 101, Principles of Sociology, in most cases, fulfills the Social Phenomena competency.

This protocol addresses those instances when such straightforward equivalency is not the case, such as (1) when a course that has been certified at one community college is not certified at another or, in some cases, has no equivalent course, (2) when a course has been designated at the sending community college for a different competency than at the receiving community college, or (3) when a course meets a competency that is not shared between the community colleges (section B competencies).

- When a course has no equivalent at the receiving institution, it will fulfill the competency for which it was certified at the sending institution.
- When the competency a course meets differs between colleges, the course will transfer to the receiving college in a way that does not require the student to complete extra credits to meet all Framework30 competencies.

- When a competency is not shared between colleges, the course will be used to substitute for a section B competency at the receiving institution in a way that does not require the student to complete extra credits to meet all Framework30 competencies.
- A completed Framework30 at a sending institution will fulfill all the Framework30 requirements at a receiving institution.

All courses transferred within the Framework30 need to have met a Framework30 competency at either the campus that granted the credits or at the campus that received the credits. Extra courses completed in a competency cannot be redistributed to another competency outside of the parameters detailed above. In most cases, the requirements at the community college at which the student is granted the associates degree will determine how transfer courses will be counted.

Receiving FRAMEWORK30 from non-CSCU Schools

Follow your existing process for evaluating course equivalencies. If a transferred course is determined to be the equivalent of a course within the **FRAMEWORK30**, it counts as that course and fulfills that competency, regardless of where the student took the course, including AP, CLEP, and IB credit for a course vetted for a Framework30 competency. In cases where a course taken outside the system does not have an exact equivalent at your school, but it is nevertheless clear that it fulfills a competency, when possible grant the course equivalency in the best interests of the student and the total accumulation of credits.

Receiving PATHWAY30 Courses from non-CSCU Schools

For the **PATHWAY30**, follow course-by-course equivalency whenever there is a specific course requirement. In some **Transfer Tickets**, students are allowed fairly open choices. For instance, in the History Studies **Transfer Ticket**, students may take up to 12 credits of additional history courses within described criteria. Here is the language from the program sheet:

You can elect to take up to 12 of your unrestricted elective credits as additional history courses. For these additional history courses, no more than 6 credits can be at the 200-level and no more than 6 can be at the 100-level.

If a student takes a history course at another College or University that meets that requirement, even if you do not offer the equivalent course at your school, the course will count as contributing to those 12 credits.

TAP Student Provisional and Reverse Transfer Protocol

In order for the benefits of a TAP *Transfer Ticket* to apply, a student must complete a 60/61-credit *Transfer Ticket* associate degree. Benefits include a block transfer of 30 credits of general education and, in isolated cases, transfer of specific Pathway30 courses that would not apply for non-*Transfer Ticket* students. Without that block transfer and specific course exceptions in some majors, the transfer will not honor the promise of the *Transfer Ticket* degree. The 4-year school's transcript transfer audit for a student who transfers without the completion of a *Transfer Ticket* associate degree will therefore potentially differ from the audit for a student who has completed a *Transfer Ticket* associate degree, and that difference will have an impact on remaining requirements for the baccalaureate degree. The purpose of this protocol is to provide guidance on how to receive and advise *Transfer Ticket* students who plan to but have not completed all of the requirements for a *Transfer Ticket* degree before applying for transfer and receiving advising at the 4-year school, so that the promise of the *Transfer Ticket* is honored and so these students can complete their baccalaureate degrees with the fewest (ideally no) excess credits.

Scenarios

Completed *Transfer Ticket*: The student has completed all requirements for the *Transfer Ticket* associate degree before applying for transfer or receiving advising at the 4-year school. This student can simply be advised based on a TAP Degree Works *Transfer Ticket* audit.

Provisional *Transfer Ticket*: In ideal cases, a student will apply for transfer and advising at the CSU or COSC in the semester in which she plans to graduate from the community college and before she has completed all of the requirements for the associate degree. This student plans to complete the *Transfer Ticket* requirements before leaving the community college. In these cases, advising at the 4-year school should assume the *Transfer Ticket* will be completed, although that advising will be, essentially, provisional, pending actual completion of the *Transfer Ticket* associate degree. Most students should fall into this scenario. In other words, a period of "provisional status" is built into the *Transfer Ticket* promise. This scenario divides into two:

1. The student does complete all of the requirements during that final semester at the community college, the semester during which she applies for and receives advising for transfer. The provisional status for this student ends upon conferral of the *Transfer Ticket* associate degree and before she begins attendance at the 4-year school.
2. The student plans to but does not complete all of the requirements for the associate degree in that final semester and so arrives for a first semester at the 4-year school without a completed degree. This student remains provisional.

Reverse Transfer *Transfer Ticket*: The student intends to complete the *Transfer Ticket* associate degree requirements at the 4-year school after transfer and reverse transfer credit back to the community college to be awarded the degree and receive the benefits of the *Transfer Ticket* transfer while a matriculated student at the 4-year school. This scenario divides into three:

1. This student may have remaining requirements at the community college that are not easily available, such as certain lab science courses, including Organic Chemistry and Calculus-based Physics.

2. This student may have 15 or fewer credits remaining* to complete the *Transfer Ticket* degree and wants to move on to full-time study at the 4-year school.
3. This student may want to transfer at some point after completing the 15-credit residency requirement at the community college, yet still receive the benefits of a *Transfer Ticket*. This student will not be eligible for reverse transfer for a *Transfer Ticket*.**

Protocol

Only students who transfer with 15 or fewer credits remaining* in their *Transfer Ticket* degree and who complete those credits in the first semester at the 4-year school (with the exception of 2-semester science sequences; see #5 below) are eligible for *Transfer Ticket* benefits through reverse transfer or other means of completing the degree.**

1. A student who plans to receive the degree the semester before transfer and receives that degree as planned. This student will be given provisional status for transfer audit and advising prior to the awarding of the associate degree.
2. A student who plans to receive the degree the semester before transfer but fails to complete up to 15 credits of the *Transfer Ticket* associate degree requirements before arriving at the 4-year school. This student will be given provisional status until the beginning of the second semester after transfer. During that time, the student is expected to complete the remaining *Transfer Ticket* degree requirements, either (a) by enrolling simultaneously at the community college or (b) by using reverse transfer from the 4-year school back to the community college.
3. The student who applies for transfer and knows he will have 15 or fewer credits remaining to complete the *Transfer Ticket* degree at the community college. This student will be given provisional status until the beginning of the second semester after transfer. During that time, the student is expected to complete the remaining *Transfer Ticket* degree requirements, either (a) by enrolling simultaneously at the community college or (b) by using reverse transfer from the 4-year school back to the community college.
4. A student for whom a specific course or two has not been available at the community college and who plans to complete those courses during his first semester at the 4-year school. This student will be given provisional status until the beginning of the second semester after transfer. During that time, the student is expected to complete the remaining *Transfer Ticket* degree requirements by using reverse transfer from the 4-year school back to the community college.
5. A student who transfers intending to complete one or two sequences of two lab science courses at the 4-year school.* This student will be given up to two full-length semesters of provisional status; the second semester of provisional status can only be used to complete the second course in one or two science sequences.

*An exception can be made to the 15 or fewer remaining credit requirement for a student in the Chemistry *Transfer Ticket* pathway who did not have access to Organic Chemistry or Calculus-based Physics while at the community college. This student can remain provisional with up to 16 credits and complete these credits by the end of two full semesters at the CSU to which she transfers.

**Case-by-case exceptions can be made by the receiving institution.

Clarifying the CSCU Pathway Transfer Degree Options

Background

Currently the Transfer and Articulation Policy (15 March 2012) calls for creating pathways that “relate to specific majors offered at the state universities.” The TAP Implementation Plan (1 June 2015) interpreted this stipulation to provide, in addition to 30 credits of general education, 30 credits of program specific courses, additional general education, and free or unrestricted electives. A CSCU Pathway Transfer Degree (***Transfer Ticket***) currently provides four important guarantees for students who transfer to a CSU or COSC:

1. ***Transfer Tickets*** are pre-major pathways that fulfill 60 credits of the baccalaureate degree at any CSU or COSC offering that degree.
2. Students are guaranteed enrollment at any CSU or COSC (with the proviso that some programs have additional requirements).
3. ***Transfer Ticket*** students can enroll at a CSU or COSC campus offering that program with junior class standing.
4. Upon transfer in the same discipline, the student will need only another 60-62 additional credits to earn a baccalaureate degree from the receiving CSU or COSC.

To date, this has meant that each CSCU Pathway Transfer Degree has been designed to move community-college students into a similar four-year program. Thus, the Political Studies Transfer Ticket moves students seamlessly in the Political Science BA at all five four-year CSCU campuses. Similarly, the Chemistry Studies Transfer Ticket moves students seamlessly into a combination of Chemistry BSs and BAs (some American Chemistry Society approved, some not) at four of the five four-year campuses. The Criminology Studies Transfer Ticket moves students seamlessly into a combination of four-year degrees: Criminology BAs, Sociology with Criminology and Criminal Justice Minor BSs, Justice and Law Administration BS, and a General Studies with Criminal Justice Concentration BA. Despite these varied four-year degree titles, the match with the Criminology Studies Transfer is apparent. In these and all the other 19 CSCU Pathway Transfer Degrees, there is a clear link between the sending associate’s degree and the receiving bachelor’s degree.

The current policy allows three additional possibilities:

- A. The student completes a Transfer Ticket in a competitive program (such as Social Work) and does not gain admission into the CSU program.
- B. The student completes a Transfer Ticket in one program but decides to switch to another program after transfer.
- C. The student wants to complete a four-year degree in a program currently without a sending Transfer Ticket (or similar programs established by Nursing and College of Technology), the case for over 65 CSU degree programs.

Current implementation, however, has not addressed these possibilities.

Additional Transfer Ticket Options

For each of the three remaining possibilities, we ask the Coordinating Council to affirm additional options for the CSCU Pathway Transfer Degrees, with these caveats.

- A. Students who complete a Transfer Ticket but do not gain admission into a competitive program. They can transfer the 60-credit degree into other disciplinary program, with the understanding that Guarantees 2 and 3 remain but Guarantee 4 will depend on which

- new discipline the student chooses. There may be additional courses in the major and/or encumbered general education. Guarantee 4 can be assured if students select from a pre-determined list of associated majors. Students will need to work with an advisor to develop their course plan.
- B. Students who complete a Transfer Ticket in one discipline but decide to change to another discipline after transfer. They can transfer the 60-credit degree into another program, with the understanding that Guarantees 2 and 3 remain but Guarantee 4 will depend on which new discipline the student chooses. There may be additional courses in the major and/or encumbered general education. Students will need to work with an advisor to develop their course plan.
- C. The student wants to complete a four-year degree in a program currently without a sending Transfer Ticket. For these programs, students will be guided to specific ***Transfer Tickets*** already available that, in addition to working for the corresponding discipline, allow the students to transfer seamless to this additional program. For example, a student wanting to transfer into CCSU's Earth Sciences program could complete a Chemistry Studies ***Transfer Ticket*** and then complete the Earth Sciences BS in another 60 credits. Or, a student wanting to transfer into WCSU's American Studies program could complete a History Studies ***Transfer Ticket*** or an English Studies ***Transfer Ticket*** and then complete the American Studies BA in another 60 credits. In these instances, all four Guarantees are available to students.

Proposed Actions

1. With the guidance of the TAP Co-Managers, the associated CSU and COSC program faculty will develop additional Program Documents and Program Sheets for possibilities A and C: (A) majors that allow students in competitive programs to complete a bachelor's degree in another 60 credits, and (C) the remaining receiving majors.
2. The documents will be reviewed by the Framework Implementation and Review Committee (FIRC).
3. These additional Program Sheets will be made available on the ***Transfer Ticket*** website, and the Program Documents will be maintained on the TAP Pages.
4. The first guarantee will also be reworded to reflect these possibilities: (1) ***Transfer Tickets*** fulfill 60 credits of the baccalaureate degree (in designated disciplines) at any CSU or COSC offering that degree.

	Art	Biology	Business	Chemistry	Communic	Computer
CCSU						
Athletic Training BS						
Biomolecular Sciences BS				X		
Earth Science BS				X		
Economics BA						
Geography BA						
Graphic/Information Design BA	X					
Hospitality and Tourism,						
International Studies: African						
International Studies: European						
International Studies: Global						
International Studies: Lat Amer						
Journalism					X	
Philosophy						
ECSU						
Health Sciences: Pre-Physical Therapy		X				
Health Sciences: Pre-Nursing		X				
Health Sciences: Public Health						
Environmental Earth Science				X		
History and Social Sciences						
Labor Relations & Human Resources			X			
New Media Studies	X					
Philosophy						
Women and Gender Studies					X	
Sport and Leisure Management			X			
SCSU						
WCSU						
American Studies						
Digital Interactive Media	X					
Earth and Planetary Sciences						
Media Arts					X	
Meteorology						
Social Sciences						
Health Promotion Studies: Allied Health						
Health Promotion Studies: Holistic						
Professional Writing						

Criminolog ECTC	English	Exercise Sc French	German	History	Italian	Mathemat Physics
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		X		
		X		

Transfer Pathway and Degree Program

Central Connecticut State University

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

Earth Science: Earth Science Specialization B.S. (non-teaching)

A minor is not required for this degree

There are no additional requirements for admission to this program.

1	Community Colleges			CCSU	
2		Credits			Credits
3	Framework30				
4	General Education Requirements				
5	Competency:				
6	Section A				
7	Written I	English 101 Composition	3	English 110	3
8	Written II	Gen Ed Elective	3	Skill Area I – Communication	3
9	Scientific Reasoning	CHE 121 General Chemistry I	4	CHEM 161 General Chemistry CHEM 162 General Chemistry Laboratory	3 1
10	Scientific Knowledge	CHE 122 General Chemistry II	4	CHEM 200 Foundations of Analytical Chemistry CHEM 201 Foundations of Analytical Chemistry Laboratory	3 1
11	Quantitative Reasoning	MAT 254 Calculus I	4	MATH 152 Calculus I	4
12	Historical Knowledge	Gen Ed Elective	3	Study Area II - History	3
13	Social Phenomena	Gen Ed Elective	3	Study Area II – Social Sciences	3
14	Aesthetic Dimensions	Gen Ed Elective	3	Study Area I – Arts and Humanities	3
15	Section B				
16	Competency:	Gen Ed Elective	3	Study Area IV – University Requirement	3
17	Competency:	Gen Ed Elective	3	Study Area III – Behavioral Sciences	3
18	Framework30 Credits (30-31):				33
19	Pathway30				

20	Additional General Education Courses			
21			Study Area I: Literature	3
22			Study Area I: Arts and Humanities	3
23			Study Area II: Social Sciences	3
24			Study Area III: Behavioral Sciences	3
25	MAT 256 Calculus II	4	Skill Area II: Math / Stat / Computer Science Math 221 Calculus II	4
26			Skill Area III – Foreign Language Proficiency See requirements here . If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
27				
28	General Education Credits:	37		55
29	Major Program Courses			
30			GSCI 121 The Dynamic Earth Or GSCI 131 Environmental Geoscience	3
31			GSCI 125 The Dynamic Earth lab OR GSCI 135 Environmental Geoscience lab	1
32			GSCI 141 Earth and Life History	3
33			GSCI 145 Earth and Life History lab	1
34			GSCI Introduction to Meteorology	4
35			GSCI 208 Planetary Astronomy Or GSCI 209 Stellar/Galactic Astronomy	4
36			GSCI 278 Observational Astronomy OR GSCI 290 Field Methods	2-4

37			GSCI 360 Research and Report Writing in Earth Sciences	1
38			GSCI 460 Senior Project OR GSCI 480 Internship in Earth Science	1-3
39			Focus area: Astronomy and Planetary Geology OR Environmental Earth Science	12-16
40	PHY 221 Calculus-Based Physics I	4	PHYS 125 University Physics I	4
41	PHY 222 Calculus-Based Physics II	4	PHYS 126 University Physics II	4
42			CHEM 260 Foundations of Inorganic Chemistry	3
43	Program Course Credits:	8		44-51
44	Open Electives			
	CHE 211 Organic Chemistry I	4	CHEM 210 Foundations of Organic Chemistry CHEM 211 Foundations of Organic Chemistry Laboratory	3 1
	CHE 212 Organic Chemistry II	4	CHEM 212 Organic Synthesis CHEM 213 Organic Synthesis Laboratory	3 1
45	Students who have fulfilled the foreign language requirement in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at the CCSU.			
46	Open Elective credits:	7		7-13
47	Total Credits at the Community College	60	Total Credits for the 4-Year Degree	120-121

TRANSFER TICKET

CSCU Pathway Transfer Degree: Mathematics Studies, A.A. Manchester Community College Catalog Year 2018-19

Previous catalog years

[2016/17](#)

[2017/18](#)

Please contact a campus advisor for this program: Professor Chris Hamelin, CHamelin@manchestercc.edu

These requirements are effective if you declared the **Transfer Ticket CSCU Pathway Transfer Degree: Mathematics Studies, A.A.** major for the 2016/17, 2017/18, or 2018/19 academic year.

With this degree you will be able to transfer to the following majors. Follow this [link](#) for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University	Mathematics, B.A. Mathematics, B.A.—Actuarial Science Specialization Mathematics, B.A.—Statistics Specialization
At Eastern Connecticut State University	Mathematics, B.A.—Structures and Applications Mathematics, B.S.—Structures and Applications Mathematics, B.S.—Actuarial Mathematics, B.S.—Data Science
At Southern Connecticut State University	Mathematics, B.A. Mathematics, B.S.—Concentration: Applied
At Western Connecticut State University	Mathematics, B.A. Mathematics, B.A.—Computer Science Option
At Charter Oak State College	General Studies: Mathematics Concentration, B.A.

Here is the recommended course of study for the **Mathematics Studies Transfer Degree**. If you are studying part time, simply follow the order of the courses listed here. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to [Appendix \(PDF\)](#).

First Semester

14 credits

ENG 101 Composition	3 credits
MAT 186 Pre-Calculus	4 credits
Choose one Scientific Reasoning course from	4 credits
BIO 121 General Biology I	
CHE 121 General Chemistry I	
PHY 121 General Physics I	
Choose one Aesthetic Dimensions course	3 credits

Second Semester

14 credits

MAT 254 Calculus I	4 credits
Choose one Written Communication II course	3 credits
Choose one Scientific Knowledge and Understanding course; you must choose the second course in the sequence you began in the first semester; choose from	4 credits
BIO 122 General Biology II	
CHE 122 General Chemistry II	
PHY 122 General Physics II	

Unrestricted Elective*

3 credits

Begin the [transfer application process](#) in your third semester or the semester before you plan to graduate. FAFSA becomes available October 1.

Third Semester**16 credits**

MAT 256 Calculus II	4 credits
Choose one from	3 credits
CSC 124 Programming Logic and Design with Python	
CSC 125 Programming Logic and Design with C++	
Choose one Social Phenomena course	3 credits
Choose one Historical Knowledge and Understanding course	3 credits
Unrestricted Elective*	3 credits

During your last semester at MCC, apply for graduation [by the dates found here](#).

Fourth Semester**17 credits**

MAT 268 Calculus III: Multivariable	4 credits
Choose one from	4 credits
MAT 274 Linear Algebra	
MAT 286 Differential Equations	
MAT 287 Foundations of Mathematics	
Choose one Continued Learning and Information Literacy course	3 credits
Choose one Oral Communication course	3 credits
Unrestricted Elective*	3 credits

Here is another way to look at the degree, by requirements

General Education Requirements:**33 credits**

Unless a course is specifically designated, such as ENG 101 Composition for **Written Communication I**, you will have a choice about which course you take. For a list of the courses from each category that you can choose from, go to [Appendix \(PDF\)](#).

Written Communication I	3 credits
ENG 101 Composition	
Written Communication II (select one)	3 credits
Scientific Reasoning (select one)	4 credits
BIO 121 General Biology I	
CHE 121 General Chemistry I	
PHY 121 General Physics I	
Scientific Knowledge and Understanding (select one in the same sequence as Scientific Reasoning)	4 credits
BIO 122 General Biology II	
CHE 122 General Chemistry II	
PHY 122 General Physics II	
Quantitative Reasoning (select one)	4 credits
MAT 186 Pre-Calculus	
Historical Knowledge and Understanding (select one)	3 credits
Social Phenomena (select one)	3 credits

Aesthetic Dimensions (select one) 3 credits

Continued Learning and Information Literacy (select one) 3 credits

Oral Communication (select one) 3 credits

Major Program Requirements 19 credits

MAT 254 Calculus I 4 credits

MAT 256 Calculus II 4 credits

MAT 268 Calculus III: Multivariable 4 credits

Choose one from 4 credits

MAT 274 Linear Algebra

MAT 286 Differential Equations

MAT 287 Foundations of Mathematics

Choose one from 3 credits

CSC 124 Programming Logic and Design with Python

CSC 125 Programming Logic and Design with C++

Unrestricted Electives* 9 credits

*You are free to choose any courses at or above 100-level to complete unrestricted electives, although you may need to use these credits to take courses that prepare you for required courses in the degree program. You should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities or to begin work on completing a minor. Central Connecticut State University will require that you complete a minor for the general math degree (not for the Actuarial Science or Statistics Specializations) by earning at least 18 credits in one area outside your major field; you must complete at least 9 of those minor credits at Central. You can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSU; and up to two additional General Education requirements for ECSU. You are encouraged to meet with your advisor to determine which courses to select.

Mathematics Studies Transfer Degree Total: 61 credits

In order to graduate and be guaranteed admission to a State University or to Charter Oak State College, you must earn an overall 2.0 grade point average.

SCSU requires a GPA of 2.0 in Mathematics courses applied toward the major, and no more than one grade below C- in courses applied toward the major.

WCSU requires a C or better in MAT 254, MAT 256, and MAT 268.

**Transfer Pathway and Degree Program
Eastern Connecticut State University**

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

Mathematics B.A.: Structures and Applications

For all Mathematics courses number 300 or higher used to satisfy the math major requirement, students must fulfill at least one of the following:

1. C in all these courses OR
2. C+ average in all these courses.

1	Community Colleges			CCSU	
2		Credits			Credits
3	Framework30				
4	General Education Requirements				
5	Competency				
6	Section A				
7	Written I	English 101	3	T1 College Writing, Literature and Thought	3
8	Written II	Gen Ed	3	T1 College Writing, Literature and Thought	3
9	Scientific Reasoning	BIO, CHE or PHY Lab sequence	4	T1 Natural Sciences	4
10	Scientific Knowledge	BIO, CHE or PHY Lab sequence	4	T2 Natural Sciences	4
11	Quantitative	MAT 185 Trigonometry MAT 186 Pre-Calculus ¹	4	T1 Math	4
12	Historical Knowledge	Gen Ed	3	T1 Historical Perspectives	3
13	Social Phenomena	Gen Ed	3	T1 Social Sciences	3
14	Aesthetic Dimensions	Gen Ed	3	T1 Arts in Context	3
15	Section B				
16	Competency:	Gen Ed	3	T1 FYI 100	3
17	Competency:	Gen Ed	3	T1 Health and Wellness	3
18	Framework30 Credits (30-31)				33
19	Pathway30				
20	Additional General Education Courses				
21				T2 Cultural Perspectives	3
22				T2 Individuals and Societies	3
23				T2 Creative Expressions	3
24				MAT 315W Applied Probability and Statistics	4
25				Tier 3 Capstone (Must be taken at ECSU)	3

26	Students should consider using Open Electives at the community college to complete foreign language requirements		Foreign Language Proficiency: See requirements here . If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	0-6
27	General Education Credits:	33		49-55
28	Major Program Courses			
29			MAT 230 Discrete Structures	3
30	MAT 254 Calculus I	4	MAT 243 Calculus I with Technology	4
31	MAT 256 Calculus II	4	MAT 244 Calculus II with Technology	4
32			MAT 310 Applied Linear Algebra	3
33			MAT 315W Applied Probability and Statistics See line 24 above	0
34	MAT 268 Calculus III: Multivariable	4	MAT 340 Calculus III	4
35			MAT 380 Geometry	3
36			MAT 400 Abstract Algebra I	3
37			MAT 320 Number Theory	3
38			MAT 420W Real Analysis I	3
			MAT 421 Real Analysis II	3
39	<p>Introduction to Programming ACC – CSC 106 Structured Programming (3)</p> <p>CCC – CSC 105 Programming Logic (3)</p> <p>GCC – CSC 110 Computer Logic and Problem Solving (3)</p> <p>HCC – CSC 105 Programming Logic (3); CSC 106 Structured Programming (3)</p> <p>MCC – CSC 124 Programming Logic and Design with Python (3); CSC 125 Programming Logic and Design with C++ (3)</p> <p>MXCC – CSC 105 Programming Logic (3)</p> <p>NCC – CSC 108 Introduction to Programming (3)</p> <p>NVCC – CSC 205 Visual Basic I (3)</p>	3	(Received as an encumbered elective. See line 45)	

	NWCC – CSC 104 Introduction to Logic and Programming (4) QVCC – CSC 106 Structured Programming (3) TRCC – CSC 108 Introduction to Programming (4) TXCC – CSC 126 Programming Logic and Design with Visual Basic (3)			
40			Two addition MAT courses numbered 300 or above but not MAT 303 or internships	6
41	Select one: MAT 274 Linear Algebra MAT 285 Differential Equations MAT 287 Foundations of Mathematics	4	Will count as: MAT 310 line 32 One of the additional MAT courses line 40 MAT 230 line 29 Credits will adjust accordingly	
42	Program Course Credits:	19		39
43	Open Electives			
44	Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.			
45	Open Elective credits:	8-9		23-29
46			<i>Encumbered</i>	
47			CSC 210 Computer Programming I (see line 39)	3
48			<i>Free</i>	20-26
49	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

¹If a student arrives ready with placement above Pre-calculus, the student will receive 4 additional credits of open electives and four additional credits of open electives for each level of Calculus he/she places out of.

**Transfer Pathway and Degree Program
Eastern Connecticut State University**

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

Mathematics B.S.: Structures and Applications

For all Mathematics courses number 300 or higher used to satisfy the math major requirement, students must fulfill at least one of the following:

1. C in all these courses OR
2. C+ average in all these courses.

1	Community Colleges			CCSU	
2		Credits			Credits
3	Framework30				
4	General Education Requirements				
5	Competency				
6	Section A				
7	Written I	English 101	3	T1 College Writing, Literature and Thought	3
8	Written II	Gen Ed	3	T1 College Writing, Literature and Thought	3
9	Scientific Reasoning	BIO, CHE or PHY Lab sequence	4	T1 Natural Sciences	4
10	Scientific Knowledge	BIO, CHE or PHY Lab sequence	4	T2 Natural Sciences	4
11	Quantitative	MAT 185 Trigonometry MAT 186 Pre-Calculus ¹	4	T1 Math	4
12	Historical Knowledge	Gen Ed	3	T1 Historical Perspectives	3
13	Social Phenomena	Gen Ed	3	T1 Social Sciences	3
14	Aesthetic Dimensions	Gen Ed	3	T1 Arts in Context	3
15	Section B				
16	Competency:	Gen Ed	3	T1 FYI 100	3
17	Competency:	Gen Ed	3	T1 Health and Wellness	3
18	Framework30 Credits (30-31):				33
19	Pathway30				
20	Additional General Education Courses				
21				T2 Cultural Perspectives	3
22				T2 Individuals and Societies	3
23				T2 Creative Expressions	3
24				MAT 315W Applied Probability and Statistics	4
25				Tier 3 Capstone (Must be taken at ECSU)	3

26	Students should consider using Open Electives at the community college to complete foreign language requirements		Foreign Language Proficiency: See requirements here . If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	0-6
27	General Education Credits:	33		49-55
28	Major Program Courses			
29			MAT 230 Discrete Structures	3
30	MAT 254 Calculus I	4	MAT 243 Calculus I with Technology	4
31	MAT 256 Calculus II	4	MAT 244 Calculus II with Technology	4
32			MAT 310 Applied Linear Algebra	3
33			MAT 315W Applied Probability and Statistics See line 24 above	0
34	MAT 268 Calculus III: Multivariable	4	MAT 340 Calculus III	4
35			MAT 380 Geometry	3
36			MAT 400 Abstract Algebra I	3
37			MAT 320 Number Theory	3
38			MAT 420W Real Analysis I	3
			MAT 421 Real Analysis II	3
39	<p>Introduction to Programming ACC – CSC 106 Structured Programming (3)</p> <p>CCC – CSC 105 Programming Logic (3)</p> <p>GCC – CSC 110 Computer Logic and Problem Solving (3)</p> <p>HCC – CSC 105 Programming Logic (3); CSC 106 Structured Programming (3)</p> <p>MCC – CSC 124 Programming Logic and Design with Python (3); CSC 125 Programming Logic and Design with C++ (3)</p> <p>MXCC – CSC 105 Programming Logic (3)</p> <p>NCC – CSC 108 Introduction to Programming (3)</p> <p>NVCC – CSC 205 Visual Basic I (3)</p>	3	CSC 210 Computer Programming I	3

	NWCC – CSC 104 Introduction to Logic and Programming (4) QVCC – CSC 106 Structured Programming (3) TRCC – CSC 108 Introduction to Programming (4) TXCC – CSC 126 Programming Logic and Design with Visual Basic (3)			
40			Four addition MAT courses numbered 300 or above but not MAT 303 or internships	12
41	Select one: MAT 274 Linear Algebra MAT 285 Differential Equations MAT 287 Foundations of Mathematics	4	Will count as: MAT 310 line 32 One of the additional MAT courses line 40 MAT 230 line 29 Credits will adjust accordingly	
42	Program Course Credits:	19		48
43	Open Electives			
44	Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.			
45	Open Elective credits:	8-9		17-23
46			<i>Encumbered</i>	
47				
48			<i>Free</i>	17-23
49	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

¹If a student arrives ready with placement above Pre-calculus, the student will receive 4 additional credits of open electives and four additional credits of open electives for each level of Calculus he/she places out of.

Transfer Pathway and Degree Program
Eastern Connecticut State University

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

Mathematics B.S.: Actuarial

For all Mathematics courses number 300 or higher used to satisfy the math major requirement, students must fulfill at least one of the following:

1. C in all these courses OR
2. C+ average in all these courses.

1	Community Colleges			CCSU	
2		Credits			Credits
3	Framework30				
4	General Education Requirements				
5	Competency				
6	Section A				
7	Written I	English 101	3	T1 College Writing, Literature and Thought	3
8	Written II	Gen Ed	3	T1 College Writing, Literature and Thought	3
9	Scientific Reasoning	BIO, CHE or PHY Lab sequence	4	T1 Natural Sciences	4
10	Scientific Knowledge	BIO, CHE or PHY Lab sequence	4	T2 Natural Sciences	4
11	Quantitative	MAT 185 Trigonometry MAT 186 Pre-Calculus ¹	4	T1 Math	4
12	Historical Knowledge	Gen Ed	3	T1 Historical Perspectives	3
13	Social Phenomena	Gen Ed	3	T1 Social Sciences	3
14	Aesthetic Dimensions	Gen Ed	3	T1 Arts in Context	3
15	Section B				
16	Competency:	Gen Ed	3	T1 FYI 100	3
17	Competency:	Gen Ed	3	T1 Health and Wellness	3
18	Framework30 Credits (30-31):				33
19	Pathway30				
20	Additional General Education Courses				
21				T2 Cultural Perspectives	3
22				T2 Individuals and Societies	3
23				T2 Creative Expressions	3
24				MAT 315W Applied Probability and Statistics	4
25				Tier 3 Capstone (Must be taken at ECSU)	3

26	Students should consider using Open Electives at the community college to complete foreign language requirements		Foreign Language Proficiency: See requirements here . If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	0-6
27	General Education Credits:	33		49-55
28	Major Program Courses			
29			MAT 230 Discrete Structures	3
30	MAT 254 Calculus I	4	MAT 243 Calculus I with Technology	4
31	MAT 256 Calculus II	4	MAT 244 Calculus II with Technology	4
32			MAT 310 Applied Linear Algebra	3
33			MAT 315W Applied Probability and Statistics See line 24 above	0
34	MAT 268 Calculus III: Multivariable	4	MAT 340 Calculus III	4
35			MAT 380 Geometry OR MAT 320 Number Theory	3
			CSC 305 Data Mining and Applic	3
			MAT 355 Probability	3
36			MAT 342 Explor in Data Science	3
37			MAT 356 Financial Math	3
38			MAT 420W Real Analysis I	3
			MAT 421 Real Analysis II	3
39	Introduction to Programming ACC – CSC 106 Structured Programming (3) CCC – CSC 105 Programming Logic (3) GCC – CSC 110 Computer Logic and Problem Solving (3) HCC – CSC 105 Programming Logic (3); CSC 106 Structured Programming (3) MCC – CSC 124 Programming Logic and Design with Python (3); CSC 125 Programming Logic and Design with C++ (3) MXCC – CSC 105 Programming Logic (3)	3	CSC 210 Computer Programming I	3

	NCC – CSC 108 Introduction to Programming (3) NVCC – CSC 205 Visual Basic I (3) NWCC – CSC 104 Introduction to Logic and Programming (4) QVCC – CSC 106 Structured Programming (3) TRCC – CSC 108 Introduction to Programming (4) TXCC – CSC 126 Programming Logic and Design with Visual Basic (3)			
40			Two addition MAT courses numbered 300 or above but not MAT 303 or internships	6
41	Select one: MAT 274 Linear Algebra MAT 285 Differential Equations MAT 287 Foundations of Mathematics	4	Will count as: MAT 310 line 32 One of the additional MAT courses line 40 MAT 230 line 29 Credits will adjust accordingly	
42	Program Course Credits:	19		48
43	Open Electives			
44	Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.			
45	Open Elective credits:	8-9		17-23
46			<i>Encumbered</i>	
47				
48			<i>Free</i>	17-23
49	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

¹If a student arrives ready with placement above Pre-calculus, the student will receive 4 additional credits of open electives and four additional credits of open electives for each level of Calculus he/she places out of.

**Transfer Pathway and Degree Program
Eastern Connecticut State University**

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

Mathematics B.S.: Data Science

For all Mathematics courses number 300 or higher used to satisfy the math major requirement, students must fulfill at least one of the following:

1. C in all these courses OR
2. C+ average in all these courses.

1	Community Colleges			CCSU	
2		Credits			Credits
3	Framework30				
4	General Education Requirements				
5	Competency				
6	Section A				
7	Written I	English 101	3	T1 College Writing, Literature and Thought	3
8	Written II	Gen Ed	3	T1 College Writing, Literature and Thought	3
9	Scientific Reasoning	BIO, CHE or PHY Lab sequence	4	T1 Natural Sciences	4
10	Scientific Knowledge	BIO, CHE or PHY Lab sequence	4	T2 Natural Sciences	4
11	Quantitative	MAT 185 Trigonometry MAT 186 Pre-Calculus ¹	4	T1 Math	4
12	Historical Knowledge	Gen Ed	3	T1 Historical Perspectives	3
13	Social Phenomena	Gen Ed	3	T1 Social Sciences	3
14	Aesthetic Dimensions	Gen Ed	3	T1 Arts in Context	3
15	Section B				
16	Competency:	Gen Ed	3	T1 FYI 100	3
17	Competency:	Gen Ed	3	T1 Health and Wellness	3
18	Framework30 Credits (30-31):				33
19	Pathway30				
20	Additional General Education Courses				
21				T2 Cultural Perspectives	3
22				T2 Individuals and Societies	3
23				T2 Creative Expressions	3
24				MAT 315W Applied Probability and Statistics	4
25				Tier 3 Capstone (Must be taken at ECSU)	3

26	Students should consider using Open Electives at the community college to complete foreign language requirements		Foreign Language Proficiency: See requirements here . If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	0-6
27	General Education Credits:	33		49-55
28	Major Program Courses			
29			MAT 230 Discrete Structures	3
30	MAT 254 Calculus I	4	MAT 243 Calculus I with Technology	4
31	MAT 256 Calculus II	4	MAT 244 Calculus II with Technology	4
32			MAT 310 Applied Linear Algebra	3
33			MAT 315W Applied Probability and Statistics See line 24 above	0
34	MAT 268 Calculus III: Multivariable	4	MAT 340 Calculus III	4
35			MAT 380 Geometry OR MAT 320 Number Theory	3
36			MAT 342 Explor in Data Science	3
37			MAT 420W Real Analysis I	3
38			MAT 421 Real Analysis II	3
	Introduction to Programming ACC – CSC 106 Structured Programming (3) CCC – CSC 105 Programming Logic (3) GCC – CSC 110 Computer Logic and Problem Solving (3) HCC – CSC 105 Programming Logic (3); CSC 106 Structured Programming (3) MCC – CSC 124 Programming Logic and Design with Python (3); CSC 125 Programming Logic and Design with C++ (3) MXCC – CSC 105 Programming Logic (3) NCC – CSC 108 Introduction to Programming (3) NVCC – CSC 205 Visual Basic I (3)	3	CSC 210 Computer Programming I	3

	NWCC – CSC 104 Introduction to Logic and Programming (4) QVCC – CSC 106 Structured Programming (3) TRCC – CSC 108 Introduction to Programming (4) TXCC – CSC 126 Programming Logic and Design with Visual Basic (3)			
39			CSC 231 Computer Sci & Prog II	3
			CSC 305 Data Mining & Applic	3
40			Three addition MAT courses numbered 300 or above but not MAT 303 or internships	9
41	Select one: MAT 274 Linear Algebra MAT 285 Differential Equations MAT 287 Foundations of Mathematics	4	Will count as: MAT 310 line 32 One of the additional MAT courses line 40 MAT 230 line 29 Credits will adjust accordingly	
42	Program Course Credits:	19		48
43	Open Electives			
44	Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at the ECSU.			
45	Open Elective credits:	8-9		17-23
46			<i>Encumbered</i>	
47				
48			<i>Free</i>	17-23
49	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

¹If a student arrives ready with placement above Pre-calculus, the student will receive 4 additional credits of open electives and four additional credits of open electives for each level of Calculus he/she places out of.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 1/18/2018
Characteristics of Below-Threshold Offering Name of Offering: DIMA: Art Option Type of Offering (e.g. Grad Certificate, Minor, Option) Option Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion (if applicable) : Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 33-35 # Cr of Electives: 25-32 # Cr of Other: 15 (option) # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 120
CIP Code No. (if applicable) 090702 Title of CIP Code Digital and Interactive Media	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Interdisciplinary Program—Ansell School of Business, Macricostas School of Arts and Sciences, and School of Visual and Performing Arts—offered on Midtown Campus	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>Launched in 2016, the Digital and Interactive Media Arts program (DIMA) is a collaboration between the Department of Art, the Department of Computer Science, and the Department of Communication & Media Arts. Currently, the program offers options in Media Production and Computer Science. In order to incorporate all three departments within the curricular model, the DIMA Steering Committee requests that the following “Art Option” be added to the current program.</p> <p>Proposed Art Option Courses (15 Credits) ART/DIMA 2XX, Fundamentals of Imaging Software I ART/DIMA 2XY, Fundamentals of Imaging Software II ART 340, Advanced Photo Methods OR ART 346, Color Photography ART 342, Digital Production, Illustrator ART 352, Digital Production: Web Development</p> <p>The proposed “Art Option” courses meet multiple instances of the DIMA degree learning outcomes, including:</p> <ul style="list-style-type: none"> • 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. 	

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

The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new minors, concentrations/options, specializations or certificate programs, outlined above, i.e.:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - ii. a new baccalaureate minor of 18 or fewer semester credit hours,
 - iii. a new undergraduate option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) programs that do not qualify students to become eligible for federal financial aid.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

- Organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
- 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.
- 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).
- Engage in teams-based work and to organize collaborations among people from different disciplines.
- Use the above competencies in the creation and development of professional quality interactive digital media productions.
- Present work in a portfolio in a professional way.

The art option will provide DIMA students with enhanced possibilities for interdisciplinary exploration. In addition, the proposal will establish three unique areas of digital study: Art, Media Production, and Computer Science. This expansion provides the DIMA program with a wider academic reach and addresses multiple layers of digital and interactive education. Furthermore, the option would enhance the recruitment of students who have an interest in photography, digital imaging, digital illustration, and web design. Overall, the “Art Option” meets the original intent of the DIMA program structure.

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

As a collaborative program, the resources and financial aspects of the DIMA program are supplied by the participating departments: Art, Computer Science, and Communication & Media Arts. Similar to our program model, the proposed DIMA art option will be supplemented by existing staff, courses, and equipment.

Within a short period of time, the DIMA program has generated a high level of student interest. The program was launched during the fall of 2016. During the first three semesters of operation, the program has experienced an expansion from 9 to 30+ majors with the two options. Furthermore, many of the transitioning students have expressed an interest in the art option curriculum and intend to choose this course of study if it clears the approval process. In addition, the WCSU Art Department provides a wealth of existing resources, including a digital photography lab, dark room, and exhibition space. Based on the level of student interest and the incorporation of Art Department resources, the DIMA Steering Committee expects growth at a higher rate than that experienced in the first three semesters of operation.

Institutional Contact for this Proposal: Paul Echeverria

Title: Director, Digital
and Interactive Media
Arts Program (DIMA)

Tel.: 203-837-9073 e-mail:
echeverriap@wcsu.edu

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

Notes regarding Application:

Approved CIP Code No. *(if applicable)*:

Title of CIP Code:

Log of Steps Toward Approval:

Date of Approval:

Date for Inclusion in BOR-ASA Meeting Package:

Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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

Curriculum

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

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
Prerequisites						
Total Other Credits Required to Issue Credential						

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

- 1.
- 2.
- 3.