



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, May 6, 2022 at 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <http://youtu.be/8mxKCtMWaFI>

1. Approval of Minutes
 - a. April 8, 2022
2. Action Items
 - a. Modifications
 - i. Engineering Technology – Mechanical – Option – AS – Naugatuck CC [Name change to Mechanical Engineering Technology]
 - b. New College of Technology (COT) Program
 - i. Technology Studies: Artificial Intelligence – AS Degree Option – Capital CC
 - c. CSU Promotions and Tenures
 - i. Central CT State University
 - ii. Eastern CT State University
 - iii. Southern CT State University
 - iv. Western CT State University
 - d. Faculty Research Grants
 - i. Central CT State University
 - ii. Eastern CT State University
 - iii. Southern CT State University
 - iv. Western CT State University
 - e. Community College Emeritus
 - i. Northwestern CT Community College
 - ii. Tunxis Community College
 - f. CT State Community College Aligned Curriculum
 - g. Recognizing the CSCU Phi Theta Kappa (PTK) All-Connecticut Academic Team
 - h. 2022 Henry Barnard Award Recipients
3. Informational Items
 - a. CSU Emeriti
 - i. Southern CT State University
 - b. Below Threshold
 - i. Electronic Engineering Technology – AS – Naugatuck Valley CC [Program Modification]
 - ii. Liberal Arts and Sciences – AA – Naugatuck Valley CC [Program Modification]

- iii. Environmental Science – AS – Naugatuck Valley CC [Program Modification]
- iv. Engineering Technology - Mechanical – AS – Naugatuck Valley CC [Program Modification]

If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to PHeleen@commnet.edu at least 24 hours before the meeting.



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Friday, April 8, 2022 at 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <http://youtu.be/saGiKm9wwvl>

MINUTES

- Regents Present: Ira Bloom, Aviva Budd, Holly Howery, Dr. Manisha Juthani (ex officio), Richard Porth, JoAnn Ryan, Colena Sesanker (ex officio), and Kelli-Marie Vallieres (ex officio)
- Regents Absent: Brandon Iovene (ex officio) and Julia Noriega (ex officio)
- Staff Present: Victoria Bozzuto, Amy Feest, Pamela Heleen, Kenneth Klucznik, Fran Rosselli-Navarra, Pat Ryiz, Mike Stefanowicz, Noreen Wilson
- Other Attendees: David Ferreira (COSC), George Pepper (NCC), Stephen Hegedus (SCSU), Bruce Kalk (SCSU), Tess Marchant-Shapiro (SCSU), Robert Prezant (SCSU), Timothy St. James (ACC), Sheldon Watson (CCSU), and Jonathan Wharton (SCSU)

The meeting was called to order at 9:35 a.m. by Chair Ira Bloom.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and the responses were as follows:

- Chair Ira Bloom – Present
- Regent Aviva Budd – Present
- Regent Holly Howery – Present
- Regent Richard Porth - Present
- Regent Colena Sesanker (ex officio) – Present
- Regent Julia Noriega (ex officio) – Not Present
- Regent Brandon Iovene (ex officio) – Not Present

A quorum was declared.

1. Approval of Minutes

a. March 11, 2022

On a motion by A. Budd and seconded by R. Porth, a vote was taken and the minutes from the March 11, 2022, BOR ASA Committee meeting were approved unanimously.

2. Consent Items

a. Discontinuations

- i. General Studies – BS - Paralegal Studies - Concentration Only – Charter Oak State College - **withdrawn**
- ii. General Studies – BS – Liberal Studies – Concentration Only – Charter Oak State College
- iii. General Studies – BS – Economics – Concentration Only – Charter Oak State College
- iv. General Studies – BS – Applied Behavioral Science – Concentration Only – Charter Oak State College

Provost Kenneth Klucznik informed the Committee that Charter Oak State College is removing Item 2.a.i. General Studies – BS - Paralegal Studies – Concentration Only from the agenda.

Chair Bloom called for a motion to approve the consent items to discontinue three program concentrations: Liberal Studies, Economics, and Applied Behavioral Science BS in General Studies. The motion was moved by A. Budd and seconded by R. Porth.

Chair Bloom called for a vote to approve the discontinuations of the three Charter Oak State College BS in General Studies program concentrations listed above. A vote was taken, and it was unanimous.

3. Action Items

a. Modifications

- i. Educational Leadership – Intermediate Administrator – Sixth Year Certificate – Southern CT State University [Modification of Instructional Modality]
- ii. Educational Leadership – Doctor of Education (EDD) - Southern CT State University [Modification of Instructional Modality]
- iii. School Psychology – MS – Southern CT State University [Modification of Instructional Modality]
- iv. School Psychology – Sixth Year Certificate – Southern CT State University [Modification of Instructional Modality]

Chair Bloom called for a motion to approve the modifications of four Southern CT State University programs Educational Leadership – Intermediate Administrator – Sixth Year Certificate, Educational Leadership – EDD, School Psychology – MS and School Psychology – Sixth Year Certificate specifically the replacement of the current on ground modality with a hybrid modality. The motion was moved by A. Budd and seconded by R. Porth.

Chair Bloom called for a vote to approve the modality changes for the four Southern CT State University programs. A vote was taken, and it was unanimous.

- b. Suspensions
 - i. General Studies – BS – Anthropology - Concentration Only – Charter Oak State College
 - ii. General Studies – BS – Applied Arts - Concentration Only – Charter Oak State College
 - iii. General Studies – BS – Art History - Concentration Only – Charter Oak State College
 - iv. General Studies – BS – Music History - Concentration Only – Charter Oak State College
 - v. General Studies – BS – Music Theory – Concentration Only – Charter Oak State College

Provost Klucznik stated that he would like to divide these programs into two blocks. Items 3.b.i and 3.b.ii will be voted on as one block. Items 3.b.iii through 3.b.v will need amendments to the resolutions for a correction of the ending date from Spring 2022 to Spring 2024.

Provost Klucznik asked if resolution 3.b.iii through 3.b.v need separate votes, one for amending the resolution and one for the amended resolutions.

Chair Bloom stated that we should do two separate votes.

Chair Bloom called for a motion to approve the suspension of Items 3.b.i. and 3.b. ii. in the Charter Oak State College BS in General Studies for concentrations Anthropology and Applied Arts. The motion was moved by A. Budd and seconded by R. Porth.

Regent Budd asked if the concentrations are being discontinued because there is not enough activity in them? Provost Ferreira stated that each concentration has very low enrollment. Enrollment has been in the single digits. COSC plans to use this time to discuss what they could do in the future with these concentrations.

Chair Bloom called for a vote to approve the suspension of Items 3.b.i. and 3.b.ii in the BS in General Studies concentrations, Anthropology and Applied Arts. A vote was taken, and it was unanimous.

Chair Bloom called for a motion to approve the change of the resolutions for Items 3.b.iii.-v. the Charter Oak State College, BS in General Studies, Art History, Music History, and Music Theory concentrations to change the suspension date from Spring 2022 to Spring 2024. The motion was moved by A. Budd and seconded by R. Porth.

Chair Bloom called for a vote on the amended resolutions. A vote was taken, and it was unanimous.

- c. New Programs
 - i. Legal Studies – BS – Charter Oak State College - **withdrawn**
 - ii. Master of Public Administration – MPA – Southern CT State University

Chair Bloom called for a motion to approve the licensure of a program in Public Administration leading to a Master of Public Administration at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines

for new programs approved on or after April 3, 2020. The motion was moved by Regent Porth and seconded by Regent Budd.

Regent Porth asked if there are other Master of Public Administration programs in the state. Provost Klucznik introduced Provost Robert Prezant to the committee. Provost Prezant introduced Dr. Bruce Kalk, Dean of the College of Arts and Sciences, and Drs. Tess Marchant-Shapiro and Jonathan Wharton from the Department of Political Science.

Dr. Kalk stated that there are no other MPA programs at any of the other CSUs. He stated that there is an MPA program at the University of Connecticut (UCONN), however UCONN is a distance from the New Haven and New York Metropolitan area. SCSU has a locational advantage.

Dr. Kalk stated that the team did extensive market research. The demand to hire MPAs in the state far exceeds the number of individuals graduating in Connecticut. As a social justice issue, SCSU will be able to provide a more cost-effective degree than the private universities in the region which will be SCSU's primary competitors. SCSU is seeking accreditation. UCONN is the only accredited MPA program in the state. This degree will lead to leadership positions in careers in government agencies, foundations, non-profits, and NGOs. Incomes are typically very healthy.

Regent Budd asked if enrollment in the UCONN program has been steadily increasing. Also, how many students did they graduate from the program? Is it worth the financial burden to obtain this degree?

Dr. Marchant-Shapiro stated that enrollment in the program at UCONN has steadily increased and that this program is in demand. There is not a bachelor's degree in public administration. The standard for the industry is to obtain an MPA. It helps a graduate's career tremendously. Dr. Wharton stated this is also considered a vocational degree.

Regent Budd also asked if the degree was online. Dr. Marchant-Shapiro stated that some of the classes are online but that the MPA is an on-ground program. It was noted that individuals would have to apply to a college out of state to have a fully-online program.

Dr. Manisha Juthani spoke as somebody who's worked in healthcare and discussed what she's seen in hospital administration. For people to advance in hospital administration, the MPA degree provides the skills that many people and hospitals are looking for.

Regent Porth echoed Dr. Juthani's comments and agreed that his MPA helped him during his career in government service, non-profit service, and private foundation service. He believes CT is a state that needs more people trained in this way.

Regent Bloom agreed that this is a very important degree for CSCU to have. This is a degree that moves people into mid-level and high-level positions in the public sector.

Chair Bloom called for a vote to approve the proposed Southern CT State University Master of Public Administration (MPA) Degree. A vote was taken, and it was unanimous.

- d. CT State Community College Policy Recommendations
 - i. 5.2.1 Policy on Student Rights, Section 3 Review of Academic Standing
 - ii. Community College Honors - Semester and Graduation
 - iii. Fresh Start Policy

Amy Feest, Associate Vice President of Programs and Curriculum, CSCC, presented the Academic Appeals, Dean's List and Academic Fresh Start Policies. AVP Feest stated that CSCC has been reviewing all academic policies to ensure that they are appropriate and reflect best practices. The CSCC team reviewing the policies determined that there shouldn't be one policy for students to appeal a grade or notation. They separated the policy into three types of appeals (explained below) based on the time students need to get a response.

Academic Appeals will stay at the campus level. The Committee determined that the policy needs to be broken down to three separate procedures. The traditional academic appeal should not stop the student from progress into the next semester. If a student needs the grade to take the next course, the appeal process should be done before the start of the next semester. This would be an expedited appeals process. The third would be a clinical process. First it needs to go back to the faculty at the very beginning of the appeals process. This needs to be decided within 10 days to ensure the student can get into the clinical component on time. These new processes will allow for students to not be academically harmed due to a time lag of having their appeal heard. CSCC worked closely with Naugatuck Valley on this process.

Chair Bloom called for a motion to approve the modification of the Policy on Student Rights, Section 3 Review of Academic Standing policy. The motion was moved by R. Porth and seconded by H. Howery.

Chair Bloom called for a vote to approve the modifications to the Policy on Student Rights, Section 3 Review of Academic Standing. A vote was taken, and it was unanimous.

Chair Bloom called for a motion to approve the modification of the Community College Honors - Semester and Graduation Policy (renamed CT State Honors – Semester and Graduation). The motion was moved by R. Porth and seconded by H. Howery.

The former Academic Dean's List Policy stated that if a student withdrew from a class during a semester, they would automatically not be allowed to be on the Dean's list that semester or until they accumulated an additional 12 credits. If a student stays at a full-time load after withdrawing from a course, they will not be penalized and still be able to be on the Dean's list. This would align with the CSU's policy as well.

Regent Howery stated that it sounds like a good modification to keep students engaged, interested, and rewarded for when they do work.

Regent Budd stated that is important to continue to look at the policies. Chair Bloom agreed that this is an important exercise to do as we move forward with the consolidation. He thanked AVP Feest.

Chair Bloom called for a vote to approve the modifications to the Policy on Community College Honors-Semester and Graduation. A vote was taken, and it was unanimous.

Chair Bloom called for a motion to approve the modification of the Fresh Start Policy (renamed Academic Fresh Start). The motion was moved by R. Porth and seconded by A. Budd.

The current Fresh Start Policy requires a student to step out for two years to have their non-passing academic grades removed. It will now be called the Academic Fresh Start Program to reiterate that this will remove those grades but will not change a student's financial aid status. Students will now be able to use this policy after stepping out for one year. Students can apply for the Academic Fresh Start Program and restart their college careers, but students must meet with a GPA advisor and complete nine (9) credit hours to ensure that they are academically ready to come back. Students will sign off that they understand that this is an Academic Fresh Start and not a Financial Aid Fresh Start.

Regent Budd asked if a student could obtain more course credits, than 9 credits before accepting the Fresh Start Policy. AVP Feest stated that they could do that, but they will not qualify for the Academic Fresh Start program before they take nine credits.

Chair Bloom asked that when a transcript goes out what does it show? AVP Feest stated that there is a caret next to the grade to show that a grade is not included in the GPA. Academic records cannot be altered.

Chair Bloom called for a vote to approve the modifications to the Fresh Start Policy. A vote was taken, and it was unanimous.

e. CT State Community College Aligned Curriculum

Chair Bloom called for a motion to approve the licensure and accreditation of the newly aligned degrees and certificates for Connecticut State Community College (listed in the BOR Resolution), developed from degrees and certificates *previously approved by the Board for one or more of the 12 individually accredited colleges*. The motion was moved by Regent Howery and Regent Porth seconded the motion.

Provost Klucznik introduced Dr. Rosselli-Navarra and stated that the CT State Community College seeks approval for another set of aligned curriculum for the colleges. He thanked Dr. Rosselli-Navarra and her team of alignment managers for their dedication and countless hours of work.

Dr. Rosselli-Navarra presented the 32 degrees and certificates. Seventy-one programs and certificates were reviewed in Fall of 2021. Thirty-nine of them came back for revision. These are the 32 that made it through the endorsement process. This shows that the endorsement process works when programs are sent out for public viewing and comments.

Chair Bloom called for a vote to approve the licensure and accreditation of the degrees and

certificates for Connecticut State Community College (listed in the BOR Resolution) developed from degrees and certificates previously approved by the Board for one or more of the 12 individually accredited colleges. A vote was taken, and it was unanimous.

f. Board of Regents Faculty Awards

Chair Bloom called for a motion to accept the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards for the 2021-22 academic year. The motion was moved by R. Porth and seconded by A. Budd.

Provost Klucznik presented the Faculty Awards by stating that each spring, the Board of Regents recognizes faculty from across the system for excellence in both teaching and scholarly work. For full time faculty each school can grant awards in two categories – one in teaching, and one in research or scholarly excellence. Each of these awards then becomes eligible for a system award in those categories. In addition, two nominated adjunct faculty receive system awards for excellence in teaching. These awards showcase their excellent work. Provost Klucznik asked the Regents to approve the nominations and join him in congratulating the recipients.

Dr. Klucznik thanked Noreen Wilson for coordinating, collecting, and distributing nomination packets and tallying all this work.

Chair Bloom stated that this is a wonderful recognition.

Chair Bloom called for a vote to approve the Board of Regents Faculty Awards for the 2021 -22 Academic Year. A vote was taken, and it was unanimous.

g. CSCU Shared Governance Award

Chair Bloom called for a motion to accept the CSCU Shared Governance Award recipient for the 2021-22 academic year, Three Rivers Community College. The motion was moved by H. Howery and seconded by A. Budd.

Provost Klucznik presented the CSCU Shared Governance Award by stating that each spring, the Board of Regents in partnership with the Faculty Advisory Committee grant a Shared Governance Award to a university or community college. This year the award goes to Three Rivers Community College for its exemplar demonstration of the shared governance practice.

Chair Bloom stated that he and Regent Howery along with two active faculty members were part of this Committee.

Chair Bloom called for a vote to accept the CSCU Shared Governance Award recipient for the 2021-22 academic year, Three Rivers Community College. A vote was taken, and it was unanimous.

4. Informational Items

a. Below Threshold

- i. Bilingual Extension Program – Graduate Certificate – Southern CT State University [New Academic Offering]
 - ii. Digital Humanities – Minor – Southern CT State University [New Academic Offering]
 - iii. Exercise & Sport Science- Sport Science, B.S.–Accelerated M.S. Exercise Science- Clinical Exercise Physiology Pathway – Concentration - Southern CT State University [New Academic Offering]
 - iv. Exercise & Sport Science- Sport Science, B.S.–Accelerated M.S. Exercise Science- Human Performance Pathway – Concentration - Southern CT State University [New Academic Offering]
 - v. Exercise & Sport Science- Sport Science, B.S.–Accelerated M.S. Physical Activity & Chronic Disease Pathway - Concentration - Southern CT State University [New Academic Offering]
 - vi. African Studies – Minor - Southern CT State University [Name Change to Africana Studies]
 - vii. Accounting Analytics – Official Certificate Program – Central CT State University [New Academic Offering]
 - viii. B.S. Marketing to Master of Business Administration accelerated pathway – Concentration –Central CT State University [New Academic Offering]
 - ix. B.S. Management to Master of Business Administration accelerated pathway – Concentration-Central CT State University [New Academic Offering]
 - x. B.S. Finance to MS in Accounting accelerated pathway – Concentration - Central CT State University [New Academic Offering]
 - xi. Computer Science Transfer Pathway – Computer Science Transfer Ticket
 - xii. Biology Transfer Pathway – Biology Studies Transfer Ticket
- b. CT State Community College Areas of Study Policy Update
- Dr. Klucznik stated that in March 2019, the Board of Regents passed the Areas of Study Policy for the future CT State Community College as part of the annual cycle of reports to the Board. CT State will update the BOR on the implementation of this policy. Dr. Rosselli-Navarra and AVP Feest were introduced to present the proposal and answer questions.
- AVP Feest stated that CSCC has been working hard to build the academic side based on the areas of study. There are 6 areas of study. CSCC is matching all the curriculum so they will be able to have disciplines represented that are appropriate within those six areas of study. CSCC is also in the process of hiring the Areas of Study Academic Deans. The hope is to bring in the new hires within six weeks or so. CSCC is also working with Admissions and the Guided Pathways staff to incorporate the areas of study so that students will come into an area of study that interests them. They can move around the area without losing credits so they can settle into the right area without worrying about repeating classes or taking the wrong classes. The six Areas of Study that were originally proposed have been tweaked. They hope to bring forth a policy next month.
- c. Emeriti
- i. Southern CT State University
 - ii. Tunxis Community College

iii. Western CT State University

Chair Bloom introduced a fourth emeritus. He read President Terrence Cheng's letter to Dr. William Gammell to present the title of Emeritus Associate Vice President of the Office of Research and System Effectiveness with all associated rights and privileges.

Chair Bloom called for a round of applause. Provost Klucznik stated that Dr. Gammell is watching and listening via YouTube to observe this honor.

On a motion by A. Budd and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the April 8, 2022, BOR Academic and Student Affairs Committee at 10:26 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Engineering Technology Mechanical Option (CIP Code: 15.0000 / OHE# 01303), specifically a name change to Mechanical Engineering Technology – leading to an Associate of Science at Naugatuck Valley Community College.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of a program – Engineering Technology Mechanical Option, specifically a name change to Mechanical Engineering Technology – leading to an Associate of Science at Naugatuck Valley Community College.

| | | |
|---|--|---|
| Name of Institution | Naugatuck Valley Community College | |
| Name of Program | Modification of a program – Engineering | |
| CIP Code | 15.0000 | |
| OHE# (Leave blank for new programs) | 01303 | |
| Degree Level | Associate of Science | |
| Number of Collegiate Credits | 66 | |
| Date of Action (Anticipated) | 05/19/2022 | |
| Nature of Request | <input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program | |
| If Name Change, New Name | Mechanical Engineering Technology | |
| Delivery | Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online | Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online |
| Effective Term | Spring 2022 | |
| If a Discontinuation, date of Termination | N/A | |
| If a Suspension, dates of Suspension | N/A | |

BACKGROUND

During the current program's accreditation cycle at NVCC, discrepancies were discovered among program name on students' transcript, the name on the Request for Evaluation form, and the College's website. NVCC prefers to use ***Mechanical Engineering Technology*** rather than *Engineering Technology: Mechanical Engineering Technology*. Approval of the name change at this time will ensure title consistency in all college publications, the website, catalog and transcripts so NVCC can be in compliance with requirements of the program accrediting body.

Fiscal Impact:

No costs will result from this name change.

RECOMMENDATION

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

05/06/2021 – BOR -Academic and Student Affairs Committee

05/21/2022 – Board of Regents

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

| NAME CHANGE REQUEST | | |
|--|---|--|
| Institution: Naugatuck Valley Community College | Date of Submission to CSCU Office of the Provost: March 2022 | |
| Characteristics of Current Academic Program Name of Program: Engineering Technology - Mechanical Type of Offering (e.g. Grad Certificate, Minor, Option) A.S. Degree Option Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both | Credit Distribution of the Program # Credits in General Education: 27 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 6 # Credits of Electives: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 66 | |
| CIP Code No. 150000 | Title of CIP Code Engineering Technology, General | OHE# 01303 |
| Institution's Unit (e.g. School of Business) STEM Division and Location (e.g. main campus) offering the Program: Wtby Campus | | |
| Proposed New Name of Program: Mechanical Engineering Technology | | |
| Proposed Date Name Change Becomes Effective: Fall 2022 | | |
| Explanation / Justification (Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.) According to the program's accrediting body, ETAC of ABET, as indicated in their Accreditation Policy and Procedure Manual (APPM): <i>I.C.4.b. The program name must be shown consistently on the record of academic work of its graduates, in the institution's electronic and print publications, and on the ABET Request for Evaluation (RFE).</i> During the current program's accreditation cycle at NVCC, discrepancies were discovered among program name on students' transcript, the name on the Request for Evaluation form, and the College's website. NVCC prefers to use <i>Mechanical Engineering Technology</i> rather than <i>Engineering Technology: Mechanical Engineering Technology</i> Approval of the name change at this time will ensure title consistency in all college publications, the website, catalog and transcripts so NVCC can be in compliance with requirements of the program accrediting body. | | |
| Programmatic Changes (If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) Not Applicable | | |
| Cost and Availability of Adequate Resources (If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change) Not Applicable | | |
| Institutional Contact for this Proposal: H.Justin Moore | Title: Interim Dean of Academic Affairs | Tel.: 203-596-8690 e-mail: hmoore@nv.edu |

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New College of Technology Program

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, College of Technology: Technology Studies: Artificial Intelligence Option (CIP Code: 11.0102) – leading to an Associate of Science at Capital Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program leading to an Associate of Science in College of Technology: Technology Studies: Artificial Intelligence Option at Capital Community College.

BACKGROUND

The Technology Studies: Artificial Intelligence Option is a unique program developed from Intel's *Artificial Intelligence (AI) for Workforce* program. Intel's *AI for Workforce* program seeks to build a workforce of individuals with the technical and analytical skills to build, analyze and implement artificial intelligence in a variety of industries. The Technology Studies AI option utilizes the curricular framework and curricular materials from Intel's *AI for Workforce* program to enable students to develop and apply artificial intelligence solutions to problems in the fields of predictive analytics, natural language processing, and computer vision.

Artificial intelligence is used in a variety of industries, including healthcare, technology, manufacturing, media, marketing, and business. Graduates of the program will possess the analytical and technical skills to obtain entry-level jobs as a computer programmer, software analyst, software developer, or data analyst. Since artificial intelligence and machine learning are emerging fields, they do not yet appear on state occupational outlook projection tables. However, employment projections indicate that related computer science and mathematics occupations will experience significant growth in the state of Connecticut. Graduates of the program will be well-positioned to work in industries that design and apply artificial intelligence solutions, or further their education by pursuing a baccalaureate program in a technical field such as computer science or data science.

Capital has a diverse student body which will significantly benefit from the implementation of this program. Through targeted outreach among existing students, and outreach in the community, the program will seek to recruit a diverse population of students to enhance diversity in this technical field. Courses in the program will be infused with high-impact practices intended to promote engagement and persistence, particularly among students of color, part-time students, and female students. Program faculty will also partner with companies and universities to establish mentoring opportunities for students.

Capital Community College is committed to preparing a diverse workforce in STEM fields, supporting students for success in 21st century jobs and careers, providing workforce training in cutting-edge technology fields, and advancing education in STEM fields for students in the Greater Hartford region. Capital's partnerships with healthcare and technology companies in the Greater Hartford region will support a successful program implementation and enable faculty to design and implement learning experiences that address local industry needs. In Spring 2022, Capital faculty completed training in Intel's *Artificial Intelligence for Workforce* program. Capital faculty participated in a series of Train the Trainer workshops to learn the pedagogy and resources utilized in the program. Capital faculty have the necessary expertise in computer science, mathematics, statistics, machine learning, and data science to support students in achieving the learning goals of this program.

RECOMMENDATION

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

c/o Tunxis Community College
271 Scott Swamp Road, Farmington, CT 06032

March 30, 2022

Kenneth Klucznik
Interim Provost & Senior Vice President of Student & Academic Affairs
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Klucznik,

As Executive Director of the Connecticut College of Technology, I am requesting approval from the Connecticut Board of Regents for Higher Education (BOR) for the implementation of the Technology Studies: Artificial Intelligence A.S. degree Option with Capital Community College as the lead institution.

The Technology Studies: Artificial Intelligence A.S. Degree Option and Artificial Intelligence certificate were approved by the College of Technology Site Coordinators Council on March 25, 2022.

Sincerely,

Dr. Karen Wosczyzna-Birch

Dr. Karen Wosczyzna-Birch
State Director, Connecticut College of Technology
Executive Director, National Center for Next Generation Manufacturing

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

SECTION 1: GENERAL INFORMATION

| | | |
|--|---|--|
| Institution: Capital Community College | Date of Submission to CSCU Office of the Provost: Spring 2022 | |
| Most Recent NECHE Institutional Accreditation Action and Date: Continued Accreditation 2016-17 (10-year) | | |
| Program Characteristics Name of Program: Technology Studies: Artificial Intelligence Option Degree: Title of Award (e.g. Master of Arts) Associate of Science Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2022 Anticipated Date of First Graduation: Spring 2024 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 71 – 76% Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both | Program Credit Distribution # Credits in General Education: 23 # Credits in Program Core Courses: 28-30 # Credits of Electives in the Field: 6-7 # Credits of Other Electives: 3 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 60-63 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 51–54 | |
| NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR | | |
| CIP Code Number 11.0102 Title of CIP Code Artificial Intelligence | | |
| If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination | | |
| Institution's Unit (e.g. School of Business) Science & Mathematics Department Location (e.g. main campus) Offering the Program: Main Campus, 950 Main St. Hartford, 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: Andre Freeman | Title: Professor of Mathematics | Tel.: 860-906-5177 e-mail: afreeman@capitalcc.edu |

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

(Provide concise statements)

Capital Community College is committed to preparing a diverse workforce in STEM fields, supporting students for success in 21st century jobs and careers, providing workforce training in cutting-edge technology fields, and advancing education in STEM fields for students in the Greater Hartford region. The Technology Studies: Artificial Intelligence Option is a unique program developed from Intel's Artificial Intelligence (AI) for Workforce program. Intel's AI for Workforce program seeks to build a workforce of individuals with the technical and analytical skills to build, analyze and implement artificial intelligence in a variety of industries. The AI option utilizes the curricular framework and curricular materials from Intel's AI for Workforce program to enable students to develop and apply artificial intelligence solutions to problems in the fields of predictive analytics, natural language processing, and computer vision.

The Technology Studies parent degree, existing options, and courses were submitted to APRC in Spring 2022 and approved for CT State. The College of Technology (COT) Site Coordinators met to make sure that curriculum requirements for CT State degrees were met and that all courses in the options were aligned among all campuses. The Artificial Intelligence Option is fully aligned with the Technology Studies parent degree, and thus fully aligned with CT State. In Spring 2022, COT will submit the Artificial Intelligence Option and courses to APRC for review and approval to ensure that the AI option and AI courses are included in the CT State catalog. Capital students will benefit from having the opportunity to enroll in the Artificial Intelligence Option in Fall 2022, and these students will make a seamless transition into the CT State program in Fall 2023.

Since the AI option is a College of Technology (COT) program, additional CT State campuses will be able to offer the program. During the COT curriculum review process, faculty from each community college reviewed the curricula and their feedback was incorporated. Capital faculty intends to provide interested faculty training so the courses and programs can be offered at multiple campuses.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT 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)*

Artificial intelligence is used in a variety of industries, including healthcare, technology, manufacturing, media, marketing, and business. Graduates of the program will possess the analytical and technical skills to obtain entry-level jobs as a computer programmer, software analyst, software developer, or data analyst. Since artificial intelligence and machine learning are emerging fields, they do not yet appear on state occupational outlook projection tables. However, employment projections indicate that related computer science and mathematics occupations will experience significant growth in the state of Connecticut. (See Table 1)

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APPLICATION FOR NEW PROGRAM APPROVAL

Table 1: Data Science Related Occupations: Employment Projections, CT Department of Labor, 2018-2028

| Occupation | Job Outlook, 2018-28 | Number of Jobs, 2018 | Education Level |
|---------------------------------------|----------------------------------|----------------------|---------------------------------------|
| Computer and Mathematical Occupations | 14.6% (Faster than average) | 38,912 | Varies |
| Software Developers, Applications | 27.4% (Much faster than average) | 10,349 | Bachelor's Degree |
| Software Developers, Systems Software | 14.7% (Faster than average) | 2,564 | Bachelor's Degree |
| Statisticians | 26.8% (Much faster than average) | 1,166 | Bachelor's Degree and Master's Degree |

Graduates of the program will be well-positioned to work in industries that design and apply artificial intelligence solutions, or further their education by pursuing a baccalaureate program in a technical field such as computer science or data science.

- 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?

Capital faculty have an expertise in computer science, mathematics, statistics, machine learning, and data science that align well with the learning goals of this program. Also, in Spring 2022, Capital faculty completed training in Intel's Artificial Intelligence for Workforce program. Capital faculty participated in a series of Train the Trainer workshops to learn the pedagogy and resources utilized in the program. Capital's partnerships with healthcare and technology companies in the Greater Hartford region will support a successful program implementation and enable faculty to design and implement learning experiences that address local industry needs.

- Equity (eliminating achievement disparities among different ethnic/racial, economic and gender groups) is one of the Board of Regents' Goals. In addition to current institutional efforts already underway, what distinct actions will the proposed program undertake to advance equitable student success?

Capital has a diverse student body which will significantly benefit from the implementation of this program. Through targeted outreach among existing students, and outreach in the community, the program will seek to recruit a diverse population of students to enhance diversity in this technical field. Courses in the program will be infused with high-impact practices intended to promote engagement and persistence, particularly among students of color, part-time students, and female students. Program faculty will also partner with companies and universities to establish mentoring opportunities for students.

- Describe any transfer agreements with other CSU institutions that will be instituted as a result of the approval of this program. (*Please highlight details in the Quality Assessment portion of this application, as appropriate*)

The program prepares students to transfer to a baccalaureate program in computer science or data science, but there are currently no baccalaureate programs in artificial intelligence in Connecticut. Through the College of Technology and other forums, Capital faculty will collaborate with CSU faculty and faculty at other four-year colleges and universities to establish articulation and transfer agreements.

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APPLICATION FOR NEW PROGRAM APPROVAL

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

This degree program in Artificial Intelligence is the first of its kind in the CSCU system.

Cost Effectiveness and Availability of Adequate Resources

(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 below, as well.)

There will be minimal costs associated with this program since all but three courses in the program are already taught at Capital as part of other programs and curriculum offerings. Capital's Technology Studies Program Coordinator will work with Marketing to create program marketing materials and engage in internal and external outreach and recruitment campaigns.

Anticipated program revenues are expected to exceed program expenditures in each of the first three years of the program with three-year anticipated overall revenues far exceeding overall expenditures. For additional details pertaining to cost, see the pro forma budget at the end of this proposal.

Student Recruitment / Student Engagement

What are the sources for the program's projected enrollments? Describe the marketing, advisement and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved.

Faculty will collaborate with Marketing to design and implement a marketing campaign to promote the program. The program will be advertised in a variety of ways, and faculty and staff will engage with key stakeholders to highlight the program and generate awareness and interest. The program will be publicized and marketed locally and regionally, promoted in social media, and promoted in press releases via media outlets like the CT Mirror and the Hartford Courant. The marketing campaign will emphasize the partnership between CSCU and Intel and highlight how the Intel AI for Workforce Training curriculum is being implemented within an A.S. degree.

To engage students in the Greater Hartford area, Capital will promote the study of artificial intelligence by establishing online activities and summer boot camps for middle-school and high-school students. The activities will introduce students to the field of artificial intelligence, provide students information and access to the field, and connect Capital faculty with mathematics and computer science teachers in the schools. Capital is actively seeking external grants to support new, high-impact programming to establish new relationships with educational and community partners.

To engage local companies, faculty will invite company representatives to participate on the program advisory board, contribute datasets for in-class projects and machine learning competitions, serve as external speakers, and place students in summer internships. Capital will also work to develop programs specifically intended to upskill existing workers in machine learning and artificial intelligence skills. Currently, Capital faculty are collaborating with representatives from Pitney Bowes and Black and Decker for develop workforce development initiatives in data science. These efforts will be expanded to incorporate artificial intelligence programs.

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

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The program will actively recruit students through targeted outreach and partnerships with local high schools and local companies. Once enrolled, faculty will collaborate with guided pathways advisors and academic support staff to provide timely support, academic coaching, and mentoring. Faculty and advisors will collaborate to track student progress and intervene to provide resources and support to promote course completion and program retention. Within the classroom, faculty will collaborate to implement high-impact practices in STEM education to promote persistence and course completion.

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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) .*

1. Apply appropriate mathematical and scientific principles to artificial intelligence applications.
2. Demonstrate proficiency in developing and applying machine learning principles and algorithms to solve problems in business applications.
3. Apply knowledge and skills to develop, interpret, and apply natural language processing and computer vision algorithms.
4. Demonstrate the ability to assist in research, development, design, production, testing and various other functions associated with artificial intelligence.
5. Demonstrate a good understanding of artificial intelligence principles/concepts.
6. Demonstrate a good understanding of mathematical and computer programming concepts.

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)*

Andre Freeman, Professor of Mathematics and Capital's Technology Studies Program Coordinator, will oversee the degree program and advise students in the program. Professor Freeman has a M.S. in Applied Mathematics from Worcester Polytechnic Institute and Ed.D. in Mathematics Education from Columbia University, where he completed coursework in mathematics, computer science, and statistics. He recently completed professional development in Machine Learning and Artificial Intelligence and completed Intel's AI for Workforce Train the Trainer program.

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

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

0 – No new full-time faculty are needed for this program. All program courses will be taught by current full-time and adjunct faculty members.

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

N/A

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

Current full-time and part-time faculty will teach courses in the program. In the first year, 100% of the artificial intelligence courses will be taught by full-time faculty. In subsequent years, part-time faculty will be hired to teach additional courses as needs arise.

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

A Master's Degree is required to teach courses in the program.

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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)*

No additional resources are needed. Students will utilize existing computer laboratories and classrooms. Where possible, open-source technologies will also be used to enhance the artificial intelligence courses.

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APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

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

| Course Number and Name | L.O. # ¹ | Pre- Requisite | Cr Hrs | Course Number and Name | L.O. # | Cr Hrs |
|--|------------------------|-----------------------|--------|---|-----------|-----------|
| Program Core Courses | | | | Other Related/Special Requirements* | | |
| CSC 124 Programming Logic/Design with Python or comparable computer programming course | 6 | None | 3 | | | |
| *DTS ____ Introduction to Artificial Intelligence** | 1,2,5,6 | See below | 3 | | | |
| DTS 220 Introduction to Machine Learning** | All | See below | 3 | | | |
| MAT 230 / MAT 254 Applied Calculus or Calculus I | 6 | MAT 137 | 3-4 | | | |
| PHY 121 / PHY 221 General Physics I or Calculus-Based Physics I | 6 | Varies | 4 | | | |
| *DTS ____ Natural Language Processing** | All | See below | 3 | | | |
| * DTS ____ Artificial Intelligence for Computer Vision** | All | See below | 3 | | | |
| DTS 299 Capstone Research** | All | Instructor permission | 3 | | | |
| Core Course Prerequisites | | | | Elective Courses in the Field | | |
| DTS ____ Introduction to Artificial Intelligence has a co-requisite of MAT 167. DTS 220 has a prerequisite of DTS ____ Introduction to Artificial Intelligence or DTS 201 Introduction to Data Science DTS ____ Natural Language Processing and DTS ____ AI for Computer Vision have a prerequisite of DTS 220 | | | | Computer Science or Computer Technology Elective (Courses with a prefix of CSC or CST) | 6 | 3 |
| | | | | Specialization Electives (Courses with a prefix of BIO, CAD, CHE, CSC, CST, DTS, EET, EGR, EVS, GIS, GLG, MAT, MEC, MFG, OCE, PHY, QUA, or TCN) | 6 | 3 |
| | | | | | | |

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

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Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

23

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.*

The Technology Studies: Artificial Intelligence Option contains 23 credits of general education coursework, 28-30 credits in program-specific coursework, 6-credits in directed electives, and 3 credits in other electives. The degree program contains five classes (15 credits) that focus on developing knowledge and skills specific to artificial intelligence applications. Students will complete the DTS 299 Capstone Research course at the end of their program and be required to complete semester-long industry-based project involving the development and deployment of artificial intelligence to solve an industry-related problem.

Please see the attached program description.

Attached are course outlines for three new artificial intelligence courses:

DTS ____ Introduction to Artificial Intelligence

DTS ____ Natural Language Processing

DTS ____ Artificial Intelligence for Computer Vision

***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 |
|--|---|---|--|
| Andre Freeman Professor, Mathematics | Ed.D. Columbia University | Mathematics, Statistics, Data Science, Machine Learning | Interim Department Chair of Science & Mathematics, Program Coordinator, Technology Studies; advise students in program |
| Saaïd Elhadad Professor, Networking & Cybersecurity | M.S. Western Governor University | Cybersecurity, Computer Science | Program Coordinator, Networking & Cybersecurity |
| Mike Proulx Professor, Mathematics | M.S. University of New Haven | Mathematics, Statistics | Interim Academic Dean, Science and Mathematics |
| Lisa Braverman Assistant Professor, Mathematics | M.A. Central Connecticut State University | Mathematics | |
| Kathleen Herron Professor, Mathematics | M.A. Wesleyan University | Mathematics | |
| Bujar Konjusha Professor, Mathematics | M.A. Central Connecticut State University | Mathematics, Statistics | |
| | | | |
| | | | |
| | | | |
| | | | |

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) | 4 | 3 | 1 | 2 | | | 2 | 2 | 1 | 2 | | | 2 | 2 | 1 | 1 | | |
| New Students (first time matriculating) | 4 | 3 | 2 | 2 | | | 4 | 3 | 2 | 3 | | | 3 | 3 | 2 | 2 | | |
| Continuing Students progressing to credential | | | 7 | 5 | | | 8 | 6 | 12 | 10 | | | 10 | 13 | 13 | 16 | | |
| Headcount Enrollment | 8 | 6 | 10 | 9 | | | 14 | 11 | 15 | 15 | | | 15 | 18 | 16 | 19 | | |
| Total Estimated FTE per Year ¹ | 13 | | | | | | 21 | | | | | | 25 | | | | | |
| 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 | 7968 | 2988 | 3984 | 1992 | | | 24624 | 9234 | 28728 | 13338 | | | 27482 | 16912 | 31710 | 19026 | | |
| Tuition from Internal Transfer ² | 7968 | 2988 | 1992 | 1992 | | | 4104 | 2052 | 2052 | 2052 | | | 4228 | 2114 | 2114 | 1057 | | |
| Program Specific Fees (lab fees, etc.) | 1024 | 768 | 1280 | 1152 | | | 1848 | 1452 | 1980 | 1980 | | | 2040 | 2448 | 2112 | 2508 | | |
| Other Revenue (annotate in narrative) | 2128 | 912 | 2660 | 1368 | | | 3724 | 1672 | 3990 | 2280 | | | 3990 | 2736 | 4256 | 2888 | | |
| Total Annual Program Revenue | 43,164 | | | | | | 105,110 | | | | | | 127,621 | | | | | |
| 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 Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance. | | | | | | | | | | | |
| | First Year | Second Year | Third Year | | | | | | | | | | | | | | | |
| Administration (Chair or Coordinator) ⁴ | 7420 | 7828 | 8324 | | | | | | | | | | | | | | | |
| Faculty (Full-time, total for program) ⁴ | | 11717 | 18189 | | | | | | | | | | | | | | | |
| Faculty (Part-time, total for program) ⁴ | | | | | | | | | | | | | | | | | | |
| Support Staff (lab or grad assist, tutor) | | | | | | | | | | | | | | | | | | |
| Library Resources Program | | | | | | | | | | | | | | | | | | |
| Equipment (List in narrative) | | | | | | | | | | | | | | | | | | |
| Other ⁵ (Marketing) | 500 | 500 | 500 | | | | | | | | | | | | | | | |
| Estimated Indirect Costs ⁶ | 2968 | 7818 | 10605 | | | | | | | | | | | | | | | |
| Total Expenditures per Year | 10,888 | 27,863 | 37,618 | | | | | | | | | | | | | | | |

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Approval of the 2022 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.

05/06/2022 – BOR Academic & Student Affairs Committee

05/19/2022 – Board of Regents



Central Connecticut State University

MEMORANDUM

TO: Terrence Cheng, President
Connecticut State Colleges and Universities System

FROM: Zulma R. Toro, President *ZRT*
Central Connecticut State University

DATE: April 28, 2022

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2022-23:

To Professor

Elisabeta Pana, Finance
Cassandra Broadus-Garcia, Art & Design
Julie Schnobrich-Davis, Criminology & Criminal Justice
Katherine Sugg, English
Nghi Thai, Psychological Science
Wujun Wang, Art & Design
Sally Drew, Special Education & Interventions
Rachel Schwell, Mathematics
Sarah Maurer, Chemistry & Biochemistry
Paul Hapeman, Biology
Sadie Marjani, Biology

To Associate Professor

Trevor Allen, Political Science
Silvia Corbera Lopez, Psychological Science
Michelle Cubellis, Criminology & Criminal Justice
Jeffrey Kreeger, Geography
Christie Maturo, Theatre
Reginald Holt, Counselor Education & Family Therapy
Catherine Thomas, Nursing
Jeremy Visone, Educational Leadership, Policy, & Instructional Technology
Jessica Smith, Biomolecular Science
Shushan Zhao, Computer Electronics & Graphics Technology
Nilda Alicea-Velazquez, Chemistry & Biochemistry

(Continued)

To Full Librarian

Steven Bernstein, Library

To Assistant Librarian

Jillian Maynard, Library

The following will be granted Tenure

Elisabeta Pana, Finance

Heidi Hughes, Management & Organization

Marie Kulesza, Accounting

Hamid Sakaki, Finance

Trevor Allen, Political Science

Silvia Corbera Lopez, Psychological Science

Michelle Cubellis, Criminology & Criminal Justice

Christie Maturo, Theatre

Reginald Holt, Counselor Education & Family Therapy

Yvonne Patterson, Social Work

Jeremy Visone, Educational Leadership, Policy, & Instructional Technology

Felice Russell, School of Education and Professional Studies

Jessica Smith, Biomolecular Science

Shushan Zhao, Computer Electronics & Graphics Technology

Nilda Alicea-Velazquez, Chemistry & Biochemistry

/sjm



EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

April 22, 2022

Terrence Cheng
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear President Cheng:

The following are my recommendations for Promotion and Tenure for candidates reviewed in Spring 2022.

TENURE

Dr. Paul Canavan (Health Sciences)
Dr. Maeve Doyle (Art & Art History)
Dr. Christine Garcia (English)
Dr. Brianna Halladay (Economics & Finance)
Dr. Jonathan Hulvey (Biology)
Dr. Phyllis Lee (Psychological Science)
Boya Li (Art & Art History)
Dr. Isabel Logan (Sociology)
Dr. Nicolas Simon (Sociology)
Angela Walker (Library)

PROMOTION TO ASSOCIATE PROFESSOR

Dr. Paul Canavan (Health Sciences)
Dr. Christine Garcia (English)
Dr. Jonathan Hulvey (Biology)
Dr. Phyllis Lee (Psychological Science)
Boya Li (Art & Art History)
Dr. Nicolas Simon (Sociology)



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PROMOTION TO FULL PROFESSOR

Dr. Sukeshini Grandhi (Accounting and BIS)
Dr. Bryan Oakley (Environmental Earth Science)

Please let me know if you have any questions.

Sincerely,


Elsa Nunez (Apr 22, 2022 18:33 EDT)

Dr. Elsa M. Núñez
President

Cc: William M. Salka, Provost and Vice President for Academic Affairs

EMN/agi

April 14, 2022

Dr. Terrence Cheng
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

The following are my recommendations for Promotion and Tenure, which will be effective on August 22, 2022:

TENURE

Dr. Jemel Aguilar (Social Work)
Dr. David Allen (Accounting)
Dr. Stephen Axon (Environment, Geography,
and Marine Science)
Ms. Kauther Badr, J.D. (Management/Int.
Business)
Dr. Steven Brady (Biology)
Dr. William Farley (Anthropology)
Dr. Marisa Ferraro (Curriculum and Learning)
Mr. Parker Fruehan (Library)
Dr. Rachel Furey (English)
Dr. Joshua Groffman (Music)
Dr. Candy Hwang (Chemistry)
Dr. Young Kyu Kim (Marketing)

Dr. Kevin McGinniss (Recreation, Tourism, and
Sport Management)
Dr. A. Casey McPherson (Counseling and
School Psychology)
Dr. Frances Penny (Nursing)
Dr. Kristie Rupp (Health and Movement Sci.)
Dr. Carrie Anne Sherwood (Curriculum and
Learning)
Dr. Alaa Sheta (Computer Science)
Dr. Carmela Smith (Social Work)
Dr. Mikolaj Sulkowski (Biology)
Dr. Fred Volkmar (Special Education)
Dr. Zheni Wang (Management/Int. Business)
Dr. Hao Wu (Computer Science)

PROMOTION

From Assistant to Associate Professor:

Dr. David Allen (Accounting)
Dr. Stephen Axon (Environment, Geography,
and Marine Science)
Ms. Kauther Badr, J.D. (Management/IB)
Dr. Sara Baker Bailey (Communication, Media,
and Screen Studies)
Dr. Patty Bode (Art)
Dr. Steven Brady (Biology)
Dr. Dana Casetti (Physics)
Dr. Marian Evans (Public Health)
Dr. William Farley (Anthropology)
Dr. Marisa Ferraro (Curriculum and Learning)
Dr. Rachel Furey (English)

Dr. Candy Hwang (Chemistry)
Dr. Young Kyu Kim (Marketing)
Dr. Kevin McGinniss (Recreation, Tourism, and
Sport Management)
Dr. Khoa Nguyen (Finance)
Dr. Frances Penny (Nursing)
Dr. Kristie Rupp (Health and Movement Sci.)
Dr. Carrie Anne Sherwood (Curr. and Learning)
Dr. Carmela Smith (Social Work)
Dr. Mikolaj Sulkowski (Biology)
Dr. Katarzyna Toskin (Business Infor. Systems)
Dr. Zheni Wang (Management/IB)

Promotion & Tenure

Page 2

April 14, 2022

From Associate to Full Professor:

Dr. Valerie Andrushko (Anthropology)
Dr. Frank Bevvino (Accounting)
Dr. Gene Birz (Finance)
Dr. Braxton Carrigan (Mathematics)
Dr. Jessica Kenty-Drane (Sociology)
Dr. Sobeira Latorre (World Languages and
Literatures)

Dr. Elizabeth Lewis Roberts (Biology)
Dr. Elizabeth Rodriguez-Keyes (Social Work)
Dr. Alaa Sheta (Computer Science)
Dr. Carol Steward (Management/Int. Business)
Dr. Kelly Stiver (Psychology)
Dr. Richard Zipoli (Communication Disorders)

From Assistant to Associate Librarian:

Mr. Parker Fruehan (Library)

From Coach I to Coach II

Brian Nill

From Coach II to Coach III

Kevin Siedlecki
Mark Fogel
Edward Bethke
Stephanie Hiriak-Lund

I request that the Board of Regents act on these recommendations at its May 19, 2022 meeting.
Please let me know if you have any questions.

Sincerely,



Joe Bertolino
President

JB/meh



To: Terrence Cheng
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark

A handwritten signature in black ink, appearing to read "John B. Clark".

Date: April 5, 2022

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

Dr. Emad AbouElgheit, Marketing Department
Dr. Hasan Arslan, Division of Justice & Law Administration Department
Dr. Kevin Burnard, Management Department
Mr. Anthony D'Aries, Writing, Linguistics & Creative Process Department
Dr. Krista Heybruck, Health Promotion & Exercise Science Department
Dr. Youngbin Kim, Accounting Department
Dr. Thomas Miller, Division of Justice & Law Administration Department
Dr. Teresa Puckhaber, Nursing Department
Dr. Hannah Reynolds, Biology Department
Dr. Katharine Roe, Education & Educational Psychology Department
Dr. H. Howell Williams, Social Sciences Department

Promotion to Professor

Ms. Darby Cardonsky, Art Department
Dr. Kelli Custer, Writing, Linguistics & Creative Process Department
Dr. James Greene, Music Department
Dr. Christine Hegel-Cantarella, Social Sciences Department
Dr. Carol Huang, Finance Department
Dr. Kim Marino, Division of Justice & Law Administration Department
Dr. Helena Prieto, Chemistry Department
Mr. Jack Tom, Art Department
Ms. Catherine Vanaria, Art Department
Dr. Sharon Young, Social Work Department

Promotion to Associate Professor

Dr. Kevin Burnard, Management Department
Dr. Patricia Cumella, Nursing Department

Mr. Anthony D'Aries, Writing, Linguistics & Creative Process Department
Dr. Alexandra Galli-Debicella, Management Department
Dr. Doreen Graham, Nursing Department
Dr. Anna Maria Malavisi, Philosophy & Humanistic Studies Department
Mr. Thomas Miller, Division of Justice & Law Administration Department
Dr. Theresa Puckhaber, Nursing Department
Dr. Hannah Reynolds, Biology Department
Mr. Kenneth Scaglia, Art Department
Dr. H. Howell Williams, Social Sciences Department

c: M. Alexander, Provost & V.P. for Academic Affairs
S. Christofi, Promotion & Tenure Committee Co-Chair
F. Cratty, Chief Human Resources Officer
F. Robertson, Promotion & Tenure Committee Co-Chair

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2022-23 program year.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

CSU-AAUP Faculty Research Grants

BACKGROUND

Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE

The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

RESOURCES

A total of \$1,014,953 has been allocated for the 2022-23 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of \$191,552 in residual funds from previous years is available for distribution this year. A grand total of \$1,206,505 is available for research projects to be recommended for funding during the 2022-23 program year.

Each proposal is reviewed and scored on a scale of 1 (poor) to 5 (excellent) by two faculty members from other CSU institutions. Selection Committee members at the awarding institutions employ those scores as the basis for their funding recommendations.

RECOMMENDATION

The Selection Committee has recommended that a total of 172 proposals receive grants totaling \$775,759. Its recommendations are contained in the attached roster by CSU institution.

05/06/2022 – BOR Academic and Student Affairs Committee

05/19/2022 – Board of Regents

CCSU 2022 Roster of Faculty Research Grants for BOR

| Principal Investigator | | Grant Information | |
|---|---|---|---------------|
| Name | Department | Grant Title | Amount Funded |
| Abbas, Syed | Biology | The affects of light deprivation on aggression in crayfish | \$5,000.00 |
| Albayram, Yusuf | Computer Science | Investigating the effectiveness of personalized content in the form of videos when promoting privacy-enhancing technologies | \$5,000.00 |
| Alicea-Velazquez, Nilda | Chemistry & Biochemistry | Regulation of the Assembly of SET1 Histone Methyltransferase Core Complexes | \$5,000.00 |
| Barr, Burlin | English | Literary Essays on Post-Emancipation Lives | \$5,000.00 |
| Barrington, Candace | English | Medievalism and Gwendolyn Brooks' "The Anniad" | \$2,500.00 |
| Berman, Marcie | Psychological Sciences | Perceptions of refugees and health-related stigma in relation to climate change | \$5,000.00 |
| Bragg, Caleb | Psychological Science | Comparing COVID Course Content | \$2,500.00 |
| Bray, Alicia | Biology | Trapping for introduced wood-boring beetles in forest habitats along coastline in Connecticut | \$5,000.00 |
| Brewer, Elizabeth | English | Disability and the Teaching of Writing | \$2,500.00 |
| Chae, Myungjin Choi, Jiyong | Manufacturing and Construction Management (MCM) | Development of Underground Pipeline and Manhole Scanner Technology | \$9,470.00 |
| Chakraborty, Sourav | Chemistry & Biochemistry | Development and optimization of a method for direct determination of inorganic anions such as nitrate (NO ₃ -) and nitrite (NO ₂ -) from aqueous systems using hydrophilic interaction liquid chromatography (HILIC) using diode array (DAD) and corona charged aerosol detection (CAD) | \$4,996.00 |
| Chen, Jason | Accounting | Diverse Contents and Cross-Cultural Competency: A Group Investigation Approach | \$5,000.00 |
| Chen, Sixia | Computer Science | Efficient Biometric Authentication Using Fuzzy Extractors | \$5,000.00 |
| Choi, Jiyong Lee, Namhun Chae, Myunglin | Department of Manufacturing and Construction Management | Preliminary Study to Apply Circular Economy Principles to the Construction Industry:Evaluating a Material Use Efficiency for Healthcare Projects | \$13,400.00 |
| Cistulli, Mark Snyder, Jason | Marketing | Effectiveness of YouTube Advertising on Graduate School Enrollment Intention | \$5,000.00 |
| Cohen, Diana | Political Science | Women of the Hobby: Sport Card Collecting in the Digital Age | \$5,000.00 |

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|----------------------------------|--|--|-------------|
| Corbera Lopez, Silvia | Psychological Science | Social Cognitive and Affective Processing in Individuals in the Schizotypal Personality and Autism Spectrum Disorder Continuum and its Role in Social Functioning and Quality of Life | \$5,000.00 |
| Crundwell, Guy | Chemistry and Biochemistry | Silver perchlorate and its role in the degradation of (E)-1-(5-methylthiophen-2-yl)-N-(4-nitrophenyl) methanimine analogs -- The capture of two different metal-ligand complexes from one solution | \$4,963.00 |
| Dharavath, Haji Naik | Computer Electronics and Graphics Technology | Effect of Color Output Modification Approach (COMA) for the Gray Balance in Inkjet Printing: A Mismatch of Device Calibration, Destination and Source Profiles, and Halftone Screening | \$5,000.00 |
| Dowling, Robert | English | A Place in Time: The Life and Work of Sam Shepard | \$5,000.00 |
| Drew, Sally Thomas, Jeff | Special Education & Interventions | A Mixed Methods Examination of Efficacy of Self-regulated Strategy Development (SRSD) and the DEFEND Strategy to Improve Students' Argument Writing in Inclusive High School Science Classrooms | \$9,950.00 |
| Efremoff, Ted | Art | Sowing the Tempest: Seeds of Change in Climate Fact and Myth | \$5,000.00 |
| Fraze, Leah | Mathematical Sciences | Supporting Preservice Teachers' Understanding of Building Procedural Fluency from Conceptual Understanding Through Curricular Noticing | \$5,000.00 |
| Gallagher, Sean | Art | "What She Left, and What She Kept": Solo Art Exhibition | \$3,939.00 |
| Garbovskiy, Yuriy | Physics & Engineering Physics | Ions and Nanomaterials in Liquid Crystals | \$5,000.00 |
| Gichiru, Pauline Wangari | Educational Leadership, Policy, and Instructional Technology | Critical Democratic Citizenship in Ethnically Diverse Spaces: A Qualitative Study of Pre-Service Teachers' Political Attitudes and Voting habits in General Elections in Kenya | \$5,000.00 |
| Gilmore, Susan | English | "Language of the Unheard": Riot on the American Cultural Stage | \$2,500.00 |
| Givens, Eugena | Criminology and Criminal Justice | Adolescent Substance Use and its Impact on Juvenile Delinquency | \$4,960.00 |
| Goh, Tan Leng Leong, Chee Hoi | Physical Education and Human Performance | The Effects of Physical Education Program on Children's Social and Emotional Learning and Physical Activity | \$10,000.00 |
| Gotchev, Ivan | Mathematical Sciences | Cardinal Functions on Hausdorff Topological Spaces | \$5,000.00 |
| Hammad, Khaled | Engineering | Expansion Ratio and the Heat Transfer Characteristics of Suddenly Expanding Viscoplastic Flows | \$5,000.00 |

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|-----------------------------|---------------------------|---|------------|
| Hapeman, Paul | Biology | Camera Surveys to Detect Long-Tailed Weasel (<i>Mustela frenata</i>) at Historical Sites in Florida | \$5,000.00 |
| Hartwig, Heidi | English | Tracing Catholic Conversion in Christopher St. John's Novels, Plays, and Translations | \$5,000.00 |
| Hoopengardner, Barry | Biomolecular Sciences | RNA editing in Seahorses | \$4,850.00 |
| Jackson, Mark | Biology | Serotonin Regulation of Resting membrane Potential in Crayfish Eyestalk | \$5,000.00 |
| Johnson, Steven | Engineering | An Experimental Investigation into the Effect of Oxygen/Oxide Reducing Treatments on the Processing of Light Metal Alloy Powders | \$5,000.00 |
| King, Thomas R. | Biomolecular Sciences | Determining the genetic basis of the spontaneous "lightning bolt tail" (Bolt) mutation in mice | \$5,000.00 |
| Koulidobrova, Elena "Helen" | English/Linguistics | Documenting dialectal variation in the time of health crisis: Anishinaabemowin in South East Manitoba | \$5,000.00 |
| Kurkovsky, Stan | Computer Science | An Examination of Competency-based Accreditation and Its Applications in Computing Education | \$5,000.00 |
| Lim, Hyoun-Sook | Management & Organization | Does age increase or decrease creativity? The moderating effect of perceived organizational support | \$2,500.00 |
| Marjani, Sadie | Biology | Analysis of epigenetic regulators in bovine cloned embryos with different developmental efficiencies | \$2,498.00 |
| Maurer, Sarah | Chemistry & Biochemistry | Reduction of Pyruvate by NAD ⁺ in protocells to inform the formation of metabolisms for the origins of life | \$5,000.00 |
| Meng, Yunliang | Geography | Using Geographically Weighted Regression to Explore County Subdivision Level Predictors of Drug Overdose Death in Connecticut, U.S. | \$3,000.00 |
| Mione, Thomas | Biology | You say tomato, I say Jaltomata | \$2,800.00 |
| Mitrano John SSBE | Sociology | Heritage Tourism Program Design and Ethnic Identity: An Examination of Processes and Outcomes | \$4,925.00 |
| Naumov Viatcheslav L MPCET | Engineering | Study of the combustion of Papaffine-Based Fuels using upgraded hybrid propellant rocket engine test facility and instrumentation system and advanced facility for solid propellant grains fabrication | \$4,910.00 |
| Pana, Elisabeta | Finance | Broker-Dealers and the COVID-19 Crisis | \$4,500.00 |
| Penniman, Clayton | Biology | Variability in Community Physiological Profiles of Epiphytic Heterotrophic Prokaryotes in the Biofilm Attached to the Thalli of the Intertidal, Canopy-forming, Brown Seaweed, <i>Ascophyllum nodosum</i> | \$5,000.00 |

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|----------------------------------|--|---|-------------|
| Pope, Cynthia | Geography | The Gendered Impacts of COVID-19 in Belize, Central America | \$5,000.00 |
| Potter, Christopher | Biology | Identification of downstream targets of Hoxc13 regulation in hair follicles. | \$5,000.00 |
| Protzko, John | Psychological Science | The Online Volunteer Subject | \$4,800.00 |
| Ryan, Antoinette | Educational Leadership, Policy, and Instructional Technology | Women as Catalysts for Third-Order Change Leadership: | \$4,960.00 |
| Saha, Krishna | Mathematical Sciences | Methods for the Analysis of Bivariate Correlated Binary Data in Multiple Comparative Clinical Trials | \$5,000.00 |
| Salama, Talat | Manufacturing and Construction Management | Concrete Mixture Design using Volcanic Ash for Bridge Construction | \$5,000.00 |
| Savatorova, Viktoria | Mathematical Sciences | Mathematical modeling of wave propagation in heterogeneous material with periodic structure and a hierarchy of spatial scales | \$3,000.00 |
| Sharma, Nimmi | Physics & Engineering Physics | Shedding Light on Air Pollution with Laser Radar | \$5,000.00 |
| Singh, GurbakhshashT | Mathematical Sciences | Conditions for dissimilar estimates of log-binomial and Poisson regression parameters | \$5,000.00 |
| Singhal, Rahul LeMaire, Peter | Physics and Engineering Physics | Effect of synthesis method on physical and thermal properties of ternary metal oxide for supercapacitor applications. | \$10,000.00 |
| Stewart, Alicia | Special Education and Interventions | Investigating the effects of the Intensification of a Comprehension Intervention Using Student Data on the outcomes of students with high levels of inattention | \$4,300.00 |
| Takemae, Natsuko | Special Education and Interventions | International Research on Universal Design for Learning: Systematically Embedding Natural Support for Equity and Inclusive Education | \$5,000.00 |
| Wei, Fu Shang (John) | Engineering | CCSU HELICOPTER FLIGHT SIMULATOR WITH VIRTUAL REALITY DESIGN | \$5,000.00 |
| Westcott, Barry | Chemistry & Biochemistry | Small molecule models of the Zn(II) site in zinc fingers | \$4,920.00 |
| Wizevich, Michael | Geological Sciences | Checking the Pulse of the Sevier Orogeny | \$5,000.00 |
| Zabihimayvan, Mahdieh | Computer Science | Deep Neural Classification of Darknet Traffic | \$5,000.00 |
| Zalewski, Leanne | Art | The New York Market for French Art in the Gilded Age, 1867-1893, Contextualizing Art Markets series (New York: Bloomsbury Visual Arts, expected publication 2022) | \$577.00 |
| Zalewski, Leanne | Art | Competing in a Man's Field: Anna Vaughn Hyatt's Joan of Arc | \$947.00 |
| Total | | | \$317,665 |
| Available funding | | | \$398,146 |
| Carry over to 2023-24 | | | \$80,481 |

ECSU 2022 Roster of Faculty Research Grants for BOR

| Principal Investigator | | Grant Information | |
|-------------------------------|---------------------|--|----------------------|
| Name | Department | Grant Title | Amount Funded |
| | | | |
| Michelle Bacholle | World Languages | Marcelino Truong and Alice Guy Blaché: Two International Presentations and an Edited Volume | \$4,000 |
| Thomas Balcerski | History | "The Greatest Party Ever Known: A History of Democrats from Jefferson to Biden" | 4,000 |
| JJ Cobb | Performing Arts | Research and residency in support of Harvey Hourse play <i>The Couriers</i> | \$5,000 |
| Brian Day | Performing Arts | Documentary Production – Stepping Into the Shade: Tobacco's Connection to Civil Rights - Joint proposal | \$9,976 |
| Daniel Donaghy | English | Against Erasure: Poems for Racial Equity and Social Justice (book of original poems) | \$3,000 |
| Mark Fabrizi | Education | Historical Dictionary of Horror Literature | \$3,696 |
| Christine Garcia | English | Semillitas, Writing Seeds: A Gloria E Anzaldua Approach to Teaching Writing | \$4,000 |
| Barbara Liu | English | Self-Advocacy and the Early Rhetorical Development of an ME/CFS Social Health Movement: An Archival Research Project | \$2,500 |
| Raouf Mama | English | Burning Candles -- a novel in progress | \$3,000 |
| Maureen McDonnell | English | Exit Stage Left: An Ethnography of the "Mellon School: Final Session" | \$4,000 |
| Scott Moore | History | The Virginia Witch: Grace Sherwood in History and Legend | \$5,000 |
| Afarin Rahmanifar | Art and Art History | "Female Identified:" Visual Methods of Storytelling | \$5,000 |
| Allison Speicher | English | Fictions of Age: A Literary History of Aging in Nineteenth-Century America | \$1,920 |
| Christopher Torockio | English | Murmurs: A Novel | \$4,000 |
| Total | | | \$59,092 |
| Available funding | | | \$197,708 |
| Carry over to 2023-24 | | | \$138,616 |

SCSU 2022 Roster of Faculty Research Grants for BOR

| Principal Investigator | Grant Information | |
|---|---|----------------------|
| Name | Grant Title | Amount Funded |
| | | |
| Risisky, Debra S. | Academic Outcomes and Campus Engagement Among Students in Living Learning Communities (Phase II) | \$5,000.00 |
| Griswold, Michele | Understanding Clinician's Perceptions, Attitudes and Beliefs Toward Breastfeeding and HIV | \$4,980.00 |
| Permubilly, Sebastian | Integration of Yoga in Substance Addiction Treatment Programs: Results from a Mixed Methods Research Study. | \$4,634.00 |
| Walters, Kenneth | Sluggish Cognitive Tempo and ADHD in College: An Executive Function Comparison. | \$2,500.00 |
| Kerr, Audrey | Here are the Words of Some of the Women I Have Been: Mapping the New Language of Resistance Among Black Women and Girls | \$5,000.00 |
| O'Brien, Kyle | Examining the depiction of dementia and its usefulness in children's literature. | \$2,500.00 |
| Rupp, Kristie L. (w/ Abel-Berei, Catherine; Health and Movement Sciences) | Understanding Weight-Related Experiences, Goals, and Health Behaviors in Young Women | \$10,000.00 |
| Schmitt, Elena | Bilingual Students in Post-Secondary Education: Obstacles, Needs, and Supports | \$5,000.00 |
| Vu, Thuan | TRANSLATING VIETNAMESE IMAGERY | \$5,000.00 |
| Nguyen, Khoa | Disease Outbreak Risk Exposure: The case of the U.S. Travel and Tourism Industry | \$1,810.00 |
| Skoczen, Kathleen | Working at the Dump: Women Informal Waste Collectors in Samaná, Dominican Republic. | \$5,000.00 |
| Yang, Chulguen | Fostering Contemplative Leadership in Management Education | \$4,500.00 |
| Chen, Qu | The Continuing Quest for Identity in the Counseling Profession: A History of ACES from 1985 to Present | 2,500 |
| Sorokina, Anastasia | Language Loss Effect on Bilingual Autobiographical Memory: Disseminating Research through Presenting and Publishing | \$4,600.00 |
| Marsoobian, Armen | A Virtual Exhibition of Ottoman Era Anatolian Armenian Photography, 1880s -1920s | \$5,000.00 |

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|---|---|-------------|
| Slomba, Jeffrey | Adapting Materiality: Digital Influence on New Analog Sculptures | \$5,000.00 |
| Chen, Qu | Effects of Individualistic and Collectivistic Culture on Emotional Empathy in Counselor Trainees | \$2,330.00 |
| Wang, Zheni | Employees' perceptions on Cooperate Social Responsibilities, Sensemaking for Meaningfulness and Work Engagement | \$5,000.00 |
| Breny, Jean | Achieving Health Equity Through Uncovering and Addressing Systemic Racism | \$5,000.00 |
| Wang, Junhong (w/ Prince, Melvin; Marketing) | The Impact of Individual Differences, Machiavellianism and Moral Disengagement on Academic Dishonesty | \$6685.00 |
| Harry, Chelsea | Expanding the Canon: Women and Ancient Greek Philosophy | \$5,000.00 |
| Serchuk, Camille | Border Control: Cartography and its Frames in Early Modernity, 1500-1650 | \$5,000.00 |
| Njoku, Anuli | COVID-19 and Environmental Health Disparities: Causes and Solutions | \$5,000.00 |
| Ferraro, Marissa | Pivoting to nature-based preschool programs in a pandemic: Lessons from German-based Waldkindergarten | \$5,000.00 |
| Liu, Yue | The Hidden Effect of Experiential Consumption: Relieving Us from Feeling Lonely | \$5,000.00 |
| Stiver, Kelly (w/ Gayle Bessenoff, Psychology) | Examining Pro- and Anti-social Behavior in Online Gaming | \$10,000.00 |
| Brownell, Mia | Garden-Variety | \$5,000.00 |
| Smith, Jason | Sea Power and Spectacle: A Cultural History of American Navalism, 1890-1916 | \$3,767.00 |
| Warner, Heather | Oral Health Matters: Interdisciplinary Implications | \$5,000.00 |
| Yavuz, Olcay (w/ Denver Fowler, Educational Leadership) | Implementation and Evaluation of the Inaugural Southern Connecticut State University (SCSU) School Leadership Institute | \$5,000.00 |
| Richmond, Andrew | Modeling Medieval Literature in a Digital Environment | \$2,500.00 |
| Roe, Sarah | Old Ideas, New Mechanisms: what Schelling's "infinite activity" can add to a modern debate | \$2,500.00 |
| Coca, Adiel | Synthesis and Antimicrobial Evaluation of Equisetin Analogues | \$5,000.00 |
| | | \$5,000.00 |
| Liu Yan | Digital Library of Virtual Laboratories for High School Students | \$5,000.00 |
| Chevan, David | Our Feet Began to Pray | \$5,000.00 |

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|---|---|-------------|
| Ellis, Scott | Thomas Wentworth Higginson, the Civil War, and the Rise of Nature Writing | \$5,000.00 |
| Groffman, Joshua | Recording of "Lemur," a recent, original composition for baritone and chamber ensemble | \$5,000.00 |
| Kim, Younjun (w/ Yoon, Sang; Economics) | Do Computerization and Automation Increase Gig Workers? | \$5,000.00 |
| Hardenberg, Wendeline A. | Support for Publication of Literary Translations with Small Independent Presses | \$2,500.00 |
| Lavin, Terrence | Improving Outcomes in Cast Glass and Metal from 3D Printed Models | \$5,000.00 |
| Weng, Miaowei | Art and Anti-Asian Racism in Contemporary Spain | \$5,000.00 |
| Axon, Stephen | Developing a Sustainable Parenting Toolkit | \$4,281.00 |
| Bordner, Kelly (w/ Rachel Jeffrey (Biology)) | Effects of early prenatal THC exposure on subsequent addiction, anxiety and social behaviors in the rat model. | \$10,000.00 |
| Hwang, Candy | Understanding the Role of Antibiotic Resistant Biofilms in Lyme Disease using Medicinal Plants | \$5,000.00 |
| Kim, Young Kyu (w/ Prince, Melvin; Marketing) | Perceived Discrimination, College Disidentification and Stress Levels among Community College Transfer Students to a 4-Year College | \$6657.50 |
| Cross, Emma | Quantifying the impact of co-culturing seaweed and shellfish on water quality and biodiversity to build environmental resilience for the shellfish aquaculture industry | \$5,000.00 |
| Fisher, Michael L. | Investigating the Role of the Host Microbiome on Bacterial Pathogenesis in <i>C. elegans</i> | \$5,000.00 |
| Jayawickreme, Dushmantha | Assessing Watershed Responses to Urbanization, Seasonal Climates, and Extreme Weather Events | \$5,000.00 |
| Weinbaum, Jonathan | Excavation and Interpretation of a Late Triassic fossil site in northeastern Arizona | \$5,000.00 |
| Crawford, Sarah | Design of a Preclinical Model of Brain Tumor Formation and Invasion | \$5,000.00 |
| Horch, Elliot | Science Observations with the Southern Connecticut Stellar Interferometer | \$4,980.00 |
| Parrish, Timothy | Revision of MIMWAR!, A Hybrid Novel and Memoir | \$2,500.00 |
| Thompson, C.M. | From Imperial Tribute to Illegal Animal Trafficking: How Historical Data on the East Asian Tributary System Can Help Control Global Poaching of Wild Plants and Animals | \$4,800.00 |
| Uribe, Melanie | Journey to Safety: Migrant routes | \$4,790.00 |

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| Breslin, Vincent T. | Temporal Trends in Sediment Metal Contamination in New Haven harbor (2001-2021) | \$5,000.00 |
| Hossain, MD S. | Effectiveness of Zoom Gestures for Age Estimation \$5,000.00 | \$5,000.00 |
| McGill Kenneth | Race, Language and Economics in the Working-Class Workplace | \$5,000.00 |
| Kim, Hyoseok | Website Identification and Shopping Behavior | \$5,000.00 |
| Pang, Yulei | Comparing Machine Learning Approaches for Predicting Spatially Explicit Life Cycle Global Warming and Eutrophication Impacts from Corn Production | \$5,000.00 |
| Ryder, Todd | Multicomponent Reactions of Ketone Substrates | \$5,000.00 |
| Chrissidis, Nikolaos A. | Sophia Bakunina: Balancing Journalism between the Russian Empire and the Middle East | \$5,000.00 |
| Barnes, Ericka | High-Accuracy Computational Quantum Chemistry Investigation of the Polymerization of Boron-Containing Chromophores | \$4,906.00 |
| Kearns, James | Can Liquid Chromatography Mass Spectrometry be used to identify new natural products/antibiotic molecules for the treatment of Borrelia Burgdorferi (the Lyme Infection)? | \$5,000.00 |
| Chung, Hanyong | The Effect of Product Market Competition on Analysts Forecast Characteristics | 3,250 |
| Chandler, Jeremy | Terra Incognita: Creating and Exhibiting Photographic Artwork | \$5,000.00 |
| Antonios, Imad | Characterization of the Effect of Measurement Artifacts on Power Loss Estimation in Electrical Grids | \$4,600.00 |
| Kalbfleisch, Elizabeth M. | Anti-Scientism and the Politics of Literacy Instruction in America | \$2,500.00 |
| Pang, Jiong Dong | Acetylcholine Esterase Kinetics and Potential for Alzheimer's Treatment | \$2500.00 |
| Palma, Pina | Pontano and the Renaissance at the Court of Aragon | \$2500.00 |
| Total | | \$331,571.00 |
| Available funding | | \$430,957.00 |
| Carry over to 2023-24 | | \$99,386.00 |

WCSU 2022 Roster of Faculty Research Grants for BOR

| Principal Investigator | | Grant Information | |
|------------------------|--------------------------------------|--|---------------|
| Name | Department | Grant Title | Amount Funded |
| | | | |
| Arslan, Hasan | Justice and Law Administration | Presidential Policies, Legislative Actions and Anti-abortion Violence in the United States | \$2,500 |
| Bandhauer, Carina | Social Sciences | The Modern Anti-Immigrant Movement | \$5,000 |
| Chuang, Ming-Ling | Management | The Challenges of Rebuilding US Domestic Supply Chains | \$5,000 |
| Eckstein, Jessica | Communication | Psychometrics and Population Utility of the Technology-Mediated Abuse (TMA) Scale: Testing Sample Reliability and Convergent, Face, and Expert-Validity of Victimization Measurement | \$4,931 |
| Gallucci, Nicholas | Psychology | Validation of a Performance Anxiety Inventory | \$5,000 |
| Kraybill, Jess | Psychology | Addressing Mental Health in College Students | \$5,000 |
| Marino, Kim | Justice and Law Administration | Coronavirus Behind Bars: The effect of the pandemic in Connecticut's Prisons | \$5,000 |
| Misra, Manoj | Social Sciences | Anti-Coal Protest and Asymmetric Environmentalism | \$5,000 |
| Nelson, Mary | Psychology | Embedded questions with appropriate controls improve understanding of pre-class material | \$5,000 |
| Owoye, Oluwole | Social Sciences | The Analysis of Public Governance Performance in African Countries in the 21st Century | \$5,000 |
| Pan, Zuohong | Social Sciences | An Assessment of China's Central Bank Intervention and Its Impact on the Renminbi Exchange Rate Fluctuations | \$5,000 |
| Sharma, Divya | Justice and Law Administration | Ethics, methods, and narratives surrounding media coverage of victims of COVID-19 | \$5,000 |
| Stewart, Tricia | Education and Educational Psychology | Teachers on Teaching during the COVID-19 Pandemic: Experiences from a Time of Collective Trauma | \$10,000 |
| Total | | | \$67,431 |
| Available funding | | | \$179,694 |

| | | | |
|--------------------------|--|--|-----------|
| Carry over to 2023-24 | | | \$112,263 |
|--------------------------|--|--|-----------|

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Connecticut Community College's Emeritus

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the 2022 Emeritus recommendations from the presidents and chief academic officers of the Connecticut Community Colleges.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Approval of the 2022 emeritus recommendations from the presidents and chief academic officers of the Connecticut Community Colleges

BACKGROUND

In accordance with the CSU-4Cs Collective Bargaining Agreement, the Board of Regents awards emeritus status to faculty at the 12 Connecticut Community Colleges. Recommendations forwarded to the Board have been approved by the respective community college president or chief executive officer. The Board of Regents acts upon the recommendations of the presidents and chief academic officers. The letters of recommendation are attached.

05/06/2022 – BOR Academic & Student Affairs Committee

05/19/2022 – Board of Regents



OFFICE OF THE PRESIDENT

April 21, 2022

To the Board of Regents;

I would like to recommend the following Northwestern faculty and staff who are retiring this year for emeritus status. All of those listed below have at least 15 years of service to the system.

Thank you for your consideration. Please let me know if you have any questions or concerns.

Grantley Adams, Marketing Director

Robert Beck, Faculty

Sarah Bement, Faculty

Susan Dichter, Program Coordinator Team Success Scholars

Karen Hunter, Academic Associate

Ann Marie Hyres, Library Associate

Janet Nesteruk, Faculty

Valerie Royals, Faculty

Jessica Treat, Faculty

Sincerely,

Michael A Rooke, Ph.D.
President

March 10, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I support and concur with the recommendation of Professor Candace M. Carbone be awarded the designation of Emeritus status.

Thank you for your consideration of this request.

Regards,



Darryl Reome, Ed.D.
Campus CEO



James Lombella, Ed.D.
Regional President
North-West Region

December 7, 2021

Pam Heleen
Associate Director of Board Affairs
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear Pam,

On behalf of Tunxis Community College and the North-West Region, Dr. Lombella and I fully support Emeritus status for Cathy Felice. Cathy recently retired from state service (Tunxis Community College) and did an outstanding job of serving our campus community for over thirty-years.

Regards,



Dr. Darryl Reome
Campus CEO



Dr. James Lombella
Regional President
North-West Region

April 13, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

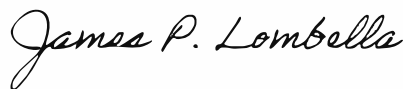
President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I recommend that Professor Stephen Klema be awarded the designation of Emeritus status.

Regards,



Darryl Reome, Ed.D.
Campus CEO



James Lombella, Ed.D.
Regional President
North-West Region

April 13, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

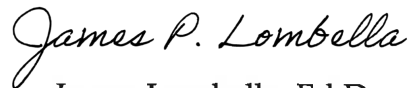
President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I recommend that Professor Colleen Richard be awarded the designation of Emeritus status.

Regards,



Darryl Reome, Ed.D.
Campus CEO



James Lombella, Ed.D.
Regional President
North-West Region

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following degrees and certificates for Connecticut State Community College, developed from degrees and certificates ***previously approved by the Board for one or more of the 12 individually accredited colleges***. These degrees and certificates meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below.

The degrees and certificates include:

| Program | Program Type | Minimum # of Credits |
|--|---------------------|-----------------------------|
| 1. Archaeology | Certificate | 16 |
| 2. Aviation Maintenance Technology | A.S. | 60 |
| 3. Banking, A.S. | A.S. | 60 |
| 4. Business Intelligence | A.S. | 60 |
| 5. Electronic Engineering Technology | A.S. | 67* |
| 6. English Studies (CSCU Transfer Pathway) | A.A. | 60 |
| 7. Fashion Merchandising and Retail Management, A.S. | A.S. | 60 |
| 8. Fashion Merchandising and Retail Management | Certificate | 21 |
| 9. Fire Technology and Administration, A.S. | A.S. | 61 |
| 10. Firefighter 1 and 2 | Certificate | 25 |
| 11. Health Careers Pathway | Certificate | 28 |
| 12. Human Services | A.S. | 61 |
| 13. Human Services: Child, Family, and Community Studies | A.S. | 61 |
| 14. Human Services: Gerontology Studies | A.S. | 61 |
| 15. Human Services: Mental Health | A.S. | 61 |
| 16. Human Services: Human Services Management, | A.S. | 61 |
| 17. Human Services: Behavioral Healthcare Specialist | Certificate | 30 |
| 18. Human Services: Gerontology | Certificate | 24 |
| 19. Human Services: Management | Certificate | 27 |

| Program | Program Type | Minimum # of Credits |
|--|---------------------|-----------------------------|
| 20. Human Services: Mental Health | Certificate | 30 |
| 21. Natural Sciences & Mathematics | A.S. | 60 |
| 22. New Media Production: Audio & Music Production | A.A.S. | 61 |
| 23. New Media Production: Corporate Media | A.A.S. | 60 |
| 24. New Media Production: Film & Video | A.A.S. | 60 |
| 25. New Media Production: Digital Marketing | A.A.S. | 60 |
| 26. New Media Production: Multimedia | A.A.S. | 60 |
| 27. New Media Production: News & Sports | A.A.S. | 60 |
| 28. New Media Production: Web Design & Development | A.A.S. | 60 |
| 29. New Media Production: Audio & Music Production | Certificate | 31 |
| 30. New Media Production: Corporate Media | Certificate | 30 |
| 31. New Media Production: Film & Video | Certificate | 30 |
| 32. New Media Production: Digital Marketing | Certificate | 30 |
| 33. New Media Production: Multimedia | Certificate | 30 |
| 34. New Media Production: News & Sports | Certificate | 30 |
| 35. New Media Production: Web Design & Development | Certificate | 30 |
| 36. Pathway to Teaching Careers | A.A. | 60 |
| 37. Public Utility Management | A.S. | 64* |
| 38. Small Business Management and Entrepreneurship | A.S. | 60 |
| 39. Small Business Management and Entrepreneurship | Certificate | 21 |
| 40. Social Work Studies (CSCU Pathway Transfer Degree) | A.A. | 61 |

* The following require an additional three credits due to the addition of the College and Career Success (CCS 101) course in the curriculum: Electronic Engineering Technology, A.S., Public Utility Management, A.S. As per BOR policy 14-111, we request an exemption to credit normalization for the credit totals listed above to include the College and Career Success course.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

ITEM

Implementation of the Revised Students First Plan (BOR 18-089) to align community college curricula statewide. The degrees and certificates to be approved meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted in the resolution.

BACKGROUND & ALIGNMENT PROCESS

In April 2017, the Board of Regents approved the Students First plan to help address the system's fiscal challenges while maintaining high quality education, improving student outcomes, and reducing equity gaps in attainment. The plan includes a consolidation of administrative functions as well as an organizational merger of the community colleges. In June 2018, the Board of Regents approved the Revised Students First plan to merge the 12 individually accredited community colleges into a single institution, including "aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum". In May 2020, the Board officially named this merged institution Connecticut State Community College.

Alignment of the community college programs and certificates involves synthesizing the existing 600+ programs and 400+ certificates, previously approved by the individually accredited institutions and the Board of Regents, into a single set of programs and certificates with common names, descriptions, learning outcomes, and courses, including a common general education core for degree programs. Similarly, all 4000+ courses previously approved by the individually accredited institutions need to be aligned to have common course names, numbers, descriptions, learning outcomes, pre-requisites/co-requisites, contact hours, and credit hours. This work began in Fall 2018 coordinated by the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC). This work is currently facilitated by a CT State Community College curriculum alignment team, consisting of the interim Associate Vice President of the Academic Programs and Curriculum, the interim Associate Vice President of Higher Education Transitions, the interim Director of Regional and Specialized Accreditation, the interim Director of the College Catalog, and four community college faculty serving as alignment managers.

Curriculum alignment work began in fall 2018. Three curriculum alignment kickoff events were held for faculty (fall 2018, spring 2019, and fall 2019) to learn about the alignment process, ask questions, and meet with their discipline-specific colleagues throughout the system. Many of the faculty invited to the first of these events had previously been involved in curriculum work for the transfer articulation pathways. In fall 2019, the list of faculty members invited to participate was broadened by searching each community college's website, noting the contact individuals for each discipline, and confirming the updated lists with college Presidents, CEOs, and Academic Deans. Faculty on the list received an email inviting them to participate and to invite any interested colleagues to participate. In winter and early spring of 2020, at the urging of union leadership, many faculty withdrew their participation and work on alignment stalled for a few months. To encourage re-engagement of community college faculty throughout the system, the curriculum alignment leadership team sent an email in spring 2020 to all full- and part-time faculty inviting them to participate in their discipline-specific alignment work groups. Additional invitations were distributed via email to faculty in fall of 2020 and spring of 2021. Finally, a link was added to the curriculum alignment website to provide an easily accessible mechanism by which faculty could volunteer to engage in alignment work (<https://www.ct.edu/curriculum>). In the period from June 2020 to May 2022, over 275 faculty have been involved in aligning curriculum within their disciplines and programs.

As outlined in the revised Students First plan, the alignment of degree programs and certificates follows an endorsement process similar to that developed for the Transfer and Articulation Policy (TAP) transfer pathways. This process includes a transitional curriculum committee, the Aligned Program Review Committee (APRC), reporting to the SF ASA CC. Similar to the TAP Framework Implementation Review Committee, the APRC was designed with representation from each community college, but also includes representatives from the Registrar's, Advising, Financial Aid, and Academic Deans' Councils. The endorsement process keeps college communities apprised of the aligned curriculum being recommended for CT State and provides college communities the opportunity to submit feedback that might strengthen a program before it goes to the Board for approval.

The graphic on the next page illustrates the full process for aligned programs and certificates.

All degrees and certificates proposed for CT State to date can be viewed online at <https://www.ct.edu/curriculum>.

RATIONALE

The 12 individually accredited community colleges currently offer programs and certificates with similar names, but outcomes and courses that may be quite disparate. Similarly, courses have common numbers yet different names, descriptions, pre-requisites, and learning outcomes. In order to more seamlessly serve our students statewide, these programs, certificates, and courses must be aligned to create a single set of offerings for CT State Community College.

CT State Curriculum Alignment: Process Flow for Degrees & Certificates**Stage 1: Faculty Preparation**

- Program coordinators and full-time faculty align existing degree and certificate programs into single versions (for similar programs) or clearly differentiate disparate programs into multiple versions (for different programs)
- If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in revisions of the proposals.

Stage 2: Review by CT State Transitional Committees

- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement

- APRC representatives bring programs to their campus for endorsement and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership

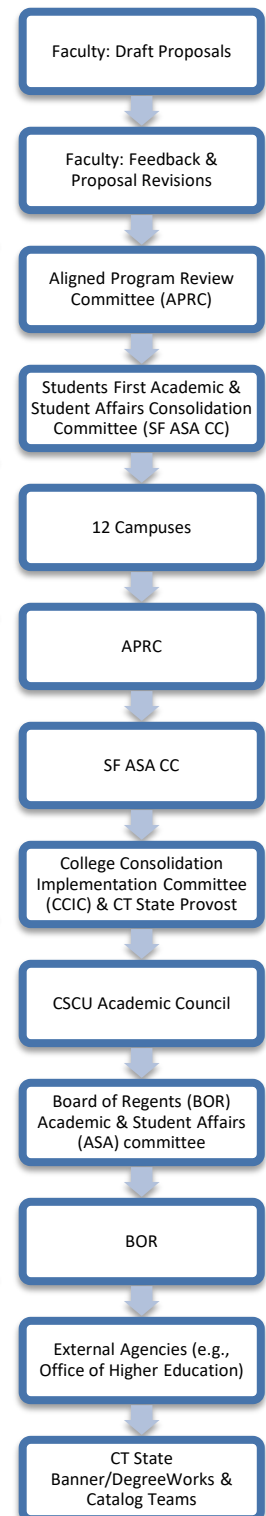
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval

- With approval of the CT State Provost, the APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of the ASA, the BOR approves programs to be offered at CT State or returns them for further review and revision

Stage 6: Implementation

- Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds



CT State Aligned Degrees & Certificates
May 19, 2022

- 1) Archaeology Certificate
- 2) Aviation Maintenance Technology, A.S.
- 3) Banking, A.S.
- 4) Business Intelligence, A.S.
- 5) Electronic Engineering Technology, A.S.
- 6) English Studies, A.A. (CSCU Transfer Pathway)
- 7) Fashion Merchandising and Retail Management, A.S.
- 8) Fashion Merchandising and Retail Management Certificate
- 9) Fire Technology and Administration, A.S.
- 10) Firefighter 1 and 2 Certificate
- 11) Health Careers Pathway Certificate
- 12) Human Services, A.S.
- 13) Human Services: Child, Family, and Community Studies, A.S.
- 14) Human Services: Gerontology Studies, A.S.
- 15) Human Services: Mental Health, A.S.
- 16) Human Services: Human Services Management, A.S.
- 17) Human Services: Behavioral Healthcare Specialist Certificate
- 18) Human Services: Gerontology Certificate
- 19) Human Services: Management Certificate
- 20) Human Services: Mental Health Certificate
- 21) Natural Sciences & Mathematics, A.S.
- 22) New Media Production: Audio & Music Production, A.A.S.
- 23) New Media Production: Corporate Media, A.A.S.
- 24) New Media Production: Film & Video, A.A.S.
- 25) New Media Production: Digital Marketing, A.A.S.
- 26) New Media Production: Multimedia, A.A.S.
- 27) New Media Production: News & Sports, A.A.S.
- 28) New Media Production: Web Design & Development, A.A.S.
- 29) New Media Production: Audio & Music Production Certificate
- 30) New Media Production: Corporate Media Certificate
- 31) New Media Production: Film & Video, A.A.S. Certificate
- 32) New Media Production: Digital Marketing Certificate
- 33) New Media Production: Multimedia Certificate
- 34) New Media Production: News & Sports Certificate
- 35) New Media Production: Web Design & Development Certificate
- 36) Pathway to Teaching Careers, A.A.
- 37) Public Utility Management, A.S.
- 38) Small Business Management and Entrepreneurship, A.S.
- 39) Small Business Management and Entrepreneurship Certificate
- 40) Social Work Studies, A.A. (CSCU Pathway Transfer Degree)

Certificate Program Name: Certificate in Archaeology

Certificate Description:

This program is designed to train the avocational archaeologist and students pursuing archaeology as a career. Extensive field work, directed toward the rescue and preservation of local prehistory and history, is integral to the program. Successful completion of the certificate may enable the student to participate effectively in archaeological excavations world-wide.

Learning Outcomes:

Define archaeology and explain its relationship to anthropology and history

Determine and employ methods to find, test, excavate, analyze, interpret, and report on archeological sites

Acquire skills and knowledge to become a competent archeologist

Identify major archeological periods and cultural traits, lifeways, and processes in various world regions

Certificate Descriptors:

The program was designed for those having either an avocational or professional interest in studying archaeology. The program provides an educational opportunity that includes archaeological fieldwork and analysis in an environment conducive to a broad population of traditional and non- traditional students.

| Certificate Program Requirements (# credits) | | | |
|--|--|--------------|-------------------------|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| ANT 121 | Introduction to Archaeology | 3 | Elig. ENG 101 |
| ANT 223 | Advanced Techniques in Archaeology | 4 | ANT 121 |
| | Choose 3 Anthropology courses from those listed below OR Choose 2 Anthropology, plus one non-Anthropology elective from those listed below | 9-10 | |
| | | | |
| ANT 105 | Introduction to Cultural Anthropology | 3 | Elig. ENG 101 |
| ANT 106 | Introduction to Biological Anthropology | 3 | Elig. ENG 101 |
| ANT 107 | Introduction to Forensic Anthropology | 3 | Elig. ENG 101 |
| ANT 131 | World Prehistory | 3 | Elig. ENG 101 |
| ANT 229 | Historical Archaeology | 3 | None |
| ANT 240 | Native Cultures of the Americas | 3 | None |
| HIS 201 | U.S. History I | 3 | tbd |
| GLG 121 | Physical Geology | 4 | tbd |
| CSA 105 | Introduction to Software Applications | 3 | tbd |
| CJS 226 | Introduction to Forensic Science (cross listed SCI 226) | 3 | tbd |
| MAT 210 | Statistics | 3 | tbd |
| | Certificate Program Total Credits | 16-17 | |

Program Name:

Aviation Maintenance Technology

Degree Type:

Associate in Science

Program Description:

To be eligible for an Associate in Science degree in Aviation Maintenance Technology program a student must successfully complete a Federal Aviation Agency (FAA) approved Airframe and Powerplant Mechanics program that is offered at FAA approved schools and have an active license. Thirty credits will be granted to individuals who have an active FAA license. An additional 30 credits of college instruction must be completed for the Associate in Science degree. FAA schools can be found at <https://av-info.faa.gov/MaintenanceSchool.asp>.

Program Learning Outcomes:

Upon successful completion of all program requirements, graduates should be able to:

- Perform mathematics related to the occupation, including but not limited to algebra, arithmetic, decimals, and graphs
- Use the scientific method and critical thinking to solve problems related to the occupation
- Apply knowledge of theory and safety to accomplish certain tasks related to the occupation
- Identify and use the appropriate tools, testing procedures, and measurement equipment to accomplish certain tasks related to the occupation

Program Descriptors:

Graduates of this program may obtain employment as mechanics at airports, technicians with aircraft and powerplant companies, or they may continue their education toward a Bachelor's degree in the industrial and manufacturing fields.

| General Education Core Courses | | | |
|---------------------------------|---|---|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG* 101 | English Composition | 3 |
| 2 | MAT* 175 | Math: College Algebra and Trigonometry | 4 |
| 3 | Arts and Humanities | Any course vetted for Arts and Humanities | 3-4 |
| 4 | PHY* 121 | Scientific Reasoning/Scientific Knowledge + Understanding: General Physics I | 4 |
| 5 | Social / Behavioral Science or Historical Knowledge | Any course vetted for Social / Behavioral Science or Historical Knowledge | 3 |
| 6 | Oral Communication or Written Communication II | Any course vetted for Oral Communication or Written Communication II | 3 |
| 7 | CCS*101 | Continued Learning/Information Literacy CCS 101 College and Career Success | 3 |
| General Education Core Credits: | | | 23-24 |

| Program Requirements (37 Credits) | | | |
|-----------------------------------|---|--------------|-------------------------|
| Course Number | Course Name | # of Credits | Prereq./Coreq. Course # |
| | Student must successfully complete a Federal Aviation Agency (FAA) approved Airframe and Powerplant Mechanics program that is offered at FAA approved schools and have an active license | 30 | |
| CET* 116 | Computer Applications for Technology | 3 | |
| PHY* 122 | General Physics II | 4 | Pre-req: PHY 121 |
| | Program Requirement Credits: | 37 | |
| | General Education Core Credits: | 23-24 | |
| | Student must successfully complete a Federal Aviation Agency (FAA) approved Airframe and Powerplant Mechanics program that is offered at FAA approved schools and have an active license to be admitted to this program. | | |
| | Total Program Credits: | 60-61 | |

Program Name: Banking

Degree Type: Associate in Science Degree

Program Description: This degree program is a career development opportunity for students currently working in banking or in a related industry, as well as students interested in pursuing a career in similar fields. The curriculum is designed to better prepare students for entry level, supervisory and middle-management roles in savings banks, commercial banks, savings and loan associations, credit unions and other financial institutions. The courses familiarize students with the various aspects of banking and financial services.

Program Learning Outcomes:

- Demonstrate an understanding of the basic theory and practice of business administration and banking.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical problem-solving and decision-making skills applicable to business administration and banking.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration and banking.
- Exhibit knowledge of financial services institutions

Program Descriptors: This program prepares graduates for careers in the Banking Industry and is offered only at the Housatonic Campus of the Connecticut State Community College. This program operates in collaboration with and is, supported by local banks.

| General Education Core Courses (21-22 credits) | | | |
|--|-------------------|---|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG 101 | English Composition | 3 |
| 2 | MAT 167 | Principles of Statistics | 3 |
| 3 | BBG 240 | Business Ethics <i>(Pending GE Arts and Humanities Approval)</i> | 3 |
| 4 | Choose one course | Any course vetted in Scientific Reasoning or Scientific Knowledge and Understanding | 3-4 |
| 5 | ECN 101 | Principles of Macroeconomics | 3 |
| 6 | BBG 210 | Business Communications | 3 |
| 7 | CCS 101 | College Career and Success | 3 |
| General Education Core Credits | | | 21-22 |

| Program Requirements (39 credits) | | | |
|-------------------------------------|--|--------------|--|
| Course Number | Course Name | # of Credits | Pre-req Course # |
| ACC 113 | Principles of Financial Accounting | 3 | MAT 095 or satisfactory placement on Assessment Test |
| ACC 117 | Principles of Managerial Accounting | 3 | ACC 113 C- or higher |
| BBG 231 OR BBG 234 | Business Law I Or Legal Environment of Business | 3 | ENG 101 C- or higher OR ENG 101 C- or higher |
| BFN 125 | Principles of Banking | 3 | ENG 101 C- or higher |
| BFN 201 | Principles of Finance | 3 | ACC113 and ECN101 and ECN102 Co-req MAT 167 |
| BFN 211 | Money & Banking | 3 | BFN 201 |
| BMK 201 | Principles of Marketing | 3 | ENG 101 C- or higher |
| BMG 202 OR BMG 210 | Principles of Management OR Organizational Behavior | 3 | ENG 101 C- or higher |
| BFN 110 | Personal Finance | 3 | None |
| Choose two Directed Electives | BFN 203 Investment Principles OR BMK 106 Principles of Selling OR BMK 123 Principles of Customer Service OR BBG 299 Business CoOp/Internship | 6 | BFN 201 OR ENG 101 C- or higher OR None OR 15 credit hours in Business Administration, Accounting, Computer Information Systems or Marketing programs, GPA of over 2.5. and permission of instructor |
| ECN 102 | Principles of Microeconomics | 3 | TBD |
| CSA 105 OR BBG 115 | Introduction to Software Applications OR Business Software Applications | 3 | None OR Eligible for MAT 137 and ENG 101 with C- or higher |
| | Program Requirement Credits | 39 | |
| | General Education Core Credits | 21-22 | |
| | Program Total Credits | 60-61 | |

Program Name: Business Intelligence

Degree Type: Associate of Science

Program Description:

The Business Intelligence Program is committed to creating critical thinkers, innovative solution seekers and well-rounded business professionals. Business intelligence (BI) combines business knowledge with data analytics, data modeling, analytic tools, and organizational infrastructure to aid businesses in making data-informed decisions. Degree candidates face the rigors of a business education that focuses on combining traditional business modalities with innovative data technology to produce graduates who are modern day leaders.

As a Business Intelligence degree candidate, you will:

- Develop requisite knowledge in the building blocks of business: accounting, finance, human capital, economics, strategy and communication.
- Gain an understanding of business in the global environment.
- Form effective working relationships with students and faculty in the areas of accounting, general business management, marketing and sales, and office management.
- Develop programming and data analytic skills

Program Learning Outcomes:

Upon successful completion of all program requirements, graduates should be able to:

1. Explain the basics building blocks of a business.
2. Apply analytic techniques to real-world data using statistics and programming languages.
3. Develop the ability to make data-driven decisions.
4. Create data visualizations with analytic platforms
5. Demonstrate the ability to communicate effectively both verbally and in writing.
6. Develop leadership skills and critical decision-making techniques.
7. Demonstrate ability to complete individual and team-based assignments.

| General Education Core Courses | | | |
|--------------------------------|-----------------------|--|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | MAT*167 | Principles of Statistics | 3 |
| 3 | | Any course vetted for Arts & Humanities | 3 |
| 4 | | Any course vetted for SR or SK&U (lab optional) | 3-4 |
| 5 | ECN*101 or ECN*102 | Principles of Macroeconomics or Principles of Microeconomics | 3 |
| 6 | BBG*210 or COM*173 | Business Communications or Public Speaking | 3 |
| 7 | CCS*101 | College and Career Success (Business) | 3 |
| General Education Core Credits | | | 21-22 |

| Total Program Requirements | | | |
|----------------------------|---|--------------|--|
| Program Required Courses | | | |
| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
| MAT*222 | Statistics II | 3 | MAT*167 with C- or better or placement by multiple measures |
| CST*201 | Intro to Management Information Systems | 3 | Eligibility for ENG*101 |
| CSC*231 | Database Design | 3 | Eligibility for ENG*101 |
| ACC*113 | Financial Accounting | 3 | MAT*095 or placement by multiple measures |
| BMG*202 | Principles of Management | 3 | ENG*101 with C- or better |
| BMK*201 | Principles of Marketing | 3 | ENG*101 with C- or better |
| BFN*201 | Principles of Finance | 3 | C- or better in ACC*113, ECN*101, ECN*102, MAT*167 (can be taken concurrently) |
| DTS*201 | Programming in Data Science | 3 | MAT*167 with C- or better |

| | | | |
|--------------------|--|-----------|---------------------------|
| DTS*215 | Data Ethics & Security | 3 | Eligibility for ENG*101 |
| DTS*220 | Intro to Machine Learning | 3 | DTS*201 with C- or better |
| DTS*299 | Capstone Research | 3 | By instructor permission |
| ECN*101 or ECN 102 | Principles of Macroeconomics or Principles of Microeconomics | 3 | |
| | | 36 | |

Program Designated Electives

Students may choose from a list of specified courses. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of electives with campus specific location, if applicable.

| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
|---------------|--|--------------|---|
| Choose one: | | | |
| BMK*216 | Digital Marketing | 3 | BMK* 201 with a grade of 'C' or better |
| DTS*258 | Data Journalism | 3 | ENG*101 and MAT*167 (can be taken concurrently) |
| | | | |
| | | | |
| | | | |
| | | | |
| | Total Program Requirement Credits | 39 | |
| | General Education Core Credits | 21-22 | |
| | Program Total Credits | 60-61 | |

Program Name:

Electronic Engineering Technology

Degree Type:

Associate in Science

Program Description:

The Electronic Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, www.ABET.org. ABET accreditation provides assurance that the curriculum meets the quality standards that the industry employers of our graduates require and that the academic rigor allows for transferability to four-year electronic technology and electrical engineering programs.

Students will gain the credentials and skills required to enter the workforce in one of the many diverse industrial sectors seeking qualified electronic technicians. Our graduates gain careers in fields such as the electric power utilities, aviation, manufacturing, controls and automation. Typical job titles are electronic technician, junior designer, field service technician, repair technician, test technician, airway transportation system specialist, scada technician, substation designer, and junior controls/automation engineer. The Electronic Engineering Technology graduate is an important and much sought after contributor to the engineering team in Connecticut's ever-changing high technology industries.

The program emphasizes the fundamentals of DC and AC circuit theory, solid-state electronics and digital electronics, but also stresses the role of computers, computer software, CAD systems, programming, microcontrollers, programmable logic controllers (PLC's), data acquisition, instrumentation, robotics, and control systems. The classroom taught theory is fundamental to the learning process and practical "hands-on" experience is an extensive an integral component of the curriculum. The Electronic Engineering Technology graduate will be adept at building, testing, and troubleshooting many types of electrical circuits and systems using state-of-the-art electronic instrumentation and software. A required senior capstone project course will allow the student to demonstrate mastery of the concepts and tools learned as they use electronic CAD software to design a printed circuit board (PCB), use proper fabrication techniques to assemble the PCB, test, and troubleshoot until a functioning project is realized.

The broad based curriculum provides a solid foundation for graduates to confidently enter the work force or transfer to a four-year university.



Engineering
Technology
Accreditation
Commission

Program Learning Outcomes:

(ABET requires the program to have published both **Program Educational Objectives** and **Student Outcomes**)

Electronic Engineering Technology Program Educational Objectives

The electronic engineering technology graduate will be prepared to make achievements in the following areas within a few years after graduation:

1. Obtain employment in an electronic engineering technology related position.
2. Undertake baccalaureate studies in electronic engineering technology or any related engineering program.
3. Uphold professional expectations by conducting work in a safe and ethical manner.
4. Function effectively individually and serve as a team leader on collaborative projects.
5. Continually improve skills by undertaking professional development opportunities.

Electronic Engineering Technology Student Outcomes

Upon successful completion of the program requirements, the graduate will be able to:

- (1) apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the electronic engineering technology discipline;
- (2) design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline;
- (3) apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- (4) conduct standard tests, measurements, and experiments and to analyze and interpret the results using appropriate electronic instrumentation and computer software for both analog and digital circuits;
- (5) function effectively as a member of a technical team; and
- (6) work in a safe and ethical manner and demonstrate the ability recognize ethical issues and utilize the IEEE code of ethics as a guide to determine appropriate course of action in response to these issues.

Program Descriptors:

The Electronic Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, www.ABET.org. The program courses are available at the Naugatuck Valley campus. Graduates of the program transfer to Central Connecticut State University's B.S. Electronics Technology program, University of New Haven's B.S. Electrical & Computer Engineering program, and Fairfield University's Electrical Engineering program. Graduates have the credentials to start careers in the in-demand electronic engineering technology profession at job classification levels that only the A.S. degree allows.

| General Education Core Courses (21-25 credits) | | | |
|--|---|---|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | MAT*186 | Precalculus (Note: Allow substitution of MAT*172 College Algebra AND MAT*185 Trigonometric Functions) | 4 |
| 3 | Arts and Humanities | Any 3 credit course vetted for Arts and Humanities | 3 |
| 4 | (Consult Academic Advisor) PHY*110 or PHY*121 or PHY*221 | Introductory Physics General Physics I Calculus Based Physics I | 4 |
| 5 | Social/Behavioral Science or Historical Knowledge | Any course vetted for Social/Behavioral Science or Historical Knowledge | 3 |
| 6 | Oral Communication | Any course vetted for Oral Communication | 3 |
| 7 | CCS 101 | College and Career Success | 3 |
| General Education Core Credits | | | 23 |

| Program Requirements | | | |
|----------------------------|---|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| EETA*XX1 | Electronics Assembly and CAD (formerly EET 104) | 1 | None |
| EETA*XX2 | DC Circuit Analysis (formerly EET 110) | 4 | Co-req: MAT172 College Algebra or MAT186 Precalculus |
| EETA*126 | Programming Using LabVIEW | 2 | Co-req: MAT172 College Algebra or MAT186 Precalculus |
| EETA*XX3 | AC Circuit Analysis (formerly EET 114) | 4 | Pre-req: EETA XX2 DC Circuit Analysis Co-req: MAT185 Trigonometric Functions or MAT186 Precalculus |
| EETA*XX4 | Electronic Devices (formerly EET 136) | 4 | Pre-req: EETA XX2 DC Circuit Analysis Co-req: MAT185 Trigonometric Functions OR MAT186 Precalculus |
| EETA*XX5 | Advanced Electronic Devices (formerly EET 232) | 4 | Pre-req: EETA XX4 Electronic Devices and MAT185 Trigonometric Functions or MAT186 Precalculus |
| EET*252 | Digital Electronics | 4 | EETA XX2 DC Circuit Analysis (Formerly EET*H110) AND (MAT172 OR MAT186) OR MAT186 and (CSC127 OR CSC124 OR EGR230 OR CSC125) OR C- or better in EGR115 AND (C- or better in MAT172 OR MAT186) |
| EETA*251 | Electronic Instrumentation | 3 | Pre-req: EET126 Programming using LabVIEW and EETA XX3 AC Circuit Analysis |
| EETA*208 or MAT*254 | Applied Calculus for Circuits Calculus 1 | 4 | Pre-req: EETA 126 Programming Using LabVIEW and EETA XX3 AC Circuit Analysis and MAT185 Trigonometric Functions or MAT186 Precalculus Pre-req: MAT185 Trigonometric Functions or MAT186 Precalculus |
| EETA*XX6 | Microcontrollers 256 | 4 | Pre-req: EET252 Digital Electronics and MAT172 College Algebra OR MAT186 Precalculus |
| EETA*253 | Advanced Digital Electronics | 4 | Pre-req: EET252 Digital Electronics |
| EETA*294 | Capstone Project | 2 | Pre-req: EETA 104 Electronics Assembly and CAD <i>and</i> EETA XX5 Advanced Electronic Devices <i>and</i> |

| | | | |
|--|--|------------|--|
| | | | EET*H252 Digital Electronics |
| Directed Technical Elective: EETA*208 or | (Select one course) Applied Calculus for Circuits (Only if MAT*254 not taken) | | Pre-req: EETA 126 Programming Using LabVIEW and EETA XX3 AC Circuit Analysis and MAT185 Trigonometric Functions or MAT186 Precalculus |
| EETA*268 or | Control Systems | | Pre-req: EETA XX3 AC Circuit Analysis or EET114 Electric Circuits II, AND EETA XX5 Advanced Electronic Devices or EET232 Electronics II, AND EET 252 Digital Electronics |
| EET*272 or | Electronic Communication | 4 | Pre-req: EET* 232 - Electronics II (Add EETA XX5 Advanced Electronic Device) |
| EET*262 | Electric Machinery and Controls | | Pre-req: EET* K114 or EET* K144/EET* K145 and MAT* K186 (Add EETA XX3 AC Circuit Analysis) |
| | Program Requirement Credits | 44 | |
| | General Education Core Credits | 23 | |
| | Program Total Credits | 67# | |
| | | | |

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name: English Studies: CSCU Pathway Transfer

Degree Type: Associate of Arts (A.A.)

Program Description:

The English Studies program provides students with a strong foundation in the liberal arts while introducing them to the study of literature and creative writing at the college level. The program is one of the Connecticut State Colleges & Universities (CSCU) Pathway Transfer, A.A. degree programs for Connecticut State Community College (CT State) students who wish to transfer to one of the Connecticut State Universities (CSU) or Charter Oak State College (COSC) in order to complete a bachelor's degree in that same discipline. Upon transfer, students are guaranteed full junior status and can complete a bachelor's degree in their major without losing any credits or be required to take any extra credits.

Program Learning Outcomes:

Program Objectives:

1. Complete an Associate of Arts degree in English Studies.
2. Transfer seamlessly into a Bachelor of Arts (BA) degree program in English with junior-level status in the receiving CSCU institution as part of the CSCU Transfer Tickets program.

Upon successful completion of all English Transfer Ticket degree program requirements, graduates will

1. Analyze in writing literary texts using the conventions and discourse of English studies.
2. Recognize at an introductory level the relationships among literature, culture, and history across multiple cultures, genres, and time periods.
3. Demonstrate an understanding of the function of aesthetic elements in literature.

In addition, the graduate will complete the comprehensive learning outcomes identified within the General Education Core.

Program Descriptors:

Students are free to choose any courses at or above 100-level to complete 11- 14 credits of unrestricted electives. If Unrestricted Electives are used to take additional ENG courses, keep the CSU/COSC policies (listed below) in mind. Students should meet with their advisor before selecting any additional courses.

Central Connecticut State University (CCSU). For the English BA, Pathway students can use in the major either of the British or American surveys (221, 222, 231, 232) that they do not use to fulfill the other Pathway requirements.

Creativity Course: Study Area I: Arts & Humanities

Global Knowledge Course: Study Area II: Social Sciences

Eastern Connecticut State University (ECSU). For the English BA, Literary Studies, three (and sometimes four) additional 200-level ENG courses can be applied: one from ENG 210 (Fiction), ENG 213 (Poetry), & ENG 114 (Children's Literature); one from ENG 250 (Studies in Ethnic Literature), ENG 251 (African American Literature), ENG 262 (Women in Literature), ENG 263 (Women in Poetry), & ENG 264 (Poetry and Women's Lives); one from ENG 281 (Creative Writing); and one from ENG 221 (American Literature I), ENG 222 (American Literature II), ENG 231 (British Literature I), & ENG 232 (British Literature II)

For the English BA, Rhetoric and Composition, ENG 281 can be applied

CT State Community College TAP Common Program Template

For the English BA, Cultural Studies, two from ENG 114, ENG 250, ENG 251, ENG 262; and one from ENG 281 can be applied.

For the English BA, Creative Writing one from ENG 210, ENG 213, ENG 214 (Drama), ENG 263, and ENG 264; and one from ENG 281, can be applied

Creativity Course: Creative Expressions

Global Knowledge Course: Individuals and Society

Southern Connecticut State University (SCSU). For the English BA, Literature OR English BA, Professional Writing, no additional 100- or 200-level courses will be applied. For the English BA, Creative Writing, ENG 282 (Creative Writing: Poetry) & ENG 283 (Creative Writing: Fiction) will be applied

Creativity Course: Creative Drive

Global Knowledge Course: Global Awareness

Western Connecticut State University (WCSU). For the English BA, 2 of the remaining courses from ENG 221, ENG 222, ENG 231, & ENG 232 will be applied

Creativity Course: General Education Elective / Second Exposure to Creative Process and also Explorations if outside the major

Global Knowledge Course: Intercultural Competency and also Explorations if outside the major

COSC. For the English BA, 4 additional 200-level courses will be applied

Creativity Course: Open Elective

Global Knowledge Course: Global Understanding

Students may need to use the unrestricted credits to take courses that prepare them for required courses in the degree program. Students 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 students complete a minor by earning at least 18 credits in one area outside the major field; students must complete at least 9 of those minor credits at Central. Students can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSC—but not ECSU. Students are encouraged to meet with their advisor to determine which courses to select.

Information on additional courses students might take if they have free elective room, including major courses as well as remaining general education courses for each CSU, with equivalency information for each CSU, can be found at <http://www.ct.edu/transfer/transferring>

| Framework30 General Education Core Courses (31-34 credits) | | | |
|--|--|---|--------------|
| Course Number or Category | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | Math | Any Math 100 or higher (college level) course vetted for Quantitative Reasoning | 3-4 |
| 3 | Arts & Humanities | Any course vetted for Arts & Humanities | 3-4 |
| 4 | Scientific Reasoning* | Any course vetted for Scientific Reasoning* | 3-4* |
| 5 | Social/Behavioral Science | Any course vetted for Social/Behavioral Science | 3 |
| 6 | Written Communication II | Any course vetted for Written Communication II Students should elect ENG 102 or 103 in order to fulfill the prerequisite for the required ENG 200-level literature courses required in this program. | 3 |
| 7 | Scientific Knowledge & Understanding* | Any course vetted for Scientific Knowledge & Understanding* | 3-4* |
| 8 | Historical Knowledge | Any course vetted for Historical Knowledge | 3 |
| 9 | Oral Communication | Any course vetted for Oral Communication | 3 |
| 10 | Continued Learning and Information Literacy: CCS 101 | Continued Learning and Information Literacy: College & Career Success (course fulfills diversity requirement) | 3 |
| General Education Core Credits | | | 31-34 |

*Note: Students must complete one science course that includes a lab. It can be in either science category.

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

| Program Requirements (26-29 credits) | | | |
|---|---|--------------|-----------------------------------|
| Course Number or Category | Course Name | # of Credits | Pre-req Course # |
| Creativity – Creative Writing* | Any Creative Writing course vetted for Creativity* | 3 | TBD |
| Global Knowledge | Any course vetted for Global Knowledge | 3 | TBD |
| American Literature Course AND British Literature Course | Students need to select one of the following options: Option 1 – ENG 221: American Literature I AND ENG 232: British Literature II OR Option 2 - ENG 231: British Literature I AND ENG 222: American Literature II | 6 | ENG 101 and either ENG 102 or 103 |
| Western Literature OR World Literature Course | Options include: ENG 241: World Literature I OR ENG 242: World Literature II OR ENG 245: Early Western Literature I OR ENG 246: Modern World Literature II OR Any other course (see italicized note below) that meets these four criteria: <ol style="list-style-type: none"> 75% of the authors are non-English, non-American (here we trust the judgment of faculty for, say, a foreign born writer now writing in America in English; one clear standard might be a writer in translation) Historical breadth of the course (not a Contemporary Indian Literature course, for example) Cultural breadth (across cultures; not Western African Literature, for example, but African Literature) Not necessarily multi-genre (a world literature course in a single genre could fulfill this). <i>This course must be approved by English Studies Program Coordinator.</i> | 3 | ENG 101 and either ENG 102 or 103 |
| Unrestricted Electives | Unrestricted Electives - Students are free to choose any courses at or above 100-level to complete unrestricted electives. If Unrestricted Electives are used to take additional ENG courses, keep the CSU/COSC policies (listed above under Program Descriptors) in mind. Students should meet with their advisor before selecting any additional courses. | 11-14 | TBD |
| | | 26-29 | |
| | Program Requirement Credits | 26-29 | |
| | General Education Core Credits | 31-34 | |
| | Program Total Credits | 60-61 | |

* Students in the English Studies program are strongly encouraged to take a course in Creative Writing to fulfill this requirement, though any course certified as a Creativity course can be used.

Program Name:

Fashion Merchandising and Retail Management

Degree Type: Associate in Science

Program Description:

Fashion and retailing are exciting and vital industries in our economy. This degree program will focus on the business side of the fashion industry, which included retailing, marketing, manufacturing, visual merchandising, consumer behavior, fashion cycles, and store planning. Students will study the complete supply chain from materials to manufacturing and buying to promotion and selling of fashion and related products. This program prepares students for careers with retail, wholesale, and manufacturing organizations in buying, merchandising, fashion coordination, sales, and sales promotion. Practical training is provided through field work experiences, including New York City. The program courses may be transferred to bachelor's degree programs.

Program Learning Outcomes:

1. Identify core concepts of retail management and fashion merchandising and their roles in society and the global economy,
2. Demonstrate information literacy through research skills and the use of technology,
3. Demonstrate analytical, problem-solving, and decision-making skills applicable to retail management and fashion merchandising,
4. Describe the legal and ethical environments of the fashion and retail industries.
5. Apply effective written and oral communication skills to business situations,
6. Examine career opportunities in the global fashion and retail industries.

Program Descriptors:

Fashion Merchandising and Retail Management is a specialized business degree that focuses on the business side of fashion. This career program requires students to gain on-the-job work experience in retailing and fashion for course credit. With an associate degree students can enter the job market in fashion merchandising, stylist, visual merchandising, assistant store manager, purchasing, manufacturer's rep, and e-commerce. Graduates of the program can also consider starting their own businesses.

The program maintains a transfer agreement with LIM in New York City. Graduates have also transferred to Sacred Heart University, FIT, and Framingham State University. A transfer agreement is in progress with Southern New Hampshire University online. NEBHE's Tuition Break program, the New England Regional Student Program (RSP), provides significant tuition savings for students to transfer to Framingham State University and the University of Rhode Island.

| General Education Core Courses | | | |
|--------------------------------|-------------------|--|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | MAT 109 or higher | Math Course (MAT*109 or higher) | 3 |
| 3 | Arts & Humanities | Arts or Humanities Course Any course vetted as Arts or Humanities Recommend ENG, ART or GRA | 3 -4 |
| 4 | | Scientific Reasoning or Scientific Knowledge and Understanding Any course vetted as Scientific Reasoning or Scientific Knowledge and Understanding | 3-4 |
| 5 | PSY 111 | Social/Behavioral Science General Psychology I | 3 |
| 6 | BBG 210 | Oral Communications Business Communications | 3 |
| 7 | CCS 101 | Continued Learning/Information Literacy College Career and Success | 3 |
| General Education Core Credits | | | 21-23 |

| Program Requirements | | | |
|--------------------------------|--|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req./Coreq. Course # |
| ACC 113 | Principles of Financial Accounting | 3 | Pre-req: MAT 095 or satisfactory placement on Basic Skills Assessment |
| BES 218 | Entrepreneurship | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BMK 103 | Principles of Retailing | 3 | None |
| BMK 201 | Principles of Marketing | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BMK 215 | Principles of eBusiness | 3 | None |
| BMK 220 | Sales | 3 | None |
| BMK 241 | Principles of Advertising | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BMK 255 | Fashion Analysis | 3 | None |
| BMK 257 | Textiles | 3 | None |
| BMK 2XX | Field Experience I | 3 | GPA 2.5 and instructor's permission. |
| BMK 296 | Field Experience II | 3 | Pre- or co-requisite BMK 2XX, GPA 2.5 and instructor's permission. |
| CSA 105 or CSA 135 | Introduction to Software Applications or Spreadsheet Applications | 3 | TBD |
| Bus. Elective | Business Elective – ACC, BES, BBG, BFN, BMG, BFN, BMK, ECN, HSP 244, CSA | 3 | Depends on elective. |
| Program Requirement Credits | | 39 | |
| General Education Core Credits | | 21-23 | |
| Program Total Credits | | 60-62 | |

Credit Certificate Program Name:

Fashion Merchandising and Retail Management

Certificate Description:

The certificate program is designed to offer a concentrated study in fashion merchandising and retail management to prepare for entry work in these industries or to build upon an existing degree to provide additional career opportunities. Students will be able to apply all the credits earned towards an AS degree in Fashion Merchandising and Retail Management.

Certificate Learning Outcomes:

- Identify core concepts of fashion merchandising and retail management and their role in society and the global economy,
- Describe the legal and ethical environments of the fashion and retail industries,
- Demonstrate information literacy through research skills and the use of technology,
- Apply effective written and oral communications skills to business situations,
- Identify jobs and career paths in the fashion and retail industries.

Certificate Descriptors:

Students may complete the program in two semesters. Students should check with their advisor during the scheduling process to make sure courses and prerequisites, if any, are taken in proper sequence

| Certificate Program Requirements (# credits) | | | |
|---|---------------------------|---------------------|---|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| BES 218 | Entrepreneurship | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BMK 103 | Principles of Retailing | 3 | None |
| BMK 201 | Principles of Marketing | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BMK 215 | Principles of eBusiness | 3 | None |
| BMK 241 | Principles of Advertising | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BMK 255 | Fashion Analysis | 3 | None |
| BMK 257 | Textiles | 3 | None |
| Certificate Program Total Credits | | 21 | |

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name:

Fire Technology and Administration

Degree Type:

Associate in Science

Program Description:

The program in Fire Technology and Administration trains and educates competent leaders in fire protection, prevention, and administration. It also provides training and education for insurance companies and industries involved in fire prevention and protection.

Fire Technologists work in career and volunteer fire departments; local, state, and federal government agencies; industry, architectural and construction firms, and insurance organizations. They must recognize the need for fire prevention activities, the necessity of educating both children and adults in fire safety, and the importance of enforcing fire prevention codes. Because fire technologists encounter a broad spectrum of problems and must be well versed in many subjects, the work of the fire technologist is seldom routine.

The Associate in Science degree in Fire Technology and Administration aligns with the National Fire Academy (NFA) standardized fire science courses under the Fire and Emergency Service Higher Education (FESHE) model. The goal of the FESHE initiative is to ensure a clear and consistent path for professional development for members of the fire service. This program, is [FESHE recognized](#), having adopted the model curricula for associate level degrees.

Program Learning Outcomes:

Upon successful completion of all program requirements, graduates of the program will:

- Understand fire protection and emergency services; and career opportunities in fire protection and related fields.
- Explain theories and fundamentals of how and why fires start, spread, and are controlled including how building construction and pre-planning relates to firefighter and life safety..
- Describe the basic principles and history related to the national firefighter life safety initiatives.
- Describe inspection practices and procedures and identify and describe the professional qualifications for fire marshal, plan examiner, fire inspector, fire and life safety educator, and fire investigator
- Discuss the basic concepts of occupational health and safety as it relates to emergency service organizations.
- Explain the benefits of fire protection systems in various types of structures

In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

The [National Fire Academy](#), in conjunction with FEMA and individual fire training programs, developed the [Fire and Emergency Services Higher Education](#) (FESHE) program to streamline fire education programs and to create a standardized, consistent curriculum for fire science and related degrees.

| General Education Core Courses (22 Credits) | | | |
|---|----------------------------|--|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG* 101 | Composition | 3 |
| 2 | MAT* 115 OR MAT* 137 | Mathematics for Science & Technology OR Intermediate Algebra (<i>Or Higher</i>) | 3 |
| 3 | PHL* 111 | Ethics (Arts and Humanities) | 3 |
| 4 | CHE 111 | Concepts of Chemistry (Scientific Reasoning or Scientific Knowledge and Understanding) | 4 |
| 5 | ECN 101 | Macroeconomics (Social/Behavior Science) | 3 |
| 6 | BBG 210 | Business Communication (Oral Communication) | 3 |
| 7 | CCS*101 | CCS 101 College and Career Success (Continued Learning/Information Literacy) | 3 |
| General Education Core Credits: | | | 22 |

| Program Requirements (39 Credits) | | | |
|--|---|---------------------|--|
| Course Number | Course Name | # of Credits | Prereq./Coreq. Course # |
| FTA* 112 | Introduction to Fire Technology | 3 | |
| FTA* 116 | Building Construction | 3 | |
| FTA* 118 | Fire Prevention and Inspection | 3 | Prereq: FTA* 112 |
| FTA* 122 | Fire Behavior and Combustion | 3 | Prereq: FTA* 112 |
| FTA* 126 | Safety and Survival | 3 | Prereq: FTA* 112 |
| FTA* 210 | Water Supply and Hydraulics | 3 | Prereq: FTA* 112 AND MAT* 115 or Higher |
| FTA* 212 | Legal Aspects of Emergency Services | 3 | Prereq: FTA* 112 |
| FTA* 216 | Municipal Fire Administration | 3 | Prereq: FTA* 112 |
| FTA* 217 | Occupational Safety & Health for Emergency Services | 3 | Prereq: FTA* 112 |
| FTA* 219 | Fire Investigation I | 3 | Prereq: CHE* 111 AND FTA* 116 |
| FTA* 227 | Fire Protection Systems | 3 | Prereq: FTA* 210 |
| FTA* 229 | Fire Investigation II | 3 | Prereq: FTA* 219 |
| FTA* 230 | Strategy and Tactics | 3 | Prereq: FTA* 112 |
| | Program Requirement Credits: | 39 | |
| | General Education Core Credits: | 22 | |
| | Total Program Credits: | 61 | |

Credit Certificate Program Name:

Firefighter 1 & 2

Certificate Description:

This Certificate was developed in collaboration with local fire agencies to provide career pathways that meet the needs of emergency response and fire service in an outside of New Haven County. This program offers high quality, diverse learning and training opportunities to prepare students for the industry. Fire Department applicants who have post-secondary firefighting education have a clear advantage over other candidates. This technical certificate program will help graduates secure employment in the firefighter and emergency responder profession.

CT State CC students are prepared as first responders in a fire, traffic accident or medical emergency. Training includes CPAT (Candidate Physical Ability Test), FFI (Firefighter I), FFII (Firefighter II), and EMT, (Emergency Medical Technician), as most fire departments require prospective candidates to have certification as an EMT (Emergency Medical Technician). This program is designed to incorporate the orientation to fire service with the necessary theory and hands-on applications needed to become a certified Fire Fighter. This program qualifies students to take the state certification exam with the Bureau of Fire Standards and Training (which includes both written and practical skills) to become a Certified Fire Fighter in the State of Connecticut. An association or volunteer status is needed to have full certification. Continued population growth will increase the number of emergency calls requiring firefighter responses. Many situations that firefighters respond to are medical—rather than fire—emergencies, and the aging population will lead to an increased demand for emergency responders.

Certificate Learning Outcomes:

Upon successful completion of all program requirements, graduates will:

- Understand the essentials of firefighting including fire department operations, firefighting equipment and safety, chemistry of fire, techniques of firefighting, and utilization of equipment in fire suppression.
- Understand the Candidate Physical Ability test (CPAT) used in the selection of firefighters in participating fire agencies throughout the State of Connecticut.
- Demonstrate the physical ability to perform job tasks related to firefighting.
- Prepare for the national certifying exam for EMT and the State Practical Examination for EMT
- Explain fire department safety standards and principles of fire science.
- Prepare for civil service exams given to prospective firefighters.
- Understand fire apparatus and pumps, fire streams, fire service pressure calculations, and fixed fire extinguishing systems such as sprinkler and standpipe operations.

Certificate Descriptors:

There are prerequisites, medical, PPE (Personal Protective Equipment), and physical requirements for program enrollment, as well as mandatory attendance at an information session for program enrollment. Students must either test above MAT* 085 and ENG* 066 or complete these courses with a "C" or better prior to entering the program. Due to practical training, some courses in this program take place at the New Haven Regional Fire Academy. Students are required to wear a uniform in all classes and have structural firefighting Personal Protective Equipment (required PPE gear is Turnout and SCBA). Each student must rent or own the required PPE gear. Gateway Campus

| Certificate Program Requirements (25 credits) | | | |
|---|-------------------------------------|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
| EMT* 100 | Emergency Medical Technician Basic | 6 | Prereq: FTA* 101 OR Division Director Permission |
| FTA* 100 | Fitness and Health for Firefighters | 3 | Prereq: MD physical & clearance to participate in physical fitness activities |
| FTA* 101 | Fundamentals of Firefighting I | 9 | Prereq: Acceptance into The Firefighting I & II Certification Academy; MD physical & clearance to participate in physical activities, lifting, bending, and carrying up to 30 lbs. |
| FTA* 102 | Fundamentals of Firefighting II | 3 | Prereq: FTA* 101 |
| FTA* 103 | Civil Service Test Preparation | 1 | Prereq: FTA* 101 |
| FTA* 110 | Fire Ground Hydraulics | 3 | Prereq: FTA* 101 |
| Certificate Program Total Credits: | | 25 | |

CT State CC
Fire Administration Program

| | | | |
|----------|---|---|---|
| EMT* 100 | Emergency Medical Technician Basic | 6 | Prereq: FTA* 101 OR Permission |
| FTA* 100 | Fitness and Health for Firefighters | 3 | Prereq: MD physical & clearance to participate in physical fitness activities |
| FTA* 101 | Fundamentals of Firefighting I | 9 | Prereq: Acceptance into GCC Firefighting I & II Certification Academy; MD physical & clearance to participate in physical activities, lifting, bending, and carrying up to 30 lbs. |
| FTA* 102 | Fundamentals of Firefighting II | 3 | Prereq: FTA* 101 |
| FTA* 103 | Civil Service Test Preparation | 1 | Prereq: FTA* 101 |
| FTA* 110 | Fire Ground Hydraulics | 3 | Prereq: FTA* 101 |
| FTA* 112 | Introduction to Fire Technology | 3 | |
| FTA* 116 | Building Construction | 3 | |
| FTA* 118 | Fire Prevention and Inspection | 3 | Prereq: FTA* 112 |
| FTA* 122 | Fire Behavior and Combustion | 3 | Prereq: FTA* 112 |
| FTA* 126 | Safety and Survival | 3 | Prereq: FTA* 112 |
| FTA* 210 | Water Supply and Hydraulics | 3 | Prereq: FTA* 112 AND MAT* 115 or Higher |
| FTA* 212 | Legal Aspects of Emergency Services | 3 | Prereq: FTA* 112 |
| FTA* 216 | Municipal Fire Administration | 3 | Prereq: FTA* 112 |
| FTA* 217 | Occupational Safety & Health for Emergency Services | 3 | Prereq: FTA* 112 |
| FTA* 219 | Fire Investigation I | 3 | Prereq: CHE* 111 AND FTA* 116 |
| FTA* 227 | Fire Protection Systems | 3 | Prereq: FTA* 210 |
| FTA* 229 | Fire Investigation II | 3 | Prereq: FTA* 219 |
| FTA* 230 | Strategy and Tactics | 3 | Prereq: FTA* 112 |

Credit Certificate Program Name: Health Career Pathway Certificate

Certificate Description:

The Health Career Pathway Certificate program is designed to assist students in achieving success in health care programs. Students will be provided with an overview of the various health career professions.

Credits from this program may be applied toward health care program requirements within Connecticut State Community College. Completion of the certificate does NOT guarantee acceptance into Health Care programs. Students are responsible for verifying specific requirements for their program of interest.

Certificate Learning Outcomes:

Upon successful completion of all program requirements, the student should be able to:

- Identify a variety of career opportunities and roles available in health care professions
- Demonstrate an understanding of the impact of psychological principles and how they relate to the health care field
- Demonstrate critical thinking, logical reasoning, and problem-solving skills
- Demonstrate competence in written and oral communication
- Explain the methods of scientific inquiry that lead to the acquisition of knowledge
- Communicate using appropriate scientific terminology
- Define and apply college success and resilience strategies
- Recognize cultural identity and value of diversity

Certificate Descriptors:

Credits from this program may be applied toward Nursing and Allied Health program requirements. Students are responsible for verifying specific requirements of their program of interest.

Completion of the certificate does NOT guarantee acceptance into a nursing or allied health program.

Course recommendations vary for students pursuing nursing or other Allied Health professions. Students should meet with their Guided Pathway Advisor prior to registering for courses.

| Certificate Program Requirements (28-29 credits) | | | |
|---|---|---------------------|---|
| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
| CCS*101 | College and Career Success | 3 | TBD |
| ENG*101 | Composition | 3 | TBD |
| PSY*111 | General Psychology I | 3 | TBD |
| MAT*137 (or higher) | Intermediate Algebra (or higher) | 3-4 | TBD |
| CHE*111 or CHE*121 or Physics 110, 111 or higher | Concepts of Chemistry or General Chemistry or Physics | 4 | TBD |
| Bio 105 or Bio 121 or Bio 127 or Bio 115 | Intro Bio or General Biology or Cell Biology with Organ Systems ** Human Biology | 4 | TBD |
| BIO*211 | Anatomy & Physiology I | 4 | Bio*120 or Bio*127 Or Bio*105 and CHE* 111 |
| BIO*212 | Anatomy & Physiology II | 4 | Bio*211 |
| Certificate Program Total Credits | | 28-29 | |

** Prerequisite for Bio 211 and Bio 235

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it must include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: Human Services

Degree Type: AS

Program Description:

The Human Services program is designed to provide education and training for individuals seeking employment in various human service settings. The program is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood programming, addiction counseling, advocacy, social justice, and other related fields.

Opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

This career program is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, counseling-related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. All majors must complete a minimum of three credits in a Human Services Field Work I. Finally, students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work and field work may involve travel which is at the student's own expense, coordination, and planning.

Program Learning Outcomes:

1. Explain and compare the theories pertaining to adjustment, learning theories, and development theories; and explain and compare treatment methods and intervention modalities theories.
2. Explain and compare the etiological factors in psychopathology, including the biological, sociological, environmental, and psychological factors.
3. Demonstrate the use of methods of research and reporting, using psychological, sociological, educational, therapeutic, and clinical terminology.
4. Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship.
5. Demonstrate an understanding of the normative developmental patterns and how this understanding impacts our understanding of abnormal behavior and clinical/treatment interventions.
6. Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities.
7. Demonstrate skills in client needs assessment and in the provision of information and referral for client access to resources; and use appropriate human service practice skills within the context of providing human services.
8. Demonstrate an awareness of self as a change agent.
9. Analyze the impact of collaborative social service systems.
10. Explain the history and development of human services in the United States.
11. Demonstrate knowledge of social welfare as a system designed to serve people, groups, community and society.
12. Demonstrate knowledge of the language, terminology, theories, models, techniques, interventions, and strategies applicable to human services.
13. Explain interventions, techniques, and strategies for assisting individuals, families, groups, organizations, and communities.

14. Demonstrate an understanding of the impact of discrimination, racism, micro/macroaggressions, inequities, and oppression on individuals and society.
15. Demonstrate a basic knowledge of results-based accountability in a disciplined way of thinking and acting to improve entrenched, complex, and current social problems.

Program Descriptors:

The degree options are:

Human Services General Degree

Child, Family, and Community Studies

Gerontology Studies

Mental Health

Human Services Management

| General Education Core Courses | | | |
|--------------------------------|------------------------------|--|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG 101 | English Composition | 3 |
| 2 | MAT 104 or higher | Quantitative Reasoning or higher | 3-4 |
| 3 | Arts and Humanities | Arts and Humanities Any courses vetted for Arts and Humanities: ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA) | 3-4 |
| 4 | Scientific Reasoning | Scientific Reasoning Any AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning **BIO 110 & BIO 110L- Biology of the Human Body recommended | 4 |
| 5 | POL 111, POL 112, or HIS 202 | American Government, State and Local Government, or U.S. History II | 3 |
| 6 | COM 173 | Public Speaking | 3 |
| 7 | CCS 101 | College Career and Success | 3 |
| General Education Core Credits | | | 22-24 |

| Total Program Requirements | | | |
|---------------------------------------|---|--------------|--|
| Program Required Courses | | | |
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| SOC 101 | Principles of Sociology | 3 | |
| HSE 101 | Introduction to Human Services | 3 | |
| HSE 241 | Human Services Agencies and Organizations | 3 | HSE 101 and HSE 243 with a grade of C- or better and ENG 101 or permission of the program coordinator. |
| HSE 243 or HSE 147 (HSE 2xx) | Human Services Skills and Methods or Change Theory and Strategies in Behavioral Health Care | 3 | HSE 101, SOC 101 or PSY 111, and ENG 101 or permission of the program coordinator OR PSY 111 and ENG 101 or permission of the instructor |
| HSE 210 | Group and Interpersonal Relationships | 3 | HSE 101 and HSE 243 with a grade of C- or better and Eligibility for ENG 101 |
| HSE 236 | Professional, Ethical, and Legal Issues in Human Services | 3 | HSE 101 and Placement in ENG 101 |
| HSE 281 or HSE 198 | Human Services Field Work I OR Social and Contemporary Issues in Human Services | 3 | HSE 101, HSE 210 and HSE 243 with a grade of C- or better, PSY 111 and ENG 101 and permission of the program coordinator OR |

| | | | |
|---------|---------------------------------------|----|--|
| | | | HSE 243, ENG 101, approved research proposal and application, and permission of program coordinator. |
| HSE 251 | Working with Individuals and Families | 3 | HSE 101 and HSE 243 with a grade of C- or better |
| PSY 111 | General Psychology | 3 | |
| | | 27 | |

Program Differentiated Option #1: Human Services General Degree

Required Courses 12 credits

Common course numbering and common pre-requisites to be used for all courses.

| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
|--------------------|--|--------------|---------------------------|
| PSY 201 or PSY 204 | Life Span Development or Child and Adolescent Development | 3 | PSY 111 |
| Elective | SOC or ANT | 3 | Varied |
| Electives | Open Electives | 6 | |
| | | 12 | |
| | Total Program Requirement Credits with Differentiated Option #1 | 39 | |
| | General Education Core Credits | 22-24 | |
| | Program Total Credits for Differentiated Option #1 | 61-63 | |

| Program Differentiated Option #2 Name: Child, Family, and Community Studies | | | |
|---|--|--------------|--|
| Required Courses 12 credits | | | |
| Common course numbering and common pre-requisites to be used for all courses. | | | |
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| ECED 176 | Health and Wellness | 3 | |
| ECED 215 | Exceptional Learners | 3 | Permission of program coordinator or ECED 101 or a bachelor's degree or higher in education or related discipline. |
| ECED 275 | Children, Families, and Communities | 3 | |
| Restricted Elective | Choose one: ECED 225 Anti-Bias, Equity, and Diversity Education, ECED 190 Guiding and Understanding Children's Behavior, ECED 101 Introduction to Early Childhood Care and Education HSE 185 Introduction to Family Violence Across the Lifespan | 3 | |
| | | 12 | |
| | Total Program Requirement Credits with Differentiated Option #2 | 39 | |
| | General Education Core Credits | 22-24 | |
| | Program Total Credits for Differentiated Option #2 | 61-63 | |

| Program Differentiated Option #3 Name: Gerontology Studies | | | |
|--|--|---------------------|--|
| Required Courses 12 credits | | | |
| Common course numbering and common pre-requisites to be used for all courses. | | | |
| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
| PSY 210 or SOC 225 | Death and Dying | 3 | |
| HSE 134 | Introduction to the Mental Health System | 3 | |
| PSY 201 | Life Span Development | 3 | PSY 111 |
| HSE 170 | Introduction to Gerontology | 3 | |
| | | 12 | |
| | Total Program Requirement Credits with Differentiated Option #3 | 39 | |
| | General Education Core Credits | 22-24 | |
| | Program Total Credits for Differentiated Option #3 | 61-63 | |
| Program Differentiated Option #4 Name: Mental Health | | | |
| Required Courses 12 credits | | | |
| Common course numbering and common pre-requisites to be used for all courses. | | | |
| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
| ANT 118 | Health, Healing, and Culture | 3 | ENG 101 |
| HSE 134 | Introduction to Mental Health Systems | 3 | |
| HSExxx/EDUC 2800 | Foundations of Research Methods in Human Services and Education | 3 | ENG 101, PSY 111, and MAT 104 or higher OR Permission of HSE or ECED program coordinator |
| PSY 245 | Abnormal Psychology | 3 | PSY 111 |
| | | 12 | |
| | Total Program Requirement Credits with Differentiated Option #4 | 39 | |
| | General Education Core Credits | 22-24 | |
| | Program Total Credits for Differentiated Option #4 | 61-63 | |

| Program Differentiated Option #5 Name: Human Services Management | | | |
|--|--|---------------------|---|
| Required Courses 12 credits | | | |
| Common course numbering and common pre-requisites to be used for all courses. | | | |
| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
| BMG 210 or PSY 247 | Organizational Behavior or Industrial & Organizational Psychology | 3 | |
| BMG 202 or HSE 247 | Principles of Management or Supervision and Management in Human Services | 3 | ENG 101 or permission of instructor OR HSE 101, 198, 210, 236, and 241 or permission of program coordinator |
| BMG 203 | Leadership | 3 | ENG 101 |
| BBG 210 or BMG 204 | Business Communications or Managerial Communication | 3 | None OR Completion of ENG* 101 with C- or better |
| | | 12 | |
| | Total Program Requirement Credits with Differentiated Option #5 | 39 | |
| | General Education Core Credits | 22-24 | |
| | Program Total Credits for Differentiated Option #5 | 61-63 | |
| | | | |

Credit Certificate Program Name: Human Services Behavioral Healthcare Specialist Certificate

Certificate Description: Health encompasses more than just physical health. Behavioral healthcare refers to the treatment of mental illnesses and substance abuse disorders; and is an important component of an effective healthcare delivery system. This program will prepare individuals for employment in entry-level professional positions in public and private agencies serving mentally ill and substance abusing patients. Instruction is also provided to allow for the continuation of studies at two- and four-year programs in the areas of substance abuse and mental health.

Certificate Learning Outcomes: Students will understand and/or acquire knowledge in:

1. Skills, strategies and techniques necessary for entry-level professional positions in substance abuse and mental health treatment facilities.
2. Professional competencies in report writing, assessment, case management, treatment planning and other professional functions within the Behavioral Health Care field.
3. Models of research and theory for diagnosing and treating individuals with mental health and addiction issues.
4. Professional competencies in working with clients individually and in groups within diverse populations.
5. Direct client engagement and supervision in a clinical setting within the Behavioral Health Care field.
6. Preparation for continued studies at 2 and 4 year educational institutions in the area of addiction and mental health.

Certificate Descriptors:

This certificate includes 120 hours of supervised field placement work in HSE 287. Students may be required to complete a background check, proof of health (e.g., vaccinations), and drug screening for field work.

| Certificate Program Requirements (# credits) | | | |
|--|--|--------------|---------------------------|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| ENG101 | Composition | 3 | |
| HSE 101 | Introduction to Human Services | 3 | |
| PSY111 | General Psychology I | 3 | |
| HSE141 | Addiction & Mental Illness in Behavioral Health Care <i>Proposed new title: Introduction to Behavioral Healthcare</i> | 3 | ENG101 |
| HSE147 | Change Theory & Strategies in Behavioral Health Care | 3 | PSY111 & ENG101 |
| HSE202 | Introduction to Counseling/Interviewing | 3 | HSE 101 with C- or better |

| | | | |
|---------|--|-----------|--|
| HSE210 | Group & Interpersonal Relations | 3 | HSE 101 and HSE 243 or 147 with a grade of C- or better and Eligibility for ENG 101 |
| PSY140 | Psychology of Addiction | 3 | PSY111 |
| PSY245 | Abnormal Psychology | 3 | PSY111 |
| HSE 287 | Practicum in Mental Health <i>Proposed new title: Behavioral Health Field Placement</i> | 3 | HSE 101, HSE 134 or 141, and HSE 243 or HSE 147 (HSE 2xx) with a C- or better and permission of program coordinator. |
| | | | |
| | | | |
| | Certificate Program Total Credits | 30 | |

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Human Services Gerontology Certificate

Certificate Description:

The Human Services Gerontology certificate is designed to provide education and training for individuals seeking entry employment in various settings that cater to and focus on the gerontology population. Gerontology is the study of aging – a very complex and fascinating process which we all experience. It is complex because it encompasses the physiological, social, emotional, cognitive, and economic aspects of growing old. By completing the one-year certificate program, students may find immediate opportunity for employment in professional and paraprofessional entry-level positions at human service agencies, senior centers, residential communities, health care facilities, and other agencies that provide much needed services for the elderly. For others, this certificate will allow them to further enhance their knowledge of gerontology.

This career certificate is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, care-related, and social services minded organizations. Instruction is cross-disciplinary and designed for transferability for those wishing to continue their studies to psychology, social work, health care, or other helping professions. This degree is interdisciplinary in nature and embraces the holistic approach.

Certificate Learning Outcomes:

Upon successful completion of the Gerontology certificate program requirements, graduates will

1. Describe physiological, psychological, and socio-economic factors relating to the aging process.
2. Identify sources of assistance to meet those needs and demonstrate the ability to comprehend the needs of an elderly person.
3. Identify the need for advocacy for the elderly and sources of assistance and demonstrate the ability to deliver services.
4. Identify and examine the factors necessary for successful aging.
5. Identify (and demonstrate) interpersonal and communication skills necessary to work in environments serving an elderly population.
6. Assess the social policies that affect the aging population and their families.
7. Examine ethical principles to guide work with and on behalf of older adults.
8. Examine and utilize gerontological frameworks to research the physical, psychological, economic, and social factors underlying the aging process.

Certificate Descriptors: By completing the one-year certificate program, students find immediate opportunity for employment in professional and paraprofessional entry-level positions in human service agencies, senior centers, residential communities, health care facilities, and other agencies that provide much needed services for the elderly.

Employment opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

| Certificate Program Requirements (# credits) | | | |
|--|---|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| HSE 101 | Introduction to Human Services | 3 | |
| HSE 243 | Human Services Skills and Methods | 3 | HSE 101, ENG 101, SOC 101 or PSY 111 or permission of the program coordinator |
| PSY 111 | General Psychology | 3 | |
| SOC 101 | Principles of Sociology | 3 | ENG 101 |
| HSE 170 | Introduction to Gerontology | 3 | |
| PSY 210 or SOC 225 | Death and Dying | 3 | PSY 111 or SOC 101 |
| PSY 253 or SOC 220 | Multicultural Psychology or Racial and Ethnic Diversity | 3 | PSY 111 or SOC 101 |
| ENG 101 | Composition | 3 | |
| Certificate Program Total Credits | | 24 | |

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Human Services Management Certificate

Certificate Description:

The Human Services Management certificate is designed to provide education and training for individuals seeking entry level employment in various human service settings. Human services include a broad field and students learn in courses which areas they would like to focus on for their careers. It is also designed to provide a basis for those who choose to continue their education in community services, early intervention and prevention, gerontology, mental health, home visitation, educational programming, addiction counseling, advocacy, social justice, and other related fields.

This career certificate is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level positions in management or human resources. Instruction is cross-disciplinary and designed for transferability for those wishing to continue their studies. Emphasis is on application of skills. This certificate is interdisciplinary in nature and embraces an integrated and holistic educational approach. Students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work. Field work may be required which may include travel at the student's expense, coordination, and planning.

Certificate Learning Outcomes:

1. Students will demonstrate basic knowledge of, and an understanding of the core management functions such as planning, organizing, leading, and controlling.
2. Examine the theoretical and practical understanding and management of service delivery/Examine and demonstrate a thorough understanding of theories such as management and behavioral and be able to apply that theory to real-world situations.
3. Identify the needs and strengths inherent in individuals, families, and communities, and work to develop program services that address needs.
4. Practice management skills, including effective communication, human relations, teamwork, and negotiation skills.
5. Identify best practices (techniques and strategies) for creating work environments that foster corporate social responsibility, sustainability, and long-term growth.
6. Examine current laws applicable to human service and business operations such as hiring and training personnel.
7. Identify ethical and legal expectations, and current challenges/issues.
8. Examine the theoretical and practical understanding and management of service delivery.
9. Analyzing complex managerial and organizational situations, considering the larger context, strategy, policy, ethics, and justice.
10. Describe skills needed to work with, supervise, train, mentor, and motivate employees.
11. Utilize human services, knowledge, skills, and resources to enhance career prospects and performance.

Certificate Descriptors: Information: Students who earn this certificate are prepared to work in variety of employment settings such as human resources, business, and non- profit, and depending on prior degrees and professional experiences other areas or intermediate level positions.

This certificate will provide students with opportunities to expand their knowledge and skills in management, leadership, social justice and equity, professional communication, and human services. Students may also pursue this one-year less than 30 credit certificate for professional development, change of career, or formal training.

| Certificate Program Requirements (# credits) | | | |
|---|---|---------------------|--|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| BMG 210 or PSY 247 OR BMG 220 | Organizational Behavior or Industrial & Organizational Psychology OR Human Resources Management | 3 | |
| BMG 202 or HSE 247 | Principles of Management OR Supervision and Management in Human Services | 3 | ENG 101 or permission of instructor OR HSE 101, 198, 210, 236 and 241 or program coordinator permission. |
| BMG 203 | Leadership | 3 | ENG 101 |
| BBG 210 or BMG 204 | Business Communications OR Managerial Communication | 3 | ENG 102 OR ENG 101 |
| ENG 101 | Composition | 3 | |
| HSE 101 | Introduction to Human Services | 3 | |
| HSE 241 | Human Services Agencies and Organizations | 3 | HSE 101 |
| SOC 101 or PSY 111 | Principles of Sociology OR General Psychology | 3 | |
| PSY 253 or SOC 220 | Multicultural Psychology OR Racial and Ethnic Diversity | 3 | PSY 111 OR SOC 101 |
| | | | |
| | Certificate Program Total Credits | 27 | |

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Human Services Mental Health Certificate

Certificate Description:

This Human Services Mental Health Certificate prepares students for entry level positions as mental health aids, work in rehabilitation agencies, or at other mental health agencies. Students who complete this certificate are assigned to work under the supervision of other licensed and/or credential professionals such as social workers, case managers, counselors, substance abuse specialists, and psychologists and handle a wide range of entry level job responsibilities.

The certificate is designed to provide education and training for individuals seeking entry employment in various human service settings. Staying healthy encompasses more than just physical health. It is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood and education programming, advocacy, social justice, and other related fields.

This 30-credit career certificate is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, care related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. Students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work. Field work may be required which may include travel at the student's expense, coordination, and planning.

Certificate Learning Outcomes: Student will understand and/or acquire knowledge:

1. The history and foundation of the human services profession.
2. Entry-level skills of appropriate strategies, techniques, and intervention for best practices.
3. Working collaboratively in and with groups of diverse sizes and demographics.
4. Skills and methods appropriate for use and application with diverse populations.
5. Entry-level competency in the performance of case management needs assessment, group work, interviewing process, and client engagement.

Certificate Descriptors:

Employment opportunities in human services may include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers, rehabilitation agencies, and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

See program advisor/coordinator or an academic counselor to discuss practicum (HSE 287 and HSE 281) requirements during your first semester at the CT State Community College. Both HSE 287 and HSE 281 require 120 hours of field work. Finally, students may be required to complete a background check, proof of health (e.g., vaccinations), and drug screening for field work.

| Certificate Program Requirements (# credits) | | | |
|--|--|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| ENG 101 | Composition | 3 | |
| PSY 111 | General Psychology | 3 | |
| HSE 210 | Group and Interpersonal Relations | 3 | HSE 101 and 243 with a grade of C- or better |
| PSY 245 | Abnormal Psychology | 3 | PSY 111 |
| PSY 253 or SOC 220 | Multicultural Psychology or Racial and Ethnic Diversity | 3 | PSY 111 or SOC 111 |
| HSE 101 | Introduction to Human Services | 3 | |
| HSE 134 | Introduction to Mental Health Systems | 3 | |
| PSY 201 | Lifespan Development | 3 | PSY 111 |
| HSE 243 | Human Services Skills and Methods | 3 | HSE 101, PSY 111 or SOC 101 and ENG 101 or Permission of the program coordinator |
| HSE 287 or HSE 281 | Practicum in Mental Health <i>Proposed Title: Behavioral Health Field Placement</i> or Human Services Fieldwork I | 3 | HSE 101, and HSE 134 or 141, and HSE 243 or 147 with a grade of C- or better and permission of the program coordinator OR PSY 111, ENG 101, HSE 101, 243, and 210 with a grade of C- or better in HSE courses and permission of the program coordinator. |
| Certificate Program Total Credits | | 30 | |

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: Natural Sciences and Mathematics

Degree Type: A.S.

Program Description: The Natural Sciences and Mathematics A.S. allows students to explore segments of various disciplines. This survey within the Sciences and Mathematics coursework provides options and alternatives for continuing studies at a four-year institution. The program also prepares qualified students to work at research facilities as laboratory or research assistants.

Program Learning Outcomes:

Upon successful completion of all requirements, graduates should be able to:

- Recognize ethical issues and understand the social responsibility involved in scientific decision making
- Communicate effectively both orally and in writing
- Demonstrate knowledge of the basic principles of the natural and physical sciences
- Prepare, conduct, document, and interpret scientific experiments
- Demonstrate knowledge of the basic principles of algebra, calculus, and/or trigonometry
- Incorporate an interdisciplinary approach to investigating scientific problems

Program Descriptors:

None

| General Education Core Courses (22 credits) | | | |
|---|--|---|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | MAT 172 or MAT 175 | College Algebra or College Algebra and Trigonometry | 3 |
| 3 | ENG 102 or ENG 200 | Literature and Composition or Advanced Composition | 3 |
| 4 | CHE 121 | General Chemistry I | 4 |
| 5 | Social / Behavioral Science or Historical Knowledge | Any course vetted for TAP Social and Behavioral Science outcomes | 3 |
| 6 | COM 173 | Public Speaking | 3 |
| 7 | CCS 101 | College Career and Success | 3 |
| General Education Core Credits | | | 22 |

| Program Requirements (38-39 credits) | | | |
|--------------------------------------|---|--------------|--|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| BIO 121 or BIO 211 | General Biology I or Anatomy and Physiology I | 4 | MAT 137 or higher BIO 105 or 121, C or better |
| BIO 122 or BIO 212 | General Biology II or Anatomy and Physiology II | 4 | BIO 121 BIO 211, C or better |
| CHE 122 | General Chemistry II | 4 | CHE 121 C or better |
| MAT 186 | Precalculus | 4 | MAT 172, Mat 175, or higher C or better |
| MAT 254 | Calculus I | 4 | MAT 186, or higher C or better |
| PHL 111 | Ethics | 3 | ENG 101 C or better |
| PHY 121 | General Physics I | 4 | MAT 137, or higher C or better |
| PHY 122 | General Physics II | 4 | PHY 121 C or better |
| Directed Elective | Any course vetted in Scientific Reasoning or Scientific Knowledge and Understanding or Math | 3-4 | Varies* |
| Directed Elective | Any course vetted in Scientific Reasoning or Scientific Knowledge and Understanding or Math | 4 | Varies* |
| Program Requirement Credits | | 38-39 | |
| General Education Core Credits | | 22 | |
| Program Total Credits | | 60-61 | |

*Prerequisites will vary depending on choice of course

Program Name: New Media Production

Degree Type: Applied Associate of Science Degree

Program Description:

The New Media Production Applied Associate of Science (A.A.S.) degree qualifies students to work in the many industries that require skills in digital media production. Before the end of their first semester students are required to enroll in a certificate, specializing in one of seven areas of media production targeted to the employment needs of the state's media businesses:

- Audio and Music
- Corporate Media
- Digital Marketing
- Film and Video
- Multimedia
- News and Sports
- Web Design and Development.

Media is a collaborative creative business. To foster collaboration in an educational setting, the New Media Production program is designed as a cohort program. Students in their first semester are in a single cohort, taking the same courses which provide identified skills that all media production professionals should have including foundational digital media production skills, an understanding of media literacy and aesthetics, shooting and editing digital video, and knowledge about the various careers in media. At the end of that first semester, students declare their area of specialization by enrolling in one of the certificate programs. During the second and third semester, students break into smaller cohorts in their area of specialization. The larger cohort comes back together in the final semester to meet graduation requirements through the production of a capstone project of professional quality, collaborating with other members of the cohort who can bring their specialized skills to these portfolio productions. At least one internship is required to graduate from the program. Students graduate with two credentials, an AAS degree and a certificate that attest to their specialization in their selected area of production.

Students learn in a professional production environment, the \$2.5 million Center for New Media (CNM) on the Middlesex campus. CNM features advanced media production studios, labs and classrooms outfitted with the latest professional production equipment and instructional technology. A loan pool in the Center provides students with digital cinema and high-definition broadcast cameras, wireless microphones, professional light kits, audio mixers, camera dollies and other equipment needed to complete projects. There are 80 media production workstations in the Center with the latest industry-standard professional software, and a fast network infrastructure to access, manage and move large media files. CNM staff, educational assistants and student workers provide tutoring assistance, perform equipment certifications, and provide other educational support.

Students can intern with either outside businesses or the award-winning Center for New Media Productions. Center for New Media Productions' full-time media producer assigns crew positions and projects to students, something they would not normally get at an external internship.

The New Media Production Associate of Applied Science degree will provide students the opportunity to complete 21 credits of general education coursework. There are 24 credits of core program requirements divided into 12 credits of core courses that all New Media Production majors must take including 2 capstone courses and 12 credits of Program Requirements in their area of specialization. Further specialization is provided by 15 credits of Directed Electives.

Unique Aspects of the Program

Program creation, facility design, equipment purchasing, and construction were funded by a \$2.5 million grant, the *New Media Studies Center Initiative (NMSCI)*, from the United States Department of Labor's Trade Adjustment Assistance Community College Training Grant program from 2013-2017. The goal of the grant was to create programs and state of the art facilities to train and educate students to meet the workforce needs of Connecticut's growing media production industries. To complete the project, the college and system office provided a \$1 million match for architectural design and engineering, 80 digital production workstations, a fast network infrastructure, and the latest in instructional technology. Following are components of the program, initially funded by the grant, that we feel make the program unique.

1. Learning in a Professional Production Environment: The Center for New Media

The college's Center for New Media provides students a unique learning experience in one of the most advanced educational media production facilities at a community college in the country. CNM provides intensive hands-on instruction on advanced equipment in a real-world production environment. When students graduate, they are certified to work on equipment they will find in the workplace preparing them for the creative, technical and competitive challenges of 21st century media industries. The Center for New Media is unique to the CSCC system and is recognized nationally by the USDOL. With its high-tech media production classrooms, spacious studios and control rooms, labs, loan pool and conference spaces, there is no other facility like it in the Connecticut community college system or at any community college in the Northeast. *See Addendum – Facilities.*

2. Experiential Learning and Center for New Media Productions Internships

Experiential learning is provided through community projects embedded in courses and traditional external internships as well as with Center for New Media Productions (CNMP), which offers advantages over an external internship. In a traditional internship, students observe and then assist professionals with their work. CNMP's full-time in-house media producer assigns the students to actual crew positions, such as camera operator, lighting, sound, scriptwriting, editing or graphics, where students are responsible for a specific components of a professional digital media project. CNM Productions operates like a media production company, contracting with clients and producing high-quality professional projects for Fortune 500 companies, State agencies, non-profits, and the CSCU System Office using the resources of the college's Center for New Media. The NMP*293 Center for New Media Productions Practicum requires students to apply to the practicum and give a portfolio presentation for admission to the course and then are assigned a crew position. It should be noted that funds raised from these contract productions support Center for New Media operations. *A Center for New Media Productions Client List is attached as an Addendum.*

3. The Program and Areas of Specialization are Targeted to Meet Workforce Needs.

Areas of specialization within the program are targeted to needed positions in Connecticut's growing media industries. The NMSCI TAACT Grant funded a \$40,000 workforce study identifying the most needed media production skills in Connecticut. A curriculum was developed, and a facility built to meet those needs. A student taking courses and learning in the college's Center for New Media, graduates from the program needing little or no additional training. For example, students specializing in news and sports are trained on

equipment in the CNM Television Studio and Control Room that was designed with assistance from ESPN, duplicating the technology and work flow of ESPN and other television networks. Students therefore are learning in a facility and on advanced high technology equipment they'd find at any broadcast, film studio, music recording or media production business.

4. Curriculum Model: Students Graduate with Dual Credentials.

The New Media Production A.A.S program is designed to meet workforce needs by requiring students to select an area of specialization by co-enrolling in one of 7 embedded certificates: Audio & Music, Corporate Media, Digital Marketing, Film & Video, Multimedia, News & Sports, Web Design & Development.

This A.A.S. degree with the embedded certificate model offers two advantages. Students graduate with two credentials, an A.A.S. degree in New Media Production, and a certificate attesting to employers that the graduate is qualified for employment in a selected area of specialization. Embedded certificates also allow the program to respond quickly to changing workforce and employer needs. Unlike an associate degree, certificates can be added, eliminated or changed quickly. For example, the media occupation with the highest demand in Connecticut is digital marketing, a specialized field that was just emerging when the media program was designed in 2015. Employers requested a program in this field and the program responded by creating a Digital Marketing Certificate to meet the need for digital marketing specialists in Central Connecticut. Six months later the Digital Marketing certificate was approved as an embedded certificate in the Digital Media Production A.A.S degree. The A.A.S degree wasn't changed but the specialized certificate courses were inserted into the specialized program requirements and directed electives. A similar A.A.S. degree would have taken 18-24 months to develop and be approved. That level of responsiveness to employer needs is unique to this type of associate degree and can serve as a model for other occupational programs. *See Addendum-Program Map and Attached Curriculum for each Embedded Certificate Program.*

It should be noted that courses that take advantage of the unique facilities and advanced equipment in the Center for New and Media or involve Center for New Media Productions have the new course designator NMP. **NMP courses can only be taken at the Middletown campus.** These NMP courses are

- NMP*101 Digital Media Foundation
- NMP*125 New Media Production
- NMP*147 Digital Cinematography
- NMP*153 Film Production
- NMP*203 Media Literacy
- NMP*220 Television Studio Production
- NMP*228 News, Documentary and Reality Programming
- NMP*264 Advanced Video Editing
- NMP*287 Media Production Capstone
- NMP*293 Center for New Media Productions Practicum
- NMP*295 Experiential Learning and Practice in Media Production
- NMP*296 Experiential Learning and Practice in Media Production II

Program Learning Outcomes

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Certificate Learning Outcomes

Audio and Music Certificate - Learning Outcomes

1. Effectively use a variety of industry tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Corporate Media Certificate - Learning Outcomes

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Digital Marketing Certificate -Learning Outcomes

1. Understand and apply segmentation, targeting, positioning, branding, and the marketing mix in pursuit of long-term marketing objectives.
2. Develop and apply integrated marketing strategies for all channels.
3. Analyze principles, techniques and major functions of management and business organizations.
4. Create Search Engine Marketing (SEM) & Conversion Rate Optimization (CRO) techniques (campaigns), evaluate their effectiveness and recommend changes that will improve an e-commerce campaign's conversion rates.
5. Understand the various methods of online display advertising and create online display ad campaigns and measure its return on ad spend based on budgeting) for an e-commerce site.
6. Understand and interpret web analytics; determine the appropriate KPIs for any type of website and make appropriate recommendations to an e-commerce website based on the conversion funnel and analytics.
7. Understand and implement best practices in marketing to a database of current and potential customers via email.
8. Create compelling content including titles, bylines and copy and utilize knowledge of social media tactics to design an effective social media campaign.
9. Use new media including social media, blogs, web sites and online portfolios for course presentations and job preparation.
10. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.

Film & Video Certificate – Learning Outcomes

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Multimedia Certificate – Learning Outcomes

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.

7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

News & Sports Certificate - Learning Outcomes

1. Effectively use a variety of industry tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting professional skills and capabilities. Showcase portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other digital media technologies
5. Apply critical thinking & aesthetic judgments creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Web Design & Development Certificate Learning Outcomes

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry.
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.



New Media Production

General Education (21 credits)

Includes ENG*101, MAT*173, Science
 CCS*101 College and Career Success – Digital Media Cohort
 COM129 Digital Video Production (Arts & Humanities)
 COM*173 Public Speaking or COM*111 Scriptwriting in Media (Written Comm)

Program Requirements (All Specialties, 6 Credits)

NMP*101 Digital Media Foundations or NMP*125 New Media Production
 NMP*203 Media Literacy or COM*154 Film Studies & Appreciation

Certificates (12 Credits of Specialty/Certificate Program Requirements & 15 Credits of Directed Electives)

Audio & Music

Specialized Program Requirements
 COM*131 Audio Production
 MUS*115 Music Theory
 MUS*218 Elect. Music Comp I
 MUS*219 Elect. Music Comp II
Directed Elective
 MUS*237 Sound Recording
 MUS*238 Adv. Music Mixing & Processing
 MUS*190 Group Piano
 MUS*166 Ear Training
 Music Studies Elective
 Unrestricted Elective

Corporate Media

Specialized Program Requirements
 NMP*1110 Intro to Digital Graphics
 NMP*220 TV Studio Production
 NMP*293 Corp. Media Practicum
 NMP*264 Advanced Video Editing
Directed Electives
 NMP*147 Digital Cinematography or COM*131 Audio Production
 BMG*204, Managerial Comm. or BES*118 Small Business Mgmt
 BMK* 201 Principles of Marketing
 COM/NMP Elective
 Unrestricted Elective

Digital Marketing

Specialized Program Requirements
 BMK*201 Principles of Marketing
 BMK*216 Internet Marketing
 COM*120 Social Media Strategies
 NMP*1110 Intro. to Digital Graphics
Directed Elective
 BMG*202 Principles of Mgmt
 NMP*2210 Web Production
 Fundamentals
 Elective - Any Course in ACC/BBG/BMG/COM/ENG/NMP
 Elective - Any Course in ACC/BBG/BMG/COM/ENG/NMP
 Unrestricted Elective

Film & Video

Specialized Program Requirements
 NMP*153 Film Production
 NMP*220 TV Studio Production
 NMP*228 News, Documentary & Reality Programming
 NMP*264 Advanced Video Editing
Directed Electives
 NMP*147 Digital Cinematography or COM*131 Audio Production
 COM*131 Audio Production or NMP Elective
 COM/NMP Elective
 Unrestricted Elective

Multimedia

Specialized Program Requirements
 ART*121 2D Design
 NMP*1110 Intro to Digital Graphics
 NMP*1120 Image Editing & the Pixel
 NMP*125 New Media Production
Directed Electives
 NMP*2210 Web Production
 Fundamentals
 GRA*151 Graphic Design I or NMP*2100 Introduction to Animated Productions
 ART/COM/GRA/NMP Elective (2)
 Unrestricted Elective

News & Sports

Specialized Program Requirements
 COM*121 Journalism
 NMP*220 TV Studio Production
 NMP*228 News, Documentary & Reality Programming
 NMP*264 Advanced Video Editing
Directed Electives
 NMP*147 Digital Cinematography or COM*131 Audio Production
 COM*131 Audio Production or NMP Elective
 NMP*1110 Intro to Digital Graphics or NMP*1120 Image Editing & the Pixel
 COM or NMP Elective
 Unrestricted Elective

Web Design & Dev.

Specialized Program Requirements
 NMP*1110 Intro to Digital Graphics
 NMP*1120 Image Editing & the Pixel
 NMP*2210 Web Production
 Fundamentals
 NMP*2220 Web Production II
Directed Electives
 NMP*2200 Producing Interactive Media
 COM*120 Social Media Strategies
 ART/COM/NMP/GRA Elective
 ART/COM/NMP/GRA Elective
 Unrestricted Elective

Program Requirements: Capstone Courses (6 Credits)

NMP*287 Media Production Capstone
 NMP*295 Experiential Learning & Practice in Media Production or
 NMP*293 Center for New Media Production Practicum

New Media Production Degree with Embedded Certificates

| General Education Core Courses (for all degree options) | | | |
|---|--------------------------------------|--|--------------|
| Course Number | | Course Name | Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | MAT*137 or higher | Intermediate Algebra or higher | 3 |
| 3 | COM 129 | Arts & Humanities: COM*129 Digital Video Production | 3 |
| 4 | | Scientific Reasoning or Scientific Knowledge and Understanding Any course vetted for the learning outcomes for SR or SK | 3-4 |
| 5 | Recommended COM*101 or ECN*102 | Social / Behavioral Science or Historical Knowledge Any course vetted for the learning outcomes for S/BS or HK <i>Recommended: COM*101 Mass Communication or ECN*102 Microeconomics</i> | 3 |
| 6 | COM 173 or COM*111 | Choose one from: Oral Communication: COM*173: Public Speaking or, Written Communication II: COM*111 Scriptwriting. <i>Required in Film & Video, News & Sports and Corporate Media options</i> | 3 |
| 7 | CCS*101 | Continued Learning /Info. Literacy: CCS*101 College and Career Success | 3 |
| General Education Core Credits | | | 21-22 |

| New Media Production Degree with Embedded Certificates | | | | |
|--|-----------------------|---|--------------|---|
| Program Requirements: (24 credits) | | | | |
| Program Courses Required in All programs (12 Credits) | | | | |
| | Course Number | Course Name | Credits | Pre/Corequisite |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Production | 3 | |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Media Production Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Production or Center for New Media Practicum | 3 | Permission of Instructor |
| Program Requirements: Specialized Courses for the Certificate (12 credits) | | | | |
| 12 | | Program Requirement | 3 | |
| 13 | | Program Requirement | 3 | |
| 14 | | Program Requirement | 3 | |
| 15 | | Program Requirement | 3 | |
| | | Total Program Requirements: | 24 | |
| Program Directed Electives: (15 credits) | | | | |
| 16 | | Directed Elective | 3 | |
| 17 | | Directed Elective | 3 | |
| 18 | | Directed Elective | 3 | |
| 19 | | Directed Elective | 3 | |
| 20 | | Directed Elective | 3 | |
| | | Directed Electives | 15 | |
| | | Total Program Requirement Credits | 24 | |
| | | General Education Core Credits | 21-22 | |
| | | Total Program Credits | 60-61 | |

1. New Media Production with Embedded Certificate: Audio and Music Production

| | | | | |
|---|--|--|----------------|---|
| Program Requirements: (24 credits) | | | | |
| Program Courses Required in All programs (12 Credits) | | | | |
| | Course Number | Course Name | Credits | Pre/Corequisite |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Production | 3 | |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Media Production Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Production or Center for New Media Production Practicum | 3 | Permission of Instructor |
| Program Requirements: Audio & Music: (12 credits) | | | | |
| 12 | COM*131 | Audio Production | 3 | |
| 13 | MUS*115 | Music Theory | 3 | Recommended to be taken concurrently MUS*166 and MUS*190 |
| 14 | MUS*218 | Electronic Music Composition | 3 | MUS*115, MUS*166 and Music 190 |
| 15 | MUS*219 | Electronic Music Composition II | 3 | MUS*218 |
| | | Total Program Requirements: | 24 | |
| Program Directed Electives: Audio & Music (15 credits) | | | | |
| 16 | MUS*237 | Principles of Sound Recording | 3 | MUS*219 |
| 17 | MUS*238 | Advanced Music Mixing & Processing | 3 | MUS*219 |
| 18 | MUS*101, *102, *104, *107 *137 or MUS*138 | Music History & Appreciation, Music History II, Today's Music, World Music, Jazz, or Rock & Roll | 3 | |
| 19 | MUS*166 | Ear Training I | 1 | |
| 20 | MUS*109 | Group Piano I | 1 | |
| 21 | COM/NMP Elective | COM/NMP Elective | 3 | |
| 22 | Unrestricted Elective | Any course number 100 or higher | 3 | |
| | | Directed Electives | 17 | |
| | | Total Program Requirement Credits | 24 | |
| | | General Education Core Credits | 21-22 | |
| | | Total Program Credits | 61-62 | |

2. New Media Production with Embedded Certificate: Corporate Media

| Program Requirements: (24 credits) | | | | |
|---|-----------------------|--|--------------|---|
| Program Courses Required in All programs (12 Credits) | | | | |
| | Course Number | Course Name | Credits | Pre/Corequisite |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Production | 3 | |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Media Production Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Production or Center for New Media Production Practicum | 3 | Permission of Instructor |
| Program Requirements: Corporate Media: (12 credits) | | | | |
| 12 | NMP*1110 | Introduction to Digital Graphics | 3 | |
| 13 | NMP*220 | TV Studio Production | 3 | COM*129 |
| 14 | COM*120 | Social Media Strategies | 3 | |
| 15 | NMP*264 | Advanced Video Editing | 3 | COM*129 |
| | | Total Program Requirements: | 24 | |
| Program Designated Electives: Corporate Media (15 credits) | | | | |
| 16 | NMP*147 or COM*131 | Digital Cinematography OR Audio Production | 3 | COM*129/ None |
| 17 | BMG*204 or BES*118 | Managerial Communications or Small Business Management | 3 | ENG*101or ENG*101 Eligible |
| 18 | BMK*201 | Principles of Marketing | 3 | ENG*101 Eligible |
| 19 | COM/NMP Elective | COM/NMP Elective | 3 | |
| 20 | Unrestricted Elective | Any course number 100 or higher | 3 | |
| | | Designated Electives | 15 | |
| | | Total Program Requirement Credits | 24 | |
| | | General Education Core Credits | 21-22 | |
| | | Total Program Credits | 60-61 | |

3. New Media Production with Embedded Certificate: Digital Marketing

| Program Requirements: (24 credits) | | | | |
|---|-----------------------|---|--------------|---|
| Program Courses Required in All Programs (12 Credits) | | | | |
| | Course Number | Course Name | Credits | Pre/Corequisite |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Production | 3 | |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Media Production Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Production or Center for New Media Production Practicum | 3 | Permission of Instructor |
| Program Requirements: Digital Marketing: (12 credits) | | | | |
| 12 | BMK*201 | Principles of Marketing | 3 | ENG*101 Eligible |
| 13 | BMG*202 | Principles of Management | 3 | ENG*101 Eligible |
| 14 | BMK*216 | Internet Marketing | 3 | |
| 15 | COM*120 | Social Media Strategies | 3 | |
| Total Program Requirements: | | | 24 | |
| Program Directed Electives: Digital Marketing (15 credits) | | | | |
| 16 | NMP*1110 | Introduction to Digital Graphics | 3 | ENG*101 Eligible |
| 17 | NMP*2210 | Web Production Fundamentals | 3 | NMP*1110 |
| 18 | Elective | ACC/BBG/BMG/COM/ENG/NMP | 3 | |
| 19 | Elective | ACC/BBG/BMG/COM/ENG/NMP | 3 | |
| 20 | Elective | 100 Level course or higher | 3 | |
| Directed Electives | | | 15 | |
| Total Program Requirement Credits | | | 24 | |
| General Education Core Credits | | | 21-22 | |
| Total Program Credits | | | 60-61 | |

4. New Media Production with Embedded Certificate: Film and Video

| | | | | |
|--|----------------------------|--|--------------|---|
| Total Program Requirements: (24 credits) | | | | |
| Program Courses Required in All programs (12 Credits) | | | | |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Prod. | 3 | None |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Digital Media Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Prod. or Center for New Media Prod. Practicum | 3 | Permission of Instructor |
| Program Requirements: Film & Video: (12 credits) | | | | |
| 12 | NMP*153 | Film Production | 3 | COM*129 |
| 13 | NMP*220 | TV Studio Production | 3 | COM*129 |
| 14 | NMP*228 | News, Documentary and Reality Programming | 3 | NMP*220 or COM*121 AND any ENG*101, COM*111 Recommended |
| 15 | NMP*264 | Advanced Video Editing | 3 | COM*129 |
| Total Program Requirements: | | | 24 | |
| Program Directed Electives: Film & Video (15 credits) | | | | |
| 16 | NMP*147 or COM*131 | Digital Cinematography or Audio Production | 3 | COM*129 / None |
| 17 | COM*131 or NMP Elective | Audio Production or NMP Elective | 3 | |
| 18 | COM/NMP Elective | COM/NMP Elective | 3 | |
| 19 | COM/NMP Elective | COM/NMP Elective | 3 | |
| 20 | Unrestricted Elective | Any course number 100 or higher | 3 | |
| Directed Electives | | | 15 | |
| Total Program Requirement Credits | | | 24 | |
| General Education Core Credits | | | 21 | |
| Total Program Credits | | | 60-61 | |

5. New Media Production with Embedded Certificate: Multimedia

| Total Program Requirements: (24 credits) | | | | |
|--|--------------------------|---|--------------|---|
| Program Courses Required in All programs (12 Credits) | | | | |
| | Course Number | Course Name | Credits | Pre/Co-requisite |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Prod. | 3 | None |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Digital Media Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Production or Center for New Media Production Practicum | 3 | Permission of Instructor |
| Program Requirements: Multimedia: (12 credits) | | | | |
| 12 | ART*121 | Two-Dimensional Design | 3 | |
| 13 | NMP*1110 | Introduction to Digital Graphics | 3 | |
| 14 | NMP*1120 | Image Editing and The Pixel | 3 | NMP*1110 |
| 15 | NMP*2200 | Producing Interactive Media | 3 | NMP*1110 |
| Total Program Requirements: | | | 24 | |
| Program Directed Electives: Multimedia (15 credits) | | | | |
| 16 | NMP*2210 | Web Production Fundamentals | 3 | NMP*1110 |
| 17 | GRA*151 or DGA*260 | GRA151 Graphic Design I or Animation | 3 | |
| 18 | ART/COM/GRA/NMP Elective | ART/COM/GRA/NMP Elective | 3 | |
| 19 | ART/COM/DGA/NMP Elective | ART/COM/GRA/NMP Elective | 3 | |
| 20 | Unrestricted Elective | Any course number 100 or higher | 3 | |
| Designated Electives | | | 15 | |
| Total Program Requirement Credits | | | 24 | |
| General Education Core Credits | | | 21-22 | |
| Total Program Credits | | | 60-61 | |

6. New Media Production with Embedded Certificate: News and Sports

| Total Program Requirements: (24 credits) | | | | |
|---|----------------------------|---|--------------|---|
| Program Courses Required in All programs (12 Credits) | | | | |
| | Course Number | Course Name | Credits | Pre/Corequisite |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Production | 3 | None |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Digital Media Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Production or Center for New Media Production Practicum | 3 | Permission of Instructor |
| Program Requirements: News & Sports: (12 credits) | | | | |
| 12 | COM*121 | Journalism | 3 | ENG*101 |
| 13 | NMP*220 | TV Studio Production | 3 | COM*129 |
| 14 | NMP*228 | News, Documentary and Reality Programming | 3 | NMP*220 or COM*226 AND ENG*101, COM*111 recommended |
| 15 | NMP*264 | Advanced Video Editing | 3 | COM*129 |
| Total Program Requirements: | | | 24 | |
| Program Directed Electives: News & Sports (15 credits) | | | | |
| 16 | NMP*147 or COM*131 | Digital Cinematography or Audio Production | 3 | COM*129 None |
| 17 | COM*131 or NMP Elective | Audio Production or NMP Elective | 3 | |
| 18 | NMP*1110 or NMP*1120 | Introduction to Digital Graphics or NMP*1120 Image Editing and The Pixel | 3 | NMP*1110 for NMP*1120 |
| 19 | COM/NMP Elective | COM/NMP Elective | 3 | |
| 20 | Unrestricted Elective | Any course number 100 or higher | 3 | |
| Directed Electives | | | 15 | |
| Total Program Requirement Credits | | | 24 | |
| General Education Core Credits | | | 21-22 | |
| Total Program Credits | | | 60-61 | |

7. New Media Production with Embedded Certificate: Web Design and Development

| Total Program Course Requirements: (24 credits) | | | | |
|--|--------------------------|---|----------------|---|
| Program Courses Required in All programs (12 Credits) | | | | |
| | Course Number | Course Name | Credits | Pre/Co-requisite |
| 8 | NMP*101 or NMP*125 | Digital Media Foundations or New Media Prod. | 3 | None |
| 9 | NMP*203 or COM*154 | Media Literacy or Film Study & Appreciation | 3 | ENG*101 Eligible |
| 10 | NMP*287 | Digital Media Capstone | 3 | <i>Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor</i> |
| 11 | NMP*295 or NMP*293 | Experiential Learning & Practice in Media Production or Center for New Media Production Practicum | 3 | Permission of Instructor |
| Program Requirements: Web Design & Development (12 credits) | | | | |
| 12 | NMP*1110 | Introduction to Digital Graphics | 3 | |
| 13 | NMP*1120 | Image Editing and The Pixel | 3 | NMP*1110 |
| 14 | NMP*2210 | Web Production Fundamentals | 3 | |
| 15 | NMP*2220 | Web Production II | 3 | NMP*2210 |
| | | Total Program Requirements: | 24 | |
| Program Directed Electives: Web Design & Development (15 credits) | | | | |
| 16 | NMP*2200 | Producing Interactive Media | 3 | NMP*101 |
| 17 | COM*120 | Social Media Strategies | 3 | |
| 18 | ART/COM/GRA/NMP Elective | ART/COM/GRA/NMP Elective | 3 | |
| 19 | ART/COM/GRA/NMP Elective | ART/COM/GRA/NMP Elective | 3 | |
| 20 | Unrestricted Elective | Any course number 100 or higher | 3 | |
| | | Directed Electives | 15 | |
| | | Total Program Requirement Credits | 24 | |
| | | General Education Core Credits | 21-22 | |
| | | Total Program Credits | 60-61 | |

Addendum:

**Center for New Media Productions
Client List**



Hartford Courant
 Liberty Bank
 Prentice Hall Publishing
Chesborough-Ponds
 Wesleyan University
 Unilever
 Tremaine Foundation
 United Labor
 United Technologies

- Hamilton Sundstrand
- Sikorsky Aircraft
- Pratt and Whitney
- Otis Elevator Company

 New Venture Fund
Elkinson + Sloves
 O'Donnell Company
 Media Edge Consultants
 CDM Smith
 Community Economic Development Fund (CEDF)
 Open Communities Alliance,
Formata
 American Radio Relay League (ARRL)
 New Venture Fund
PACENow
 GearUp
 Program
 Access Health CT
 Clearwater Systems
 OKAY Industries
ShelterLogic
 Integrity Outdoor Brands
 EDAC
 Cedar Hill Cemetery
Adath Isreal
 Middletown Youth Services Bureau
 Middlesex County Chamber of Commerce
 Russell Library
 Greater Hartford Urban League
 Riverview Children's Hospital
 Middlesex Hospital
 Community Health Center Inc.

Middletown Adult Education
 Capitol Region Education Council (CREC)
Birk Engineering
 International Aero Engines
 The Stanley Works
 ADC Video Systems
 A.C.E.S
 Bristol Board of Education
 Middlesex County United Way
Anaquest
 The City of Middletown
 Paint Retailers of America.

State Agencies

University of Connecticut (UCONN)
 Connecticut Judicial Branch
 Office of Victims Services (OVS)
 Connecticut State Colleges and Universities (CSCU)
 College of Technology (COT)
 CSCU Foundation
 Connecticut Humanities Council
 Clean Energy Finance & Investment Authority (CEFIA)
 Capital Region Council of
Governments(CRCOG)
 Workforce Alliance

Connecticut Departments of

- Energy & Environmental Protection (DEEP)
- Labor (DOL)
- Revenue Services (DRS)
- Children and Families (DCF)
- Department of Transportation (DOT)
- Public Health (DPH)
- Connecticut Technical Education and Career System (CTECS)

State Agencies Outside of Connecticut

Maryland Department of Labor, Licensing & Regulation
 Maine Depart. of Environmental Protection.

Addendum: Facilities

Center for New Media Studios



Studio Lobby



Video Control Room



TV Studio



TV Studio – News Desk



TV Studio – Cameras against Cyc Wall



TV Studio – Chroma Key/Green Screen Effects Area



Music Recording Control Room.



Music Recording



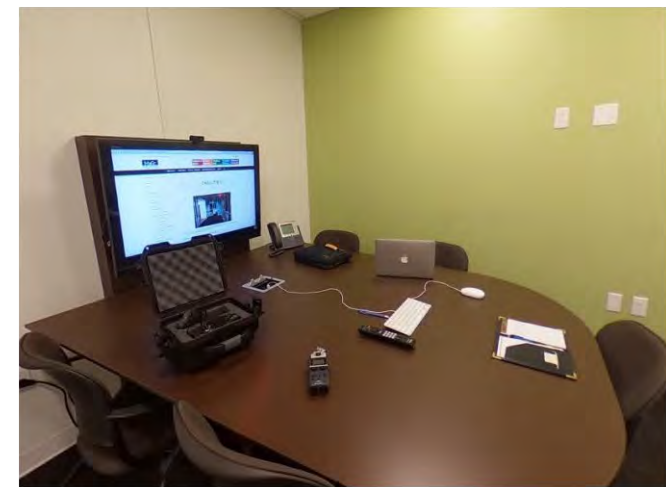
Music Recording – Studio B / Isolation Room.



Radio – Podcast Studio



Editing Suites.



Green Room

**Center for New Media.
Classrooms**



Chapman 605 – Lecture Classroom.



Chapman 610 - Digital Media Production Classroom



Chapman 612 – Digital Audio Production Classroom. Electronic Music Production



Chapman 629 – Collaborative Production Classroom





Program Descriptors: CIP Codes and Bureau of Labor Statistics Occupational Classifications

1. CIP Code Number:

New Media Production Applied Associates Degree

9.0702 Digital Communication and Media/Multimedia. (NEW)

A program that focuses on the development, use, and regulation of new electronic communication technologies using computer applications and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in the principles of computers and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues.

Audio and Music Certificate

10.0203 Recording Arts Technology/Technician. (NEW)

A program that prepares individuals to apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media productions. Includes instruction in sound equipment operation and maintenance; music, dialogue, and sound effects recording; sound track editing; dubbing and mixing; sound engineering; tape, disk, and CD production; digital recording and transmission; amplification and modulation; and working with producers, editors, directors, artists, and production managers.

Corporate Media and Film & Video Certificates

10.0105 Communications Technology/Technician (NEW)

A program that generally prepares individuals to function as workers and managers within communications industries. Includes instruction in business economics; basic management; principles of interpersonal and mediated communications; radio, television, and digital media production; and related aspects of technology and communications systems.

Multimedia and Web Design & Development Certificates

09.0702 Digital Communication and Media/Multimedia. (NEW) A program that focuses on the development, use, and regulation of new electronic communication technologies using computer applications and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in the principles of computers and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues

Digital Marketing Certificate

52.1401 Under General Marketing/Marketing Management. A program that generally prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. Includes instruction in buyer behavior and dynamics, principle of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets.

News and Sports

10.0202. *The National Center for Education Statistics does not have a description for this CIP Code*

Bureau of Labor Statistics: Standard Occupational Classification (2018)

11-0000 Management Occupations: *It should be noted that as of 2018 the Bureau of Labor Statistics did not have an occupation category for Digital Marketing Specialist, a position often requiring certification. BLS also does not list new media occupations such as Social Media Manager, Marketing Analytics, etc. The closest is*

- **11-2020 Marketing and Sales Managers**

- **11-2021 Marketing Managers**

Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors, and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.

Illustrative examples: *Internet Marketing Manager , Marketing Administrator , Marketing Director*

15-0000 Computer and Mathematical Occupations

15-1200 Computer Occupations

- **15-1254 Web Developers**

Develop and implement websites, web applications, application databases, and interactive web interfaces. Evaluate code to ensure that it is properly structured, meets industry standards, and is compatible with browsers and devices. Optimize website performance, scalability, and server-side code and processes. May develop website infrastructure and integrate websites with other computer applications. Excludes "Special Effects Artists and Animators" (27-1014). Illustrative examples: *Intranet Developer , Web Applications Developer , Web Architect*

- **15-1255 Web and Digital Interface Designers**

Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. Use web framework applications and client-side code. Evaluate web design analyze web use metrics optimizing websites for marketability and search engine ranking. Design and test interfaces for human-computer interaction, maximizing the usability of digital devices, websites, and software with a focus on aesthetics and design. Create graphics used in websites. Manage website content and links. Illustrative examples: *Digital Designer , Graphic Web Designer , Web Content Specialist*

27-0000 Arts, Design, Entertainment, Sports, and Media Occupations

27-1000 Art and Design Workers

- **27-1010 Artists and Related Workers**

- **27-1014 Special Effects Artists and Animators**

Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials. Illustrative examples: *3D Animator , Special Effects Artist*

- **27-1020 Designers**

- **27-1024 Graphic Designers**

Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Excludes "Web and Digital Interface Designers" (15-1255). Illustrative examples: *Graphic Artist, Visual Designer*

- **27-2000 Entertainers and Performers, Sports and Related Workers,**

- **27-2010 Actors, Producers, and Directors**

- **27-2012 Producers and Directors**
Produce or direct stage, television, radio, video, or film productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of actors or guests, set design, sound, special effects, and choreography. Illustrative examples: *Independent Film Maker , Stage Manager*
- **27-4000 Media and Communication Equipment Workers**
 - **27-4010 Broadcast, Sound, and Lighting Technicians**
 - **27-4011 Audio and Video Technicians**
Set up, operate, maintain, and dismantle audio and video equipment and related electronic equipment for live or recorded events, such as concerts, meetings, conventions, presentations, podcasts, news conferences, and sporting events. Illustrative examples: *Video Control Operator , Video Production Assistant*
 - **27-4012 Broadcast Technicians**
 - Set up, operate, and maintain the electronic equipment used to acquire, edit, and transmit audio and video for radio or television programs. Control and adjust incoming and outgoing broadcast signals to regulate sound volume, signal strength, and signal clarity. Operate satellite, microwave, or other transmitter equipment to broadcast radio or television programs. Illustrative examples: *Broadcast Engineer*
 - **27-4014 Sound Engineering Technicians**
 - Assemble and operate equipment to record, synchronize, mix, edit, or reproduce sound, including music, voices, or sound effects, for theater, video, film, television, podcasts, sporting events, and other productions. Excludes "Audio and Video Technicians" (27-4011). Illustrative examples: *Audio Recording Engineer , Sound Editor , Sound Effects Technician*
 - **27-4015 Lighting Technicians**
 - Set up, maintain, and dismantle light fixtures, lighting control devices, and the associated lighting electrical and rigging equipment used for photography, television, film, video, and live productions. May focus or operate light fixtures, or attach color filters or other lighting accessories. Excludes "Audio and Video Technicians" (27-4011). Illustrative examples: *Gaffer*
 - **27-4030 Television, Video, and Film Camera Operators and Editors**
 - **27-4031 Camera Operators, Television, Video, and Film**
 - Operate television, video, or film camera to record images or scenes for television, video, or film productions. Illustrative examples: *News Videographer*
 - **27-4032 Film and Video Editors**
 - **Edit moving images on film, video, or other media. May work with a producer or director to organize images for final production. May edit or synchronize soundtracks with images. Excludes "Sound Engineering Technicians" (27-4014). Illustrative examples: *Cue Selector , Film Editor , Television News Video Editor***
 - **27-4090 Miscellaneous Media and Communication Equipment Workers**
 - **27-4099 Media and Communication Equipment Workers, All Other**
 - All media and communication equipment workers not listed separately.

Connecticut's Department of Education considers Digital Arts part of the Connecticut Arts Standards under STEAM (Science, Technology, Engineering, Art and Mathematics).

Program Name: Pathway to Teaching Careers

Degree Type: A.A.

Program Description:

This program is designed for students who wish to transfer to a Connecticut State University to pursue teacher certification in elementary and/or secondary education. This program also prepares students for teacher preparation programs at many private institutions. The courses will prepare students to fulfill general education requirements, begin foundational work in education theory and practice, and develop greater expertise in their fields of study. Upon successful completion of the program, students will be eligible to transfer their credits to a CSU, where they can apply for acceptance into the teacher certification program. Students are advised to review the requirements of the transfer institution with their academic advisor prior to course selection.

Program Learning Outcomes:

In addition to meeting the general education outcomes, graduates will:

- Work **creatively** with others, including culturally and intellectually diverse peoples; think critically; and demonstrate an appreciation for learning.
- Describe the role of the teacher in the classroom.
- Identify the requirements for teaching based on academic program requirements and state certification requirements.
- Recognize broader historical, cultural, global and scientific perspectives as they relate to education.
- Demonstrate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.

Program Descriptors:

*Possible Field work

*Basic skills testing

*[State of Connecticut Certification Portal](#)

| General Education Core (21-22) | | | |
|--------------------------------|--|---|--------------|
| Course Number or Category | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | Math | STEM teacher candidates should see advisor Math 137/137L Intermediate Algebra for Liberal Arts | 3 |
| 3 | Arts and/or Humanities | Choose one from courses vetted for TAP Arts and Humanities ARC 102, ART, COM, DGA, ENG, ESL (2 top levels), GRA, HUM, MUS, PHL, THR Recommended Courses: See advisor | 3 |
| 4 | Scientific Knowledge and Understanding | AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes. Recommended Courses: See advisor. You must complete one course that includes a lab. It can be in either category (Scientific Knowledge and Understanding, or in Scientific Reasoning in Program Core.) | 3-4 |
| 5 | Historical Knowledge | HIS 201: US History I or HIS 202: US History II | 3 |
| 6 | Written Communication II | Choose an <u>ENG</u> course vetted for TAP Written Communication II outcomes | 3 |
| 7 | CCS 101 | CCS 101: College and Career Success | 3 |
| General Education Core Credits | | | 21-22 |

| Program Requirements (38-45 credits) | | | |
|---|---|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| EDUC 2010 | Foundations of U.S. Public Education | 3 | Eligib. ENG 101 |
| EDUC 2020 or ECED 215 | Normal and Exceptional Childhood and Adolescent Development (formerly PSY 216) or Exceptional Learners Recommended Courses: See advisor based on transfer institution and endorsement level. | 3 | PSY 111 or ECED 182 (for EDUC 2020) Or ENG 101, ECED 182 and PSY 204 or permission of program coordinator |
| PSY 111 | General Psychology | 3 | TBD |
| Child and/or Human Growth and Development | <u>For Elementary Education Emphasis</u> ECED 182, PSY 201, PSY 202, or PSY 204 or <u>For Secondary Education Emphasis</u> PSY 201, PSY 202, or PSY 204 Recommended Courses: See advisor based on transfer institution and endorsement level. | 3 | Varies upon Choice |
| MAT | <u>For Elementary Education Emphasis</u> MAT 143 Math for Elementary Education or Math 141 Number Systems or <u>For Secondary Education Emphasis</u> MAT 146 Math for the Liberal Arts or higher | 3-4 | |
| Scientific Reasoning | Choose One from Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning Recommended Courses: See advisor You must complete one course that includes a lab. It can be in either category (Scientific Reasoning or in Scientific Knowledge and Understanding in General Education Requirements.) | 4 | Varies upon Choice |
| COM 173 OR COM 101 | Public Speaking or Intro to Mass Communications | 3 | Varies upon Choice |
| World Language | Choose 0-8 credits of ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL, or the two upper-level courses of ESL <i>If exempt from all or some of world language requirement through placement, choose appropriate number of content area electives to meet total credit requirement for the degree (minimum 60).</i> <i>The completion of three years of study up to the third level in a single</i> | 0-8 | Varies upon Choice |

CT State Community College TAP Common Program Template

| | | | |
|--|--|--------------|--------------------|
| | <p>language at the high school level meets the language requirement for the Pathway to Teaching Careers, A.A. Degree.</p> <p>Transfer institutions can vary widely in their world language requirements. For example, the SCSU world language requirement is waived for students who complete this degree. Additionally, Sign language courses do not meet this requirement at all schools. For example, Sign language courses fulfill this requirement at CCSU, but not ECSU. Recommended Courses: See advisor Before selecting a language sequence, check the specific transfer requirements for the colleges and universities to which you are considering transferring and/or consult an advisor.</p> | | |
| | <p>Content Area Electives: Choose appropriate number of content area electives to meet total credit requirement for the degree (minimum 60). Note that all Connecticut public school elementary and secondary level teachers are required to have a subject area major in addition to education. Transfer institutions vary widely in their content area requirements and not all community college courses are available at all campuses</p> <p>Recommended Courses: See advisor</p> | 7-23 | Varies upon Choice |
| | Program Requirement Credits | 38-45 | |
| | General Education Core Credits | 21-22 | |
| | Program Total Credits | 60-66 | |

Program Name: Public Utility Management

Degree Type: Associate of Science Degree

Program Description: The Public Utility Management program will provide graduates with a wide variety of career options in the field. The industry offers an array of career tracks for those with a strong technical background as well as graduates with an aptitude in business, marketing, accounting, information technology, data analysis, and office administration. Credits from the Certificate in Water Management count toward an associate degree in Public Utility Management. Earning an Associate of Science Degree in Public Utility Management allows the opportunity for a seamless transfer to Southern Connecticut State University (SCSU) where students can earn a bachelor's degree in Business Administration with a specialization in Public Utility Management.

Program Learning Outcomes: Upon successful completion of all program requirements, graduates should be able to:

- Describe and apply the operations of public utility management
- Apply effective written and oral communication skills to articulate opportunities, ideas, and problems identified, as well as appropriate strategic responses across the economic social, environmental, public and political spheres
- Formulate team dynamics and working in groups, particularly in relation to the functioning of critical incident response teams
- Devise and translate ideas into logical steps that utilize resources and establish best practices with colleagues for customers and suppliers/vendors
- Employ and make use of written documents such as Environmental Protection Agency methods of analysis, internal standard operating procedures, safety rules, policy manuals, and professional journals
- Analyze and interpret the legal and/or regulatory implications of business and utility management
- Perform laboratory testing and analyses required for operational control and regulatory compliance

Program Descriptors:

This program transfers to Southern Connecticut State University's Business Administration - Public Utility Management B.S. degree.

| General Education Core Courses | | | |
|--------------------------------|-----------------------------------|--|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | MAT*167 | Principles of Statistics | 3 |
| 3 | ENG 102 or ENG 200 | Arts and Humanities: Literature and Composition Advanced Composition | 3 |
| 4 | EVS 114 or ENV 101 and 101L | Scientific Reasoning/Scientific Knowledge + Understanding: Environmental Science with Laboratory or Intro to Environmental Science with Lab | 4 |
| 5 | ECN 101 | Social/Behavioral Science: Macroeconomics | 3 |
| 6 | BBG 210 | Oral Communication: Business Communication | 3 |
| 7 | CCS 101 | College and Career Success | 3 |
| General Education Core Credits | | | 22 |

| Program Requirements | | | |
|---------------------------------------|---|--------------|--|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| ACC 113 | Principles of Financial Accounting | 3 | Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment |
| ACC 117 | Principles of Managerial Accounting | 3 | Pre-req: Completion of ACC*113 with a C or higher ACC 113 |
| BMG 110 | Public Utility Management | 3 | None |
| BBG 231 | Business Law I | 3 | Pre-req: Completion of ENG* 101 with C- or better |
| BBG 240 | Business Ethics | 3 | Pre-req: Completion of ENG* 101 with C- or better |
| BMG 202 | Principles of Management | 3 | Pre-req: Completion of ENG* 101 with C- or better |
| BMG 216 | Rates and Revenues | 3 | Pre-req: Completion of ENG* 101 with C- or better |
| BMG 219 | Asset and Infrastructure Management | 3 | Pre-req: Completion of ENG* 101 with C- or better |
| BMG 221 | Customer Relations | 3 | Pre-req: Completion of ENG* 101 with C- or better |
| ECN 102 | Microeconomics | 3 | Eligibility for ENG 101 |
| CSA 135 | Spreadsheets Applications | 3 | TBD |
| ENV 110 | Environmental Regulations | 3 | Pre-req: ENV 101 and ENV 101L |
| Directed Elective | Elective Choices – Must choose 2: BBG 292 Business Practicum BBG 299 Business Coop/Internship QUA 114 Principles of Quality Control BMK 201 Principles of Marketing WMT 101 Water Treatment and Distribution WMT 102 Special Topics in Water Treatment WMT 103 Special Topics in Water Distribution | 6 | Pre-req: BBG 292 and 299 by permission QUA 114 – MFG 105 or equivalent BMK 201- Completion of ENG* 101 with C- or better WMT 101, 102 and WMT 103 - none |
| Program Requirement Credits | | 42 | |
| General Education Core Credits | | 22 | |
| Program Total Credits | | 64# | |

##The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name:

Small Business Management and Entrepreneurship

Degree Type: Associate in Science**Program Description:**

Small businesses are vital to the growth of our economy and will create most new jobs. This career program prepares students to be entrepreneurs and to start up new businesses, expand existing businesses, or apply entrepreneurial skills in a corporate setting. It also develops small business management skills to operate small businesses. This program will provide an opportunity to develop entrepreneurial skills with an understanding of marketing, accounting, business law, and management as they relate to business ownership. Practical training is provided through internships in small business settings. The program courses may be transferred to bachelor's degree programs.

Program Learning Outcomes:

1. Identify core concepts of entrepreneurial ventures and small business management and their impact on society and the global economy.
2. Describe the legal and ethical environments for entrepreneurs and small businesses.
3. Demonstrate analytical, problem-solving, and decision-making skills applicable to entrepreneurial ventures and small business management
4. Demonstrate information literacy through research skills and the use of technology.
5. Apply effective written and oral communication skills to business situations.

Program Descriptors:

This is a career/workforce specialized degree. The Small Business Management and Entrepreneurship students utilize the Gateway Small Business Center, and the Werth Center for Innovation and Entrepreneurship at Housatonic Community College. The Werth Center provides mentoring, workshops, MakerSpace, and a student store/website. In the Launch a Business (BES 295) capstone course, students focus on launching businesses or growing their existing businesses. The BES 295 course is currently taught jointly with Gateway and Housatonic students. This degree program can be completed fully online.

Note: According to the *Wall Street Journal* on Nov. 29, 2021, "The pandemic has unleashed a historic burst in entrepreneurship and self-employment. Hundreds of thousands of Americans are striking out on their own as consultants, retailers, and small-business owners. The number of unincorporated self-employed workers has risen by 500,000 since the start of the pandemic, Labor Department data show, to 9.44 million. That is the highest total since the financial-crisis year 2008, except for this summer. The total amounts to an increase of 6% in the self-employed, while the overall U.S. employment total remains 3% lower than before the pandemic."

| General Education Core Courses | | | |
|--------------------------------|--------------------|--|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG*101 | English Composition | 3 |
| 2 | MAT XXX | Math Course (MAT*109 or higher) | 3 |
| 3 | Arts & Humanities | Arts or Humanities Course Any course vetted as Arts or Humanities Course Recommend ENG, ART or GRA | 3-4 |
| 4 | Science | Scientific Reasoning or Scientific Knowledge and Understanding Any course vetted as Scientific Reasoning or Scientific Knowledge and Understanding | 3-4 |
| 5 | ECN 101 or ECN 102 | Social/Behavioral Science ECN 101 Macroeconomics or ECN 102 Microeconomics | 3 |
| 6 | BBG 210 | Oral Communications Business Communications | 3 |
| 7 | CCS 101 | Continued Learning/Information Literacy College and Career Success | 3 |
| General Education Core Credits | | | 21-23 |

| Program Requirements | | | |
|----------------------|---|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req./Co-req. Course # |
| ACC 113 | Principals of Financial Accounting | 3 | Pre-req: MAT 095 or satisfactory placement on Basic Skills Assessment |
| ACC 125 | Accounting Computer Applications | 3 | Pre-req: ACC 113 with C- or better |
| BBG 231 | Business Law I | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BBG 294 | Business Internship | 3 | ENG 101, fifteen earned credits in business courses, minimum overall GPA 2.5. Instructor's permission |
| BES 218 | Entrepreneurship | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BES 219 | Management and Growth – Small Business | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BES 239 or BES 295 | Business Plan Launch a Business | 3 | BES 239 – BES 218 and pre/co ACC113 and BMK 201 or instructor's permission BES 295 Pre req: - BES 218 or Instructor's Permission |
| BMK 201 | Principles of Marketing | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BMK 215 | Principles of eBusiness | 3 | None |
| CSA 105 or CSA 135 | Introduction to Software Applications Spreadsheet Applications | 3 | TBD |
| Business Elective | ACC, BES, BBG, BFN, BMG, BFN, BMK, ECN, HSP 244, CSA; elective can be outside of the business department with approval of program coordinator if course is related to business being started. | 9 | Depends on elective selected |
| | Program Requirement Credits | 39 | |
| | General Education Core Credits | 21-23 | |
| | Program Total Credits | 60-62 | |

Credit Certificate Program Name:

Small Business Management and Entrepreneurship

Certificate Description:

The certificate program is designed to prepare prospective entrepreneurs in the fundamentals of starting and managing their own businesses and to launch new ventures. For entrepreneurs who already have an established business, the program will help them strengthen their business and managerial skills. Students may complete the program in two semesters. Students should check with their advisor during the scheduling process to make sure courses are taken in proper sequence and any prerequisites have been met. Students will be able to apply the credits earned towards an AS degree in Entrepreneurial Studies.

Certificate Learning Outcomes:

1. Identify core concepts of entrepreneurship and small business management and their impact on society and the global economy.
2. Describe the legal and ethical environments for entrepreneurs and small businesses.
3. Demonstrate analytical, problem-solving, and decision-making skills applicable to entrepreneurship and small business management
4. Demonstrate information literacy through research skills and the use of technology.
5. Apply effective written and oral communication skills to business situations.

Certificate Descriptors:

This is a workforce specialized certificate focusing on launching a business. It can be selected as a focus for General Studies Students. It can build upon an existing degree to develop the skills in starting a business related to an existing discipline, such as art, automotive, early childhood, fashion, retailing, accounting, culinary, or hospitality.

| Certificate Program Requirements (# credits) | | | |
|--|--|--------------|---|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| ACC 113 | Principals of Financial Accounting | 3 | MAT 095 or satisfactory placement on Basic Skills Assessment |
| BES 218 | Entrepreneurship | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BES 219 | Management and Growth – Small Business | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| BES 239 or BES 295 | Business Plan or Launch a Business | 3 | Pre-req: BES 239 – BES 218 and pre/co ACC 113 and BMK 201 or instructor's permission Pre-req: BES 295 - BES 218 or Instructor's Permission |
| BMK 201 | Principles of Marketing | 3 | Pre-req: Completion of ENG 101 with a grade of C- or better |
| Business Elective | Business Elective – ACC, BES, BBG, BFN, BMG, BFN, BMK, ECN, HSP 244, CSA | 6 | Depends on elective selected |
| Certificate Program Total Credits | | 21 | |

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: Social Work Studies

Degree Type: A. A.

Program Description: Admission to CSU Social Work programs is highly competitive. This A. A. degree does NOT guarantee admission to any CSU Social Work degree program. With this degree, you will be able to transfer to any CSU and apply to the following majors at the following campuses:

- Central Connecticut State University Social Work, B.A.**
- Eastern Connecticut State University Social Work, B.A.***
- Southern Connecticut State University Social Work, B.S.****
- Western Connecticut State University Social Work, B.A.*****

The Social Work Studies A.A. degree is the first degree towards becoming a State of CT certified social worker.

Program Learning Outcomes:

1. Students who complete this degree are prepared to transfer to a four-year CSU university with junior status.
2. Students who complete this degree are prepared to apply for admission to a CSU Social Work B.A. degree program.

In addition to the above, students who complete this program of study should be able to:

1. Identify the historical and philosophical foundations of social welfare
2. Apply the ecological system perspective to micro-, meso-, and macro- client systems
3. Demonstrate basic assessment and problem-solving skills to a range of micro-, meso-, and macrosystems problems
4. Identify and resolve ethical dilemmas
5. Develop and sustain professional relationships with diverse populations
6. Demonstrate active listening, verbal, non-verbal, and written communication skills with diverse populations
7. Self-evaluate thoughts, feelings and behaviors to ensure professional conduct.

Program Descriptors:

How to apply to a CSU Social Work Program:

****For admission to CCSU's Social Work program**

- (1). Minimum overall GPA of 2.00, which includes both CCSU grades and grades for courses taken at other institutions.
- (2) Minimum overall GPA of 2.50 for the following introductory Social Work courses and related requirements (Program GPA) Community College SOC 201, HSE 101/SOC 235, SOC 101, BIO 115, POL 111, & MAT 167/MAT 201/MAT 165/MAT 168; AND CCSU SW 225, SW 227, SOC 233, & ECON 200. Each of these courses must be completed with a minimum grade of C.
- (3) A minimum score of 2 (emerging) on the Potential for Professional Competence for Generalist Social Work Practice Scale in each of the following CSWE competencies 2.1.1, 2.1.3, and 2.1.4.
- (4) A minimum score of 3 or higher in every category of the Volunteer Experience Evaluation for HSE 101/SOC 235 and SW 227.
- (5) Minimum scores of 3 on the Professional Social Work Disposition Rubric for SW 225, HSE 101/SOC 235, and SW 227.

The Transfer Student Reference Form may be substituted for field experiences from other colleges. Applications to the Social Work Program are accepted three times a year with deadlines of August 1st, October 1st, and March 1st. Students must submit an admission portfolio and have an interview with the Social Work faculty. The ideal time to apply to the Program is when the applicant is enrolled in SW 227 at CCSU. For TAP Transfer Students, this should be in the first semester at CCSU.

***For admission to ECSU's Social Work program Admission to the Social Work Program is competitive and is not guaranteed by admission to Eastern Connecticut State University. Applications for the social work major are due on January 31 each year for students expecting to graduate in May, two years following application. Applications received after that date are reviewed as space is available in the junior class. The online application must be completed in one session (you cannot log out of your computer, save your work, or return to a survey that has been submitted).

You should prepare the following documents to be uploaded with your application:

- (1) Application Essay
- (2) Resume (optional)
- (3) Supplemental information regarding community standards (if relevant)
- (4) Transcripts from all higher education institutions attended (see instructions)
- (5) Professional Reference

****For admission to SCSU's Social Work program Students interested in majoring in social work must complete a two-step admission process. Initially, students must be accepted into the University by the Admissions Office. Then, application is made for admission to the Bachelor of Social Work Program in the spring semester prior to the fall semester in which students anticipate enrolling in 300-level social work courses. Applications are available on the Department of Social Work website. The Department of Social Work admissions application deadline is the 1st of March. Students who plan to apply to both SCSU and the BSW Program for a Fall semester date may need to complete both admission processes simultaneously. For optimal consideration for acceptance into the program, you must express your intent to apply prior to the March 1 admissions application deadline by emailing the BSW Coordinator.

*****For admission to WCSU's Social Work program social work majors must earn at least a "C+" in all designated major courses to have the course credit apply to the degree program. Students must apply for junior and senior program status following a group advisement session (for potential Juniors in late fall preceding the registration period for spring semester; for potential Seniors in spring semester of the junior year). Transfer students are required to interview with the department chair, the student must arrange the meeting and meet the above criteria. The Junior standing class is limited to 45 Social Work majors. If applications that meet minimum requirements exceed 45 majors, the 45 students with the top GPAs in Social Work Major Requirements will be given first preference, with university GPA serving as Social Work GPA tiebreaker.

| General Education Core Courses (credits) | | | |
|--|--------------------------------------|--|--------------|
| Course Number | | Course Name | # of Credits |
| 1 | ENG 101 | English Composition | 3 |
| 2 | MAT 167 | Principles of Statistics | 3 |
| 3 | Arts and Humanities | Any ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, or Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA) course vetted for Arts and Humanities | 3-4 |
| 4 | Scientific Reasoning | BIO 127 Cell Biology w/Organ Systems (note: replaces BIO 115: Human Biology) or BIO 110 & 110L Biology of the Human Body w/Lab | 4 |
| 5 | SOC 101 | Principles of Sociology | 3 |
| 6 | Written Communication II | Written Communication II – ENG course vetted for Written Communication II outcomes | 3 |
| 7 | Scientific Knowledge & Understanding | Any AST, BIO, CHE, EAS, ENV EVS, GLG, MET, OCE, PHY, or SCI course vetted for Scientific Knowledge and Understanding | 3 |
| 8 | Historical Knowledge | Historical Knowledge – HIS course vetted for Historical Knowledge outcomes | 3 |
| 9 | Oral Communication | Oral Communication- course vetted for Oral Communication outcomes | 3 |
| 10 | CCS 101 | College Success | 3 |
| General Education Core Credits | | | 31-32 |

| Pathway 30: Program Requirements, Additional General Education, and Unrestricted Electives | | | |
|--|---|--------------|-------------------------|
| Course Number | Course Name | # of Credits | Pre-req/Co-req Course # |
| Global Knowledge | General Education II Global Knowledge- course vetted for Global Knowledge | 3 | |
| Creativity | General Education I Creativity- course vetted for Creativity | 3-4 | |
| PSY 111 | General Psychology | 3 | |
| SOC 201 | Contemporary Social Issues | 3 | |
| POL 111 | American Government | 3 | |
| ANT 105 | Cultural Anthropology | 3 | |
| HSE 101 or SOC 235 | Introduction to Human Services or Introduction to Social Welfare | 3 | |
| Choose 1 or 2 courses | POL 122 Politics of Social Welfare PSY 212 Health Psychology PSY 245 Abnormal Psychology SOC 210 Sociology of the Family SOC 220 Racial and Ethnic Diversity SOC 225 Death and Dying SOC 285 Community Organization HSE 115 Child Advocacy in Human Services HSE 133 Disabilities and Mental Health HSE 134 Introduction to the Mental Health System HSE 141 Addiction and Mental Illness in Behavioral Health Care (<i>Proposed new title: Introduction to Behavioral Healthcare</i>) HSE 147 Change Theory and Strategies in Behavioral Health Care HSE 170 Introduction to Gerontology HSE 198 Social and Contemporary Issues in Human Services HSE 202 Introduction to Counseling and Interviewing HSE 210 Group and Interpersonal Relations HSE 236 Professional, Ethical, and Legal Issues in Human Services HSE 241 Human Services Agencies and Organizations HSE 243 Human Services Skills and Methods HSE 247 Supervision and Management in Human Services HSE 251 Working with Individuals and Families HSE 281 Human Services Field Work I HSE 287 Practicum in Mental Health (<i>Proposed new title: Behavioral Health Field Placement</i>) HSE xxx/EDUC 2800 Foundation of Research Methods in Human Services and Education | 3-6 | |
| Unrestricted Elective | Unrestricted Elective <i>*Recommended course SOC 210 Sociology of the Family</i> | 3-6 | |
| | Pathway 30 | 30-31 | |
| | General Education Framework30 Credits | 31-32 | |
| | Program Total Credits | 61-63 | |



RESOLUTION

Recognizing

Connecticut State Colleges and Universities

Phi Theta Kappa (PTK) All-Connecticut Academic Team

May 19, 2022

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and

WHEREAS, each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and

WHEREAS, the 2021 – 2022 All-CT Academic Team includes 26 outstanding CSCU Community College students:

Gary Gendron, Asnuntuck Community College
Azjhante White, Asnuntuck Community College
Sylvia Agbolosu, Capital Community College
Aiyasha Singh, Capital Community College
Valeria Amezquita Cajamarca, Gateway Community College
Grace Chiroodza, Gateway Community College
Christine Grabo, Gateway Community College
Glen Diaz, Housatonic Community College
Katlyn Soderholm, Housatonic Community College
Nicholas Hirth, Manchester Community College

Kristen Reep, Manchester Community College
Rupert Tawiah-Quashie, Manchester Community College
Jacob Goodman, Middlesex Community College
Amber Leclaire, Middlesex Community College
Randolph Anderson, Naugatuck Valley Community College
Merlenesse Polanco, Naugatuck Valley Community College
Audrey Case, Northwestern Connecticut Community College
Isabella Jacobs, Northwestern Connecticut Community College
Lisa Kober, Norwalk Community College
Claire Rodriguez, Norwalk Community College
Angelique Caouette, Quinebaug Valley Community College
Dana Normandie, Quinebaug Valley Community College
Mustapha Bello, Three Rivers Community College
August Carignan, Three Rivers Community College
Aidan Laliberte, Tunxis Community College
Aidan Reynolds, Tunxis Community College

WHEREAS, Madison Peladeau of Jackson, Mississippi and a student at Northwestern Connecticut Community College was also named a Coca-Cola Academic Team Silver Scholar and will receive a Coca-Cola Foundation scholarship; and

WHEREAS, Professors Todd Bryda and Crystal Wiggins devoted their time and expertise in preparing the students for selection; now therefore, be it

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2021 – 2022 All-CT Academic Team and their advisors.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education



RESOLUTION

Recognizing

Connecticut State Colleges and Universities

Henry Barnard Distinguished Student Award Recipients

May 19, 2022

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the Henry Barnard Distinguished Student Award Recipients are chosen by their respective Connecticut State University and presented with the award and a \$500 scholarship by the Connecticut State Colleges and Universities Foundation; and

WHEREAS, each student has maintained a 3.7 grade-point average and has a record of substantial voluntary service to their universities and communities; and

WHEREAS, twelve students representing the Connecticut State Universities have received a 2022 Henry Barnard Distinguished Student Award:

Central Connecticut State University

- Tamara Alexander
- Carissa Daigle
- Matthew Iossa
- Dezrene Thompson

Eastern Connecticut State University

- Natalie Devlin
- Nelson Javier Santos Ferrer

Southern Connecticut State University

- Greta Brunello
- Dominique Dickenson
- Sarah Gossman
- Sydney King

Western Connecticut State University

- Catherine Costa
- Olivia Moore

Be it

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the student recipients of the 2022 Henry Barnard Distinguished Student Award.

A True Copy:

Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education



March 31, 2022

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

I wish to inform you that I have awarded the designation of Emeritus status to the following Professor, for his exemplary service to Southern Connecticut State University:

Dr. William Faraclas – Professor, Department of Public Health

Sincerely,

Joe Bertolino
President

JB/meh

cc: B. Barnes, Human Resources for CSCU, Personnel File

April 20, 2022

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

I wish to inform you that I have awarded the designation of Emeritus status to the following Professor, for her exemplary service to Southern Connecticut State University:

Dr. Susan Westrick – Professor of Nursing

Sincerely,



Joe Bertolino
President

JB/meh

cc: B. Barnes , Human Resources for CSCU, Personnel File

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

| | |
|--|--|
| Institution: Naugatuck Valley Community College | Date of Submission to CSCU Office of the Provost: March 2022 |
| Most Recent NECHE Institutional Accreditation Action and Date: Interim report accepted in 2019, Continued Accreditation through 2022 | |
| Original Program Characteristics CIP Code No. 150303 Title of CIP Code Name of Program: Electronic Engineering Technology Degree: Title of Award (e.g. Master of Arts) Associates in Science Stand-Alone Certificate: (specify type and level) None Date Program was Initiated: 1964 OHE#: 01300 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 3.2% Locality of Program: On Campus Off Campus <input checked="" type="checkbox"/> Both | Original Program Credit Distribution # Credits in General Education: 31 # Credits in Program Core Courses: 24-25 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): None <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: 61-62 |
| Modified Program Characteristics Name of Program: Electronic Engineering Technology Degree: Title of Award (e.g. Master of Arts) Associates in Science Certificate ¹ : (specify type and level) None Program Initiation Date: Spring 2022 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 3.2% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61-62 Other: 0 | Modified Program Credit Distribution # Credits in General Education: 31 # Credits in Program Core Courses: 24-25 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): None <u>Total # Cr in the Program</u> (sum of all #Cr above): 61-62 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 |
| If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination | |
| Rationale for Modification ABET modified the required Program Educational Objectives for the program. | |
| Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources needed due to the modification. | |
| Institutional Contact for this Proposal: Kristen Dagan McGee Title: Program Coordinator Tel.: 2035968748 e- mail: kdaganmcgee@nv.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: STEM | |

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

| SECTION 2: Curriculum Details for a Program Modification | | | | | | |
|---|-----------|-------------------|--------|---|-----------|--------|
| Course Number and Name | L.O. # | Pre- Requisite | Cr Hrs | Course Number and Name | L.O. # | Cr Hrs |
| Program Core Courses | | | | Other Related/Special Requirements | | |
| No Changes to curriculum | | | | | | |
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| Core Course Prerequisites | | | | Elective Courses in the Field | | |
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| Total Other Credits Required to Issue Modified Credential | | | | | | |
| <p>Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i></p> <p>New (Proposed) Program Outcomes</p> <ol style="list-style-type: none"> 1. Use mathematical formulas based on scientific laws and theorems as they relate to electricity, to analyze circuit problems, formulate solutions, and predict circuit behavior of both analog and digital circuits. 2. Possess the knowledge and skills to create a digital logic circuit design as a solution to a given problem statement. Build, troubleshoot, and verify designed circuit operation. Provide full documentation on design. 3. Build analog or digital circuits from a schematic drawing. Verify operation using test equipment such as ohmmeters, digital and analog voltmeters, ammeters, oscilloscopes, power supplies, function generators, and logic probes. 4. Use software design tools such as PSpice, Multisim, etc. to graphically document, simulate and test behavior of both analog and digital circuits. 5. Use appropriate technical literature to research and implement an electronic project. Use an Electronic Design Automation software to design and document the printed circuit board(s), build the project, and follow a test procedure to ensure its proper operation. 6. Use a high-level programming language to program a microcontroller or solve a technical problem. 7. Use a visual programming language such as LabVIEW, to develop a solution to a problem. Design a program to serve as a system including virtual instruments to display / store / evaluate or plot data. 8. Communicate lab experiment findings in the form of written laboratory reports in a professional manner using appropriate tools such as a word processor, spreadsheets, and schematic drawing software. 9. Present experiment results or research orally. 10. Demonstrate an ability to function effectively as a member of a technical team. | | | | | | |

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

11. Realize the responsibility of the individual technician to work in a safe and ethical manner as it relates to the electronic technician profession and demonstrate the ability recognize ethical issues and utilize the IEEE code of ethics as a guide to determine appropriate course of action in response to these issues.

Old Program Outcomes

1. Use mathematical formulas based on scientific laws and theorems as they relate to electricity, to analyze circuit problems, formulate solutions, and predict circuit behavior of both analog and digital circuits.
2. Possess the knowledge and skills to create a digital logic circuit design as a solution to a given problem statement. Build, troubleshoot, and verify designed circuit operation. Provide full documentation on design.
3. Build analog or digital circuits from a schematic drawing. Verify operation using test equipment such as ohmmeters, digital and analog voltmeters, ammeters, oscilloscopes, power supplies, function generators, and logic probes.
4. Use PSPICE modeling circuit simulation software as a design tool to draw, simulate and test behavior of both analog and digital circuits.
5. Create an electronic project using an Electronic Design Automation software to design printed circuit board(s), build the project, and ensure its proper operation.
6. Use a high-level programming language to program a microcontroller or solve a technical problem.
7. Design a LabVIEW program to serve as a system including virtual instruments to display/store /evaluate or plot data. Create a LabVIEW program as a solution to a problem, recognize the need for continuous improvement, and demonstrate the ability to apply to design.
8. Communicate lab experiment findings in the form of laboratory reports in a professional manner using appropriate word processor, spreadsheet, and schematic drawing software.
9. Present experiment results or research orally to a group.
10. Demonstrate a respect for diversity and actively participate on multicultural teams in a laboratory setting to achieve final solutions to a given task within the time allotted.
11. Realize the responsibility of the individual technician to work in a safe and ethical manner as it relates to the electronic technician profession and demonstrate the ability recognize ethical issues and utilize the IEEE code of ethics as a guide to determine appropriate course of action in response to these issues.

Program Educational Objectives

New (Proposed) Program Educational Objectives

The electronic engineering technology graduate will be prepared to make achievements in the following areas within a few years after graduation:

1. Obtain employment in an electronic engineering technology related position.
2. Undertake baccalaureate studies in electronic engineering technology or any related engineering program.
3. Uphold professional expectations by conducting work in a safe and ethical manner.
4. Function effectively individually and serve as a team leader on collaborative projects.
5. Continually improve skills by undertaking professional development opportunities.

Old Program Educational Objectives

Upon successful completion of all program requirements, graduates will be able to:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

1. Apply mathematical principles and scientific laws and theorems to electrical circuit applications.
2. Use equipment to test and measure circuit characteristics.
3. Be proficient in the use of state-of-the-art software as applicable tools in the development process of new circuit or system designs.
4. Effectively communicate findings of research or laboratory experiments using written, oral and computer skills.
5. Work as a member of a team to accomplish assigned tasks on time in a laboratory setting.
6. Be expected to act consistent with accepted standards of ethical and professional conduct of an electronic engineering technician.
7. Possess the educational background and technical skills needed to: a. obtain employment as an electronic technician, and b. continue studies toward a B.S. degree in electrical engineering as well as other engineering

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

| | |
|---|---|
| Institution: Naugatuck Valley Community College | Date of Submission to CSCU Office of the Provost: March 2022 |
| Most Recent NECHE Institutional Accreditation Action and Date: NECHE 5 th Year Interim Report accepted in 2019 and continued accreditation granted through 2022. | |
| Original Program Characteristics CIP Code No. 24.0101 Title of CIP Code Liberal Arts and Sciences/Liberal Studies Name of Program: Liberal Arts and Sciences Degree: Title of Award (e.g. Master of Arts) Associate of Arts Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus X Both | Original Program Credit Distribution # Credits in General Education: 18 # Credits in Program Core Courses: 30-32 # Credits of Electives in the Field: # Credits of Free Electives: 12 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 60-61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60-61 |
| Modified Program Characteristics Name of Program: Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: 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): Other: | Modified Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in the Field: # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: |
| If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination | |
| Rationale for Modification While conducting a Program Assessment, it was discovered that the Liberal Arts and Sciences degree program had no Program Outcomes. Thus, Program Outcomes are being asserted. There are no changes to the curriculum. | |
| Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) N/A | |
| Institutional Contact for this Proposal: Christopher Rempfer Title: Associate Professor of English Tel.: 203-575-8245 e- mail: crempfer@nv.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Liberal Arts and Behavioral & Social Sciences Division | |

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

| SECTION 2: Curriculum Details for a Program Modification | | | | | | |
|---|--------|---------------|--------|---|--------|--------|
| Course Number and Name | L.O. # | Pre-Requisite | Cr Hrs | Course Number and Name | L.O. # | Cr Hrs |
| Program Core Courses | | | | Other Related/Special Requirements | | |
| No Changes to Curriculum | | | | | | |
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| Core Course Prerequisites | | | | Elective Courses in the Field | | |
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| Total Other Credits Required to Issue Modified Credential | | | | | | |
| Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Communicate effectively in a variety of formats to meet diverse audience needs. 2. Use current communication technology to address a variety of academic and/or professional needs. 3. Use scientific methods to formulate and test hypotheses. 4. Use quantitative methods to solve problems and analyze data. 5. Respond to complex texts with well-reasoned arguments. 6. Locate and evaluate research for use in a variety of academic and professional contexts. 7. Describe the value of diverse global perspectives. 8. Define a personal and professional code of ethics. | | | | | | |

| NEW PROGRAM OUTCOMES | OLD PROGRAM OUTCOMES |
|---|----------------------|
| 1. Communicate effectively in a variety of formats to meet diverse audience needs. | None |
| 2. Use current communication technology to address a variety of academic and/or professional needs. | None |
| 3. Use scientific methods to formulate and test hypotheses. | None |
| 4. Use quantitative methods to solve problems and analyze data. | None |

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

| | |
|---|------|
| 5. Respond to complex texts with well-reasoned arguments. | None |
| 6. Locate and evaluate research for use in a variety of academic and professional contexts. | None |
| 7. Describe the value of diverse global perspectives. | None |
| 8. Define a personal and professional code of ethics. | None |

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College Date of Submission to CSCU Office of the Provost: March 2022

Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Report Accepted in 2019; Continued Accreditation through 2022

Original Program Characteristics

CIP Code No. HB87 Title of CIP Code Environmental Science

Name of Program: Environmental Science

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

Stand-Alone Certificate: (specify type and level)

Date Program was Initiated: 1991 OHE#: 02442

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 32

Credits in Program Core Courses: 30

Credits of Electives in the Field: 0

Credits of Free Electives: 0

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

Total # Cr in the Program (sum of all #Cr above): 62

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **62**

Modified Program Characteristics

Name of Program: Environmental Science

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

Certificate¹: (specify type and level)

Program Initiation Date: 1991

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): 62

Other:

Modified Program Credit Distribution

Credits in General Education: 32

Credits in Program Core Courses: 30

Credits of Electives in the Field: 0

Credits of Free Electives: 0

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

Total # Cr in the Program (sum of all #Cr above): 62

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **62**

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

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

While General Botany, BIO 155 has run regularly, BIO 145 General Zoology has not run in the last 3 to 4 years. The laboratory component for Zoology is expensive to run in these tight budgetary times and the student demand has not been demonstrated. The General Biology I and II (BIO 121 & 122) sequence is now standard at all four of the CSUs. Therefore, the recommendation of BIO 155 General Botany and BIO 145 General Zoology for transfer to Southern Connecticut State University is no longer valid.

When General Biology I (BIO121) fills to capacity, students are funneled to open General Botany seats by Admissions or the NVCC Center for Academic Planning and Student Success (CAPSS) Department. This essentially puts them in a course sequence that they cannot complete if Zoology does not run. This has happened on multiple occasions in the last three years. The student would then have to take both General Biology I and II for the sequence to transfer. They end up with a four-credit course, in Botany, that does not fulfill any program

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requirement. To prevent this outcome, I would like to eliminate the option of BIO 155 General Botany and BIO 145 General Zoology and require only BIO 121 and 122 General Biology I and II for the Environmental Science Program.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

None

Institutional Contact for this Proposal: Cynthia Donaldson Title: Professor Tel.: 203-596-8703

e- mail: cdonaldson@nv.edu

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

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| SECTION 2: Curriculum Details for a Program Modification | | | | | | |
|--|--------|----------------------------------|--------|---|--------|--------|
| Course Number and Name | L.O. # | Pre-Requisite | Cr Hrs | Course Number and Name | L.O. # | Cr Hrs |
| Program Core Courses | | | | Other Related/Special Requirements | | |
| GLG 121 Physical Geology | 2 | MAT095 & eligibility for ENG 101 | 4 | | | |
| MAT 167 Principles of Statistics | 6 | MAT 137 | 3 | | | |
| BIO 122 General Biology II | 2 | BIO 121 | 4 | | | |
| BIO 181 Environmental Science with Lab | 1, 3 | MAT095 & eligibility for ENG 101 | 4 | | | |
| ENV 110 Environmental Regulations | 4,7 | none | 3 | | | |
| BIO 171 Field Biology | 5 | MAT095 & eligibility for ENG 101 | 4 | | | |
| CHE 122 General Chemistry II | 2 | CHE 121 | 4 | | | |
| BIO 235 Microbiology | 2 | BIO 121 | 4 | | | |
| Core Course Prerequisites | | | | Elective Courses in the Field | | |
| BIO 121 General Biology I | | | 4 | | | |
| CHE 121 General Chemistry I | | | 4 | | | |
| ENG 101 English Composition | | | 3 | | | |
| MAT 137 Intermediate Algebra | | | 3 | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total Other Credits Required to Issue Modified Credential | | | | | | 21 |
| Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Apply the scientific method to environmental problems using both laboratory and field skills to gather, analyze and interpret scientific data. 2. Scientifically analyze and critically evaluate local/regional/global environmental problems in terms of ecological principles and development of sustainable solutions 3. Demonstrate knowledge of the interdisciplinary nature of environmental science with the fundamental principles of biology, chemistry, geology, law and public policy. | | | | | | |

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SECTION 1: GENERAL INFORMATION

| | |
|--|---|
| Institution: Naugatuck Valley Community College | Date of Submission to CSCU Office of the Provost: March 2022 |
| Most Recent NECHE Institutional Accreditation Action and Date: Nov. 25, 2019, Interim report accepted, Continued Accreditation to 2022 | |
| Original Program Characteristics CIP Code No. 150000 Title of CIP Code Engineering Technology, General Name of Program: Engineering Tech - Mechanical Degree: Title of Award (e.g. Master of Arts) Associates in Science (Option) Stand-Alone Certificate: (specify type and level) None Date Program was Initiated: 1965 OHE#: 01303 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both | Original Program Credit Distribution # Credits in General Education: 27, # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): None <u>Total # Cr in the Program</u> (sum of all #Cr above): 66 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 66 |
| Modified Program Characteristics Name of Program: Engineering Tech - Mechanical Degree: Title of Award (e.g. Master of Arts) Associates in Science (Option) Certificate ¹ : (specify type and level) None Program Initiation Date: 1992 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): 66 Other: 0 | Modified Program Credit Distribution # Credits in General Education: 27 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): None <u>Total # Cr in the Program</u> (sum of all #Cr above): 66 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 66 |
| If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination | |
| Rationale for Modification ABET modified the Student Outcomes for the program. | |
| Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources needed due to the modification. | |

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| SECTION 2: Curriculum Details for a Program Modification | | | | | | |
|--|--------|--------------------------|--------|---|--------|--------|
| Course Number and Name | L.O. # | Pre-Requisite | Cr Hrs | Course Number and Name | L.O. # | Cr Hrs |
| Program Core Courses | | | | Other Related/Special Requirements | | |
| MEC 114 Statics | 0 | TCN101, MAT 186, PHY 121 | 3 | CHE 121 General Chemistry (Gen Ed) | 3 | 4 |
| MEC 251 Materials Strength | 2 | MEC 114 | 4 | 27 credits of General Education to satisfy GenEd requirements. Some GenEd courses are also prereqs to Core courses. | | 27 |
| MEC 238 Dynamics | 2 | MEC 114, MAT 254 | 4 | | | |
| MEC 240 Fundamentals of Heat and Thermo or MEC 271 Fluid Mechanics | 2 | MAT 186 | 4 | | | |
| CAD 200 3D CAD | 4 | CAD 150 | 4 | | | |
| MFG 104 Manufacturing Processes | 2 | None | 4 | | | |
| EET 102 | 2 | MAT 137 | 3 | | | |
| Core Course Prerequisites | | | | Elective Courses in the Field | | |
| MAT*186 Precalculus (Gen Ed) | | | 4 | | | |
| CAD 150 CAD 2D | | | 3 | Any two 200 level courses in MEC, MFG, MAT, PHY, CAD, EGR, excluding courses already required for the program | | 6 |
| PHY 121 General Physics I (Gen Ed) | | | 4 | | | |
| TCN 101 Introduction to Engineering Technology (Gen Ed) | | | 3 | | | |
| MAT 254 Calculus I | | | 4 | | | |
| | | | | | | |
| | | | | | | |
| Total Other Credits Required to Issue Modified Credential | | | | | | |
| <p>Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)</p> <p>New (Proposed) Program Outcomes</p> <p>After successful completion of the program, students will demonstrate:</p> <ol style="list-style-type: none"> 1. An ability to apply principles of mathematics, science and technology to solve well-defined engineering problems. 2. An ability to formulate design solutions to well-defined technical problems. 3. An ability to apply written, oral and graphical communication techniques. 4. An ability to conduct experiments, test theories, and analyze and interpret results. | | | | | | |

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5. An ability to function effectively in teams.

Old Program Outcomes

Upon completion of the program, students will demonstrate:

1. An ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities.
2. An ability to apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.
3. An ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments.
4. An ability to function effectively as a member of a technical team.
5. An ability to identify, analyze, and solve narrowly defined engineering technology problems.
6. An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
7. An understanding of the need for and an ability to engage in self-directed continuing professional development.
8. An understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.
9. A commitment to quality, timeliness, and continuous improvement.
10. An ability to specify, calibrate and set-up instrumentation for mechanical components.
11. A familiarity with industry codes and standards