



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, May 7, 2021 at 9:30 a.m.**

**Conducted via Remote Participation**

**Meeting will live stream at: <https://youtu.be/K3IIKJ3ksYY>**

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## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – April 9, 2021

9:30 a.m. – Conducted via Remote Participation

### MINUTES

Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Colena Sesanker

Regents Absent: Antonia Oglesby (Student Regent)

Staff Present: Jane Gates, Alison Buckley, Greg DeSantis, Pam Heleen, Ken Klucznik, Tanya Millner, Fran Rosselli-Navarra, Pat Ryiz

Other Attendees: Benjamin (Adam) Abugri (SCSU), Shirley Adams (COSC), Missy Alexander (WCSU), Robin Avant (HCC), Sarah Bement (NCCC), Sandra Bulmer (SCSU), Resha Cardone (SCSU), Susan Cusato (SCSU), David Dauwalder (CCSU), Todd Degree (GCC), Miah LaPierre Dreger (CCC), Cindy Edgerton (COSC), David Ferreira (NCCC), Adam Goldberg (SCSU), Stephen Hegedus (SCSU), Bruce Kalk (SCSU), Mark Kosinski (GCC), Sharale Mathis (MxCC), Trudy Milburn (SCSU), Justin Moore (NVCC), Elsa Nunez (ECSU), Jeffrey Partridge (CCC), Julia Rosenblatt (CCC), Fatma Salman (MCC), Jim Thorson (SCSU), Sheri Valentin (GCC), Miaowei Weng (SCSU)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

1. Approval of Minutes

a. March 12, 2021

**On a motion by H. Howery and seconded by A. Budd, a vote was taken and the minutes from the March 12, 2021 BOR ASA Committee meeting were approved.**

2. Consent Items

a. Discontinuations

- i. Paramedic Studies – AS – Housatonic CC
- ii. Engineering Studies Concentration – BS General Studies – Charter Oak State College
- iii. Biological Sciences: Anesthesia – MS – Central CT State University

**On a motion by N. Cohen and seconded by A. Budd a vote was taken, and the consent items were approved.**



### 3. Action Items

#### a. Accreditation of a Licensed Program

##### i. Theater Arts – AA – Capital Community College

Dr. Miah LaPierre Dreger, Dean of Academic and Student Affairs, Dr. Jeffrey Partridge, Chair, Humanities Department, and, Professor Julia Rosenblatt, Theater Arts Program Coordinator, presented this program. Capital CC seeks accreditation of this licensed program. Dr. Klucznik noted that the BOR Resolution is incorrect. The resolution states that Capital CC is seeking continued accreditation of this program; however, this is incorrect. Capital CC is seeking accreditation of a licensed program. Dr. Klucznik asked the Committee's approval to amend the BOR Resolution. The Capital CC AA in Theater Arts prepares graduates for entry-level positions in all areas of theater production. It is one of two community college Theater Arts programs in CT, the other is at Housatonic CC. The program currently articulates to Central CT State University's BA and BFA in Theater and Capital CC is working with UCONN and ECSU on transfer pathways. COVID has had a negative effect on the growth of the program. Capital CC has a job pipeline to apprenticeships with the Hartford Stage Company, Theater Works, and other programs within the Greater Hartford Community. The program meets diversity and equity needs in the theater industry with an enrollment of 100% Black, Indigenous, people of color (BIPOC) students. It took two years to hire a theater expert, Professor Julia Rosenblatt, as its program coordinator. Under Professor Rosenblatt's leadership, enrollment in the program grew significantly, then COVID hit. Enrollment is expected to grow with the return of in-person classes in the Fall and with the future CT State Community College and is expected to return a net profit of \$130,000 in the next three years.

Chair Harris asked for a motion on the amended motion and asked Dr. Klucznik to read the amended motion. He said that the current Board Resolution stated that Capital CC is seeking continued accreditation for its AA in Theater Arts program. The amended motion should read that Capital CC is seeking accreditation of a licensed program, the AA in Theater Arts.

**Chair Harris called for a motion to approve the amended resolution. The amended Resolution states that Capital CC is seeking accreditation of a licensed program, the AA in Theater Arts, and will be reviewed for continued accreditation after seven semesters. The amended motion was moved by Regent Cohen and seconded by Regent Budd.**

Regent Budd requested clarification on licensure and accreditation for this program. Chair Harris indicated that the program is already licensed, and Capital CC is requesting initial accreditation.

**Regent Budd moved that the Capital CC program be reviewed in two years. Regent Cohen seconded the motion.**

Chair Harris noted that under current policy, accredited programs are reviewed in seven semesters. Regent Budd agreed to a review of the program after seven semesters.

Dr. Klucznik noted that in seven semesters, Fall 2024, the Capital CC AA in Theater Arts program will have been a CT State Community College (CSCC) program for a year. It will be fully aligned with and its enrollment numbers combined with Housatonic CC.

Chair Harris noted that at that time the Theater Arts AA will come back to the Committee for continued accreditation as a CSCC program in Fall 2024. Chair Harris asked Dr.

Klucznik to revise the BOR Resolution and send the appropriate language for the BOR April agenda.

Chair Harris asked Regent Cohen to act as the parliamentarian for advice on how to proceed with the 2<sup>nd</sup> amended motion. Regent Cohen stated that Regent Budd should withdraw her amended motion and she would withdraw her second. Then, the Committee should vote on sending the corrected motion/resolution to the BOR as an action item for a vote as amended.

**Regent Budd withdrew her amended motion and Regent Cohen withdrew her second. The motion before the Committee was to approve the accreditation of the Capital Theater Arts AA degree with review to occur in seven semesters, recognizing it will then be aligned with other Theater Arts programs, with Dr. Klucznik to present the correct language for action at the April BOR meeting. Regent Budd moved the motion and Regent Cohen seconded the motion.**

**Chair Harris called for vote and the motion was approved unanimously.**

b. Modifications

- i. Master of Fine Arts in Creative and Professional Writing – MFA - Western CT State University [Modification of Instructional Delivery]

Provost Missy Alexander presented this program modification of the instructional modality to a fully online MFA. The term used upon the program's inception was "low residency". Pre-COVID, students came to the WCSU campus twice per year to have an in-person experience.

**Chair Harris called for a motion to approve the modification to the Western CT State University Master of Fine Arts in Creative and Professional Writing, specifically the change in instructional modality from hybrid to fully online. Regent Howery moved the motion and Regent Budd seconded it. Chair Harris called for a vote on the motion and the vote was unanimous.**

- ii. Social Services – AS – Capital Community College [Name Change to Human Services]  
iii. Social Service Aide – C2 Certificate - Capital Community College [Name Change to Human Services]  
iv. Social Services: Family and Child Studies Option – AS - Capital Community College [Name Change to Human Services, Family and Child Studies Option]  
v. Social Services: Mental Health Option – AS - Capital Community College [Name Change to Human Services, Mental Health Option]

Dr. Klucznik asked that these four programs be discussed together as the only change is a name change from Social Services to Human Services. Chair Harris agreed and noted that the Committee will vote separately on each program name change. Dean LaPierre Dreger noted that the AS in Social Services is the parent program, the Social Service Aide is a C2 Certificate under the parent program, and Family and Child Studies and Mental Health are options under the parent AS program. These name changes are being requested to align the program names to the name used system-wide, Human Services, and in preparation for consolidation to the CT State Community College.

**Chair Harris called for a motion to approve the modification of the Capital Community College Social Services AS degree specifically the name change from**

**Social Services to Human Services. The motion was moved by Regent Cohen and seconded by Regent Budd. A vote was taken and the vote was unanimous.**

**Chair Harris called for a motion to approve the modification of the Capital Community College Social Services Aide C2 Certificate specifically the name change from Social Services to Human Services. The motion was moved by Regent Cohen and seconded by Regent Howery. A vote was taken and the vote was unanimous.**

**Chair Harris called for a motion to approve the modification of the Capital Community College AS degree in Social Services: Family and Child Studies Option, specifically the name change from Social Services to Human Services. The motion was moved by Regent Cohen and seconded by Regent Howery. A vote was taken and the vote was unanimous.**

**Chair Harris called for a motion to approve the modification of the Capital Community College AS degree in Social Services: Mental Health Option, specifically the name change from Social Services to Human Services. The motion was moved by Regent Cohen and seconded by Regent Howery. A vote was taken and the vote was unanimous.**

- vi. Emergency Medical Technician: Paramedic – AS - Capital Community College [Name Change to Paramedic Studies]
- vii. Emergency Medical Technician: Paramedic – C3 Certificate - Capital Community College [Name Change to Paramedic Certificate]
- viii. Paramedic: Emergency Medical Instructor Option – AS - Capital Community College [Name Change to Paramedic Studies: Emergency Medical Services Instructor]

Capital Community College is seeking a name change to its two AS degrees and its C3 Certificate from Emergency Medical Technician (EMT)/Paramedic to Paramedic Studies to meet industry standards. Dean LaPierre Dreger explained that the industry removed Emergency Medical Technician (EMT) from the Paramedic title. The Emergency Medical Technician (EMT) is a separate credential for entry-level positions.

**Chair Harris called for a motion to approve the modification of the Capital Community College Emergency Medical Technician: Paramedic AS degree specifically the name change from Emergency Medical Technician: Paramedic to Paramedic Studies. The motion was moved by Regent Cohen and seconded by Regent Howery. A vote was taken and the vote was unanimous.**

**Chair Harris called for a motion to approve the modification of the Capital Community College Emergency Medical Technician: Paramedic C3 Certificate specifically the name change from Emergency Medical Technician: Paramedic to Paramedic Studies. The motion was moved by Regent Cohen and seconded by Regent Howery. A vote was taken and the vote was unanimous.**

**Chair Harris called for a motion to approve the modification of the Capital Community College AS degree Paramedic: Emergency Medical Instructor Option**

**specifically the name change from Paramedic: Emergency Medical Instructor Option to Paramedic Studies: Emergency Medical Instructor Option. The motion was moved by Regent Cohen and seconded by Regent Howery. A vote was taken and the vote was unanimous.**

- ix. Deaf Studies – C2 Certificate – Northwestern CT Community College [Modification of Instructional Delivery]

**Chair Harris called for a motion to approve the modification to the Northwestern CT Community College Deaf Studies C2 Certificate, specifically the change in instruction modality from on ground to fully online. Regent Budd moved the motion and Regent Howery seconded.**

Dr. David Ferreira, Dean of Academic and Student Affairs, and Dr. Sarah Bement, Program Coordinator for the Interpreter Training and Deaf Studies Program, presented this program. The Deaf Studies C2 Certificate is a stackable certificate to the Interpreter Training Program AS degree. The AS in Interpreter Training Program has been a low completer due to Northwestern CT CC's remote location. NCCC seeks to move the programs to an online modality which will expand their demographic reach in the state and into the NEBHE region. NCCC is also collaborating with Charter Oak State College on the articulation to a Bachelor's degree. NCCC is working with the Enrollment Management Team of the CT State Community College (CSCC) to market the program statewide. Dr. Bement noted that the shift of the program to the online modality was the result of the COVID pandemic. Marketing the program in the online format has increased enrollment significantly. In addition, the online modality has increased the diversity of the student base. The online modality has increased the number of students not only in state but also from out-of-state. Dr. Bement discussed the articulation program from NCCC to the Charter Oak State College's Bachelors program and noted that certified interpreters must have a Bachelor's degree to practice.

**Chair Harris called for a vote to approve the modification to the Northwestern CT Community College Deaf Studies C2 Certificate, specifically the change in instruction modality from on ground to fully online. A vote was taken and the vote was unanimous.**

- x. Interpreter Training Program – AS – Northwestern CT Community College [Modification of Instructional Delivery]

**Chair Harris called for a motion to approve the modification to the Northwestern CT Community College Interpreter Training Program AS degree, specifically the change in instruction modality from on ground to fully online. Regent Cohen moved the motion and Regent Howery seconded. A vote was taken and the vote was unanimous.**

- xi. Master of Business Administration – MBA – Southern CT State University [Significant Modification of Courses/Course Substitutions and Addition of an Online Modality]

**Chair Harris called for a motion to approve the modifications to the Southern CT State University MBA degree, specifically the addition of an online instruction modality and a reduction in credits required for the degree. Regent Cohen moved the motion and Regent Howery seconded it.**

Dr. Trudy Milburn, Associate Vice President for Academic Affairs, Dr. Jim Thorson, Dean of the School of Business, and, Dr. Benjamin (Adam) Abugri, Department Chair, MBA, presented the program modifications which include the addition of an online instructional modality and the addition of two integrative knowledge courses. Traditional business education has evolved from silos of knowledge to an integrative approach to analyzing and solving real-world business problems. The revisions to the MBA program were informed by alumni surveys. The program has 12 fewer credits to put SCSU in line with other competitors' MBA programs.

**Chair Harris called for a vote to approve the motion. A vote was taken to approve the modifications and it was unanimous.**

- xii. Spanish – 4 Concentrations: Teacher Certification 7-12, Hispanic Studies, Health and Human Service Professionals, Translation Studies – BA/BS - Southern CT State University [Significant Modification of Courses/Course Substitutions]

Dr. Trudy Milburn, Dr. Bruce Kalk, Dean of the College of Arts and Sciences, and Dr. Resha Cardone, Department Chair, World Languages and Literatures, and Dr. Miaowei Weng, Associate Professor and Coordinator of the Spanish Program, presented the program.

**Chair Harris called for a motion to approve the modifications to the Southern CT State University BA/BS in Spanish degree, specifically combining the BA and BS degrees into one BS degree with four concentrations: 1) Teacher Certification 7-12; 2) Hispanic Studies; 3) Health and Human Service Professionals, and; 4) Translation Studies. Regent Cohen moved the motion and Regent Budd seconded it.**

Southern CT State University seeks to combine its BA and BS in Spanish degrees into one BS degree with four concentrations: 1) Teacher Certification 7-12; 2) Hispanic Studies; 3) Health and Human Service Professionals, and 4) Translation Studies. The reasons for this program modification include providing support to the increasing number of native Spanish speakers and to better position Spanish majors for the workforce.

**Chair Harris called for a vote to approve the modifications to the Southern CT State University BA/BS in Spanish degree. A vote was taken and it was unanimous.**

- xiii. School Health Education – MS - Southern CT State University [Addition of an Online Instructional Modality]

**Chair Harris called for a motion to approve the modification to the Southern CT State University MS in School Health degree, specifically the replacement of its hybrid instructional modality with a fully online instruction modality. Regent Cohen moved the motion and Regent Howery seconded it.**

Dr. Trudy Milburn and Dr. Sandra Bulmer, Dean of the College of Health and Human Services, presented this program. Southern CT State University seeks to modify its MS in School Health Education by replacing the current hybrid instructional modality with a fully online instructional modality. In an attempt to gain efficiency, CT's K-12 schools are using Physical Education Teachers with BS Degrees and cross endorsements in School Health as School Health Educators. Physical Education Teachers are unprepared for this additional responsibility. The proposed online MS in School Health Education fills this gap. The change to an online modality will make the MS in School Health Education available to other states and increase enrollment in the program. SCSU has the only 4+1 BS in Physical Education and MS in School Health program in the US. All students in the

MS program are working teaching professionals and the online modality of the program makes getting the MS in School Health more convenient to working professionals. **Chair Harris called for a vote to approve the modification to the Southern CT State University MS in School Health degree. A vote was taken and it was unanimous.**

c. New Programs

- i. Clinical Documentation Improvement – C3 Certificate - Charter Oak State College  
**Chair Harris called for a motion to approve the licensure of a program in Clinical Documentation Improvement leading to a C3 Certificate at Charter Oak State 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. Regent Cohen moved the motion and Regent Howery seconded it.**

Provost Shirley Adams and Director Cindy Edgerton, Director of the Health Information Management and Health Care Administration Programs, presented this proposed new program. Clinical Documentation Improvement is a growing field in health care. More hospitals are hiring Clinical Documentation Improvement (CDI) Specialists to recoup money from insurance claims rejected due to incomplete or inaccurate documentation in patients' medical records. There is a lack of college programs that teach these skills. CDI specialists correct and revise medical claims documentation and educate health care providers in improving clinical documentation. COSC was approached by two experts in the field regarding a program in CDI and found that there are no college programs in CDI. Prospective students are required to have an associate's degree, one of the following credentials: RN, LPN, CCS, RHIT, RHIA, or a Medical Coding Credential, and 1-2 years' work experience in the field. COSC has a marketing plan which includes outreach to various medical societies and organizations.

**Chair Harris called for a vote to approve the motion. A vote was taken and it was unanimous.**

- ii. Business Administration: Sport Management Option – AS – Gateway Community College

**Chair Harris called for a motion to approve the licensure of a program in Business Management: Sport Management Option leading to an Associate of Science at Gateway 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. Regent Cohen moved the motion and Regent Howery seconded it.**

Dr. Mark Kosinski, Dean of Academic Affairs, Sheri Valentin, Chair, Business Department, and Todd Degree, Professor, Business, presented this proposed new program. SCSU is seeking approval for a new Sport Management Option in its AS in Business Administration. It is working to establish a feeder program with Southern CT State University for graduates with an AS in Business Administration Sport Management Option to transfer into SCSU's BS in Sport Management degree program and possibly beyond, to SCSU's MS degree program. Employment in Sport Management is a growing area in CT and nationally. Gateway CC is the only community college in CT with the Sport Management Option in its Business Administration AS degree. Professor Degree noted that no new hires are required since he is a subject matter expert in Sport

Management and can teach all of the courses in the program. Two new courses are required.

Chair Harris noted that this program is very positive for students and the system and stated that this is another example of the advantages of the CT State Community College.

**Chair Harris called for a vote to approve the motion. A vote was taken and it was unanimous.**

iii. Integrative Biological Diversity – MS – Southern CT State University

Dr. Milburn, Dean Kalk and Dr. Susan Cusato, Department Chair, Environment, Geography and Marine Sciences, presented the proposed new program which will be offered as a joint collaboration of Southern CT State University and Western CT State University. Faculty for the joint program will be comprised of Biology and Environmental faculty from SCSU and WCSU. The long-term goal is to involve faculty from all of the CSUs. Hands-on field work is integral to the program.

*Questions/Recommendations from the Committee included:*

- a) *Does this program exist now at Western CT State University and what is the enrollment?* Response: Provost Alexander stated that the first cohort included 12 students and the second cohort has 13-14 students.
- b) *What kind of jobs can graduates get with this degree?* Response: Provost Alexander stated that graduates are working in environmental reserves for the CT Dept. of Energy and Environmental Protection (DEEP) and a student in the 2<sup>nd</sup> cohort is a National Science Foundation (NSF) Fellow. The WCSU program has positive feedback and interest from international students who have to be full-time students.
- c) *Is a Master's degree necessary or can students get the same experience with a Bachelor's degree?* Response: Some students plan to go on to a PhD program and to focus on research. Public School teachers require a Master's Degree. Dr. Cusato responded that undergraduates usually get entry-level positions while graduates with an MS degree qualify for management positions. She noted that this is an applied science program which is field-based and provides extensive hands-on research. Building on each University's strength, the collaboration will combine the expertise of WCSU's biology faculty and SCSU's physical science faculty.
- d) *Do we keep data on students and their career pursuits after they graduate?* Response: WCSU just graduated its first students, and we are keeping data on graduates. WCSU is publicizing the program and an international website for Environmental Research has the MS in Integrative Biological Diversity listed on it.

**Chair Harris called for a motion to approve the licensure of a program in Integrative Biological Diversity leading to a Master of Science degree at Southern CT 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. Regent Cohen moved the motion and Regent Howerly seconded it.**

**Chair Harris called for a vote to approve the motion. A vote was taken and the vote was unanimous.**

iv. Curriculum and Instruction – MS - Southern CT State University

**Chair Harris called for a motion to approve the licensure of a program in Curriculum and Instruction leading to a Master of Science degree at Southern CT 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. Regent Cohen moved the motion and Regent Howery seconded it.**

Dr. Trudy Milburn, Dr. Stephen Hegedus, Dean of the College of Education, and Dr. Adam Goldberg, Department Chair and Professor, Curriculum and Learning, presented the program which enables a student with a BS degree and teacher certification to obtain an MS degree. Dr. Hegedus reminded the Committee that five years ago SCSU embarked on an initiative to decouple the Master's program from teachers certification. This initiative resulted in an improved Master of Arts in Teaching degree with various concentrations and a reconfiguration of the Master of Science degree in Education to be more effective in what teachers need in schools. This reconfigured program helps teachers who are already certified to move from their provisional licenses to professional licensure through the MS in Curriculum and Instruction with concentrations in STEM, Literacy and Social Justice. Dean Hegedus discussed the SHEA Scholarship Funds which provide \$100,000 annually to support students, particularly minority students. No additional full time faculty hires are required.

Regent Cohen asked about the diversity makeup of the faculty in this program. Dr. Goldberg noted that SCSU just hired a full-time faculty member who is a person of color and there are many adjuncts who are persons of color. Dr. Hegedus mentioned that the new full-time faculty member is an expert in recruiting and retaining young men of color. In this proposed new program, all students must take a core class, "Teaching for Equity and Justice".

**Chair Harris called for a vote to approve the motion. A vote was taken and it was unanimous.**

d. Faculty Awards

Chair Harris noted that the BOR Faculty Awards are bestowed annually to faculty honored for their expertise in teaching, research, and scholarly excellence. CSU and CC faculty and adjuncts receive the awards which include a monetary award. Dr. Klucznik noted one error in the documentation which has been corrected in the agenda packet that will go to the BOR for its April 22 meeting. He also congratulated all the faculty award winners, and thanked the people involved in the faculty awards notably the prior award winners who read and score all the nominations and Noreen Wilson in the System Office who tabulated all the scores resulting in the selection of the System winners. Chair Harris noted that the faculty awards are usually made in person; but the in-person presentation was not held in 2020 due to the COVID pandemic. She noted that the BOR is working on a way to present the awards to the recipients online in May.

**Chair Harris called for a motion to accept the campus-based nominations and the recommendations of the selection committees for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards and the System Awards for the 2020-21 academic year. Regent Cohen moved the motion and Regent Howery seconded it. Chair Harris called for a vote to approve the motion. A vote was taken and it was unanimous.**



e. Honorary Degrees

i. ECSU

Chair Harris noted that we don't have as many honorary degrees as in years past because of the unknown nature of how commencements will be handled.

**Chair Harris called for a motion to approve the 2021 Honorary Degree nominations of Eastern CT State University. Regent Cohen moved the motion and Regent Budd seconded it. A vote was taken and it was unanimous.**

f. Delegation of Authority for Conferring Honorary Degrees for Commencement Ceremonies 2021

The BOR members received the revised BOR Resolution via email prior to the meeting. Pam Heleen, Associate Director of Board Affairs read the revised Resolution.

## **RESOLUTION**

concerning

### **DELEGATION OF AUTHORITY FOR CONFERRING HONORARY DEGREES FOR COMMENCEMENT CEREMONIES 2021**

April 9, 2021

**WHEREAS**, the CSCU Policy 1.3 – Granting Honorary Degrees approved on March 15, 2012 via Board Resolution 12-019 provides for honorary degrees to be awarded to honor persons who advance the work and reputation of the Connecticut State Colleges and Universities; and

**WHEREAS**, the Policy further states that all honorary degrees are granted by the Board of Regents upon the recommendation by the University or College President, and conferred by the Chairperson of the Board of Regents or by a Regent designated by the Chairperson; and

**WHEREAS**, based on concerns for the ongoing pandemic and social distancing during the hooding ceremony, the Board of Regents delegates the authority for conferring honorary degrees to the University and College Presidents for the 2021 Commencement ceremonies; now therefore, be it

**RESOLVED**, the University and College Presidents are authorized to confer honorary degrees for the 2021 commencement ceremonies.

**Chair Harris called for a motion to approve the revised BOR Resolution concerning Delegation of Authority for Conferring Honorary Degrees for Commencement Ceremonies 2021. The motion was moved by Regent Cohen and seconded by Regent Howery.**

**Chair Harris called for a vote to approve the motion and the vote was unanimous.**

g. Low Completers Report

Chair Harris acknowledged the amount of work involved in the annual Academic Program Review Process. She had asked Dr. Klucznik to provide as much information as possible to the Committee and thanked him for the comprehensive Low Completer Report. Each Low Completer program is carefully scrutinized and an explanation is provided when an institution is requesting to continue a program identified as a Low Completer.

**Chair Harris called for a motion to accept the CSU Low Completer Report. The motion was moved by Regent Cohen and seconded by Regent Howery.**

Dr. Klucznik explained the process by which the Low Completer Report is created. As part of the annual Academic Program Review Process each CSU institution is required to review their academic programs at least once every seven years. Programs meeting the criteria of a low completer are submitted to the BOR Academic and Affairs Committee and then to the BOR. He noted that this is the first formal consolidated Low Completer Report to be submitted to the BOR. For each program designated as a Low Completer, institutions recommend one of four actions: Termination, Suspension, Consolidation, or Continuation with or without revisions. The System Office is requesting BOR acceptance of the Low Completer Report.

*The discussion centered on the following issues/themes:*

- i. *The Committee is accepting the report, not approving the decisions to continue Low Completer Programs.*

Response: The BOR Academic and Student Affairs Committee does not have the authority to discontinue programs. We can, however, ask the institutions with Low Completer programs to take another look at these programs and report back to the Committee. In previous ASAC meetings we have already taken action on some of the programs identified as Low Completer. In this current process, programs are reviewed every seven years. *Is there an interim process by which the Committee can review programs in fewer than seven years?* Response: This is the first time that we've had the Low Completer Report which summarizes each program designated as Low Completer. We will get the Low Completer Report every year, but with different programs. Regent Howery suggested that future Low Completer Reports reflect modifications that have been done or if the BOR ASAC had approved modifications to the Low Completer Programs.

- ii. *Only 9 of 56 Low Completer Programs have no fiscal impact. Why do we retain the majority of Low Completer programs that **do** have fiscal impact?*

Response: Chair Harris, Provost Alexander, and, Provost Dauwalder, discussed Low Completer Programs and remediation to them for MxCC and SCSU, WCSU and CCSU, respectively. MxCC is looking to consolidate its programs or replicating COT programs. Regarding SCSU's Spanish Major, many students who take language courses just take the courses and not the degree. They are not language majors. WCSU has revised, restructured, and suspended Low Completer programs as a result of the Academic Program Review. CCSU responded to the accreditor review of its Music Education Programs. The institution has suspended one program and is planning to consolidate the three specializations in its BA in Music.

- iii. *The Consolidation to the CT State Community College (CSCC) will affect future Low Completer Reports*

Response: Over the next two years, programs will be consolidated and enrollment/graduation numbers will be combined for CSCC. Students starting programs before the consolidation will complete programs as CSCC students. It would not make sense to discontinue programs now because it would limit access to programs that will ultimately become state-wide programs.

Chair Harris suggested that the Committee accept the CSU Low Completer Report, but Committee members should look carefully at the Low Completer Report and identify programs that they would like more information on. These requests should be sent to Dr. Klucznik within the next two weeks listing which programs Committee members would like to discuss and have the institutions respond to at a future meeting. She recommended that the Low Completer programs be discussed at either the May or June BOR ASAC meeting.

**Chair Harris called for a vote to approve the motion to accept the CSU Low Completer Report. A vote was taken and was unanimous.**

h. Recognizing the CSU Phi Theta Kappa (PTK) All-Connecticut Academic Team

Chair Harris noted that the CSU Phi Theta Kappa (PTK) All-Connecticut Academic Team recognizes CT Community College graduates for their hard work and talent.

**Chair Harris called for a motion congratulating the CSU Phi Theta Kappa (PTK) All-Connecticut Academic Team. The motion was moved by Regent Cohen and seconded by Regent Budd.**

Regent Cohen suggested making a video in which the CSU PTK All-American Team Members talk about who they are and what they've done. She suggested posting it to the CSU website and making it available to the Appropriations Committee and the Higher Education Committee of the General Assembly. Pam Heleen will work with Public Relations, Communications and Government Relations on this project. Interim President Gates noted that she is serving as the keynote speaker for the CSU PTK All-American Team and is working with Communications on the Awards Ceremony.

**Chair Harris called for a vote on the motion. A vote was taken and was unanimous.**

4. Informational Items

a. Emeriti

i. SCSU

b. Below Threshold

- i. Building Construction Management – Minor – Central CT State University [New Program]
- ii. Computer Science for Teacher Certification – Minor – Central CT State University [New Program]
- iii. Software Engineering – Official Certificate Program – Central CT State University [New Program]
- iv. Nurse Anesthesia Practice – Doctorate (DNAP) - Central CT State University [Program Modification]
- v. Mathematics – BS Education - Central CT State University [Program Modification]

- vi. Healthcare Studies – Concentration in Speech-Language Pathology Assistant - BS – Southern CT State University [Program Modification]
- vii. Arts Administration and Cultural Advocacy – Minor - Southern CT State University [New Program]
- viii. Biology – BS to MS in Biology Accelerated Pathway – Concentration - Southern CT State University [New Program]
- ix. Exercise and Sport Science – BS to MS in Exercise Science Accelerated Pathway – Human Performance Concentration - Southern CT State University [New Program]
- x. Exercise and Sport Science – BS to MS in Exercise Science Accelerated Pathway – Clinical Exercise Physiology Concentration - Southern CT State University [New Program]
- xi. Exercise and Sport Science – BS to MS in Exercise Science Accelerated Pathway – Physical Activity & Chronic Disease Concentration - Southern CT State University [New Program]
- xii. English as a Second Language – Certificate – Tunxis Community College [Curriculum Modification]
- xiii. Doctor of Nursing Practice – Doctorate – Western CT State University [Modification of Program Initiation Date]

**On a motion by N. Cohen and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 11:34 a.m.**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Corrections (CIP Code: 43.0107 / OHE# 007646), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Criminal Justice: Corrections (CIP Code: 43.0102 / OHE# 007646), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

**BACKGROUND**

The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

**Phase out: June 1, 2022**

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

**RECOMMENDATION**

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

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> March 2021	
Discontinued Program: Criminal Justice-Corrections A.S. option CIP: 430107 OHE#: 07646 BOR Accreditation Date: 9/1/2000 Phase Out /Teach Out Period: Spring 2021-Spring 2022 Expected Date of Program Termination: Spring 2022		
<b>Program Characteristics</b>		
Name of Program: <b>Criminal Justice/Corrections Option</b>		
Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b>		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: x On ground      Online    x Combined		
Locality of Program: x On Campus      Off Campus      Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts/Behavioral and Social Sciences Division- Main Campus		
<b>Institutional Contact for this Proposal:</b> Earl Ormond	Title: Associate Professor/Program Coordinator	Tel.: 203-596-8605 (work) 203-727-0365 e-mail: eormond@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

Student enrollment in this program is listed below:

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

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

Semester	Majors	Status		Student Type			
		FT	PT	High School	First-time	Transfer-in	Continuing /Readmit
Fall 2015	41	37%	63%	0%	29%	5%	66%
Spring 2016	37	27%	73%	0%	5%	3%	92%
Fall 2016	28	46%	54%	0%	14%	7%	79%
Spring 2017	21	43%	57%	0%	0%	0%	100%
Fall 2017	23	39%	61%	0%	30%	0%	70%
Spring 2018	21	38%	62%	0%	5%	5%	90%
Fall 2018	19	11%	89%	0%	16%	0%	84%
Spring 2019	10	50%	50%	0%	10%	10%	80%
Fall 2019	10	50%	50%	0%	40%	0%	60%
Spring 2020	7	71%	29%	0%	0%	29%	71%
Fall 2020	9	33%	67%	0%	44%	22%	33%

This cancellation is in one of numerous recommended changes for the Criminal Justice program in the Criminal Justice/Public Safety Program Review, covering years 2010-2019. Excerpt from the study, below:

***I. “Chapter Twelve: Major Findings and Recommendations, Including Analysis of Strengths and Weaknesses***

***State major findings.***

***A.S. Degree Program***

*The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in term of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require associate’s degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.*

*Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions which weakens the core program. “*



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

**Phase Out/Teach Out Strategy**

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

Students pursuing this degree option must successfully complete ten program specific courses. Five of these courses are ones that will remain as mandatory core program courses for the proposed *new* criminal justice A.S. degree. The remaining five (CJ 261 Victim and Offender Mediation, CJ 246 Juvenile Corrections, CJ 241 Correctional Counseling, and CJ 244 Community Based Corrections, and CJ 293 Criminal Justice Cooperative Work Experience) may be offered as electives for the newly proposed Criminal Justice, A.S.; there is not a high demand from our students for corrections specific courses and thus it is likely that four out of five of these courses will not run, due to low enrollment. Some CSCU colleges offer a juvenile justice related course online and students will be encouraged to take advantage of the option to transfer credits completed at another college toward their NVCC degree. In the event that a required course is not offered or available at another institution, a course substitution will be granted, enabling students to graduate in a timely manner. As of 2020, nine students were enrolled in this course of study. All students currently enrolled in this option will be contacted about the impending changes and/or encouraged to either finish their courses within the allotted timeframe for their degree program or advised to switch into one of the new program options. Students will be sent detailed information about proposed program changes and how they may affect their degree program.

**SECTION 3: RESOURCES**

**Close Out**

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

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

The different options within the program do not offer any tangible benefit to the student in term of employment upon graduation. Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Forensics (CIP Code: 43.0107 / OHE# 015378), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Criminal Justice: Forensics, leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

**BACKGROUND**

The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

Phase out: June 1, 2022

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

**RECOMMENDATION**

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

05/07/2021 – BOR -Academic and Student Affairs Committee  
05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: March 2021	
Discontinued Program: Criminal Justice-Forensics A.S. option CIP: 430107 OHE#: 15378 BOR Accreditation Date: 3/20/2006 Phase Out /Teach Out Period: Spring 2021-Fall 2022 Expected Date of Program Termination: 2022		
<b>Program Characteristics</b>		
Name of Program: Criminal Justice/Forensics Option		
Degree: Title of Award (e.g. Master of Arts) Associate of Science		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts/Behavioral and Social Sciences Division- Main Campus		
<b>Institutional Contact for this Proposal:</b> Earl Ormond	Title: Associate Professor/Program Coordinator	Tel.: 203-596-8605 (work) 203-727-0365 e-mail: eormond@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

Student enrollment in this program is listed below:

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

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

Semester	Majors	Status		Student Type			
		FT	PT	High School	First-time	Transfer-in	Continuing /Readmit
Fall 2015	78	56%	44%	0%	31%	3%	67%
Spring 2016	68	54%	46%	0%	4%	4%	91%
Fall 2016	75	61%	39%	0%	27%	7%	67%
Spring 2017	62	45%	55%	0%	5%	5%	90%
Fall 2017	62	47%	53%	0%	34%	3%	63%
Spring 2018	49	35%	65%	0%	6%	2%	92%
Fall 2018	53	55%	45%	0%	40%	6%	55%
Spring 2019	44	39%	61%	0%	9%	2%	89%
Fall 2019	62	56%	44%	0%	44%	6%	50%
Spring 2020	54	46%	54%	0%	11%	2%	87%
Fall 2020	46	48%	52%	0%	33%	0%	67%

This cancellation is in one of numerous recommended changes for the Criminal Justice program in the Criminal Justice/Public Safety Program Review, covering years 2010-2019. Excerpt from the study, below:

***1. “Chapter Twelve: Major Findings and Recommendations, Including Analysis of Strengths and Weaknesses***

***State major findings.***

***A.S. Degree Program***

*The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in term of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require associates degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.*

*Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions which weakens the core program. “*

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

**Phase Out/Teach Out Strategy**

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

Students pursuing this degree option must successfully complete nine program specific courses and one program elective. Six of the nine program specific courses are ones that will remain as mandatory core program courses for the proposed *new* Criminal Justice A.S. degree. The remaining three (CJ 225 Forensic Science, CJ 229 Crime Scene Investigation, and CJ 293 Co-op) will be offered as electives for the newly proposed Criminal Justice, A.S. degree and thus will be available for these students. These courses are popular with students and enrollment is likely to consistently be high, resulting in successful course offerings for these students. In the event that any of the three option specific courses are not available or online courses at other colleges are unavailable, course substitutions will be granted to facilitate successful completion of the A.S. degree. This program option allows for one criminal justice directed elective which will continue to be available. As of 2020, 46 students were enrolled in the forensic option degree. All students currently enrolled in this option will be contacted about the impending changes and/or encouraged to either finish their courses within the allotted timeframe for their degree program or advised to switch into one of the new program options. Students will be sent detailed information about proposed program changes and how they may affect their degree program.

**SECTION 3: RESOURCES**

**Close Out**

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

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

The different options within the program do not offer any tangible benefit to the student in term of employment upon graduation. Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Law Enforcement (CIP Code: 43.0107 / OHE# 007647), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Criminal Justice: Law Enforcement, leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

**BACKGROUND**

The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Several of these A.S. degree options (Security, Computer Crimes Deterrence) have extremely low enrollment and these options require classes that have not run in many semesters (due to low enrollment). This situation causes the Program Coordinator to submit numerous course substitutions which allow students to graduate with their degree in the option of their choice, with the student not actually taking all the courses required for that particular degree. This happens on a regular basis and weakens the core program.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

**Phase out: June 1, 2022**

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

**RECOMMENDATION**

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

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: March 2021	
Discontinued Program: Criminal Justice-Law Enforcement Option CIP: 430107 OHE#: 07647 BOR Accreditation Date: 9/1/2000 Phase Out /Teach Out Period: Spring 2021-Spring 2022 Expected Date of Program Termination: Spring 2022		
<b>Program Characteristics</b>		
Name of Program: <b>Criminal Justice/Law Enforcement Option</b>		
Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b>		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts/Behavioral and Social Sciences Division- Main Campus		
<b>Institutional Contact for this Proposal:</b> Earl Ormond	Title: Associate Professor/Program Coordinator	Tel.: 203-596-8605 (work) 203-727-0365 e-mail: eormond@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

Student enrollment in this program is listed below:

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

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

Semester	Majors	Status		Student Type			
		FT	PT	High School	First-time	Transfer-in	Continuing/ Readmit
Fall 2015	202	52%	48%	0%	27%	6%	67%
Spring 2016	182	48%	52%	0%	5%	5%	90%
Fall 2016	192	58%	42%	0%	31%	7%	62%
Spring 2017	157	52%	48%	0%	9%	2%	89%
Fall 2017	179	55%	45%	0%	25%	6%	69%
Spring 2018	153	51%	49%	0%	4%	5%	92%
Fall 2018	136	50%	50%	0%	30%	2%	68%
Spring 2019	126	44%	56%	0%	7%	6%	87%
Fall 2019	116	53%	47%	0%	30%	5%	65%
Spring 2020	102	55%	45%	0%	8%	4%	88%
Fall 2020	103	52%	47%	0%	38%	4%	58%

This cancellation is in one of numerous recommended changes for the Criminal Justice program in the Criminal Justice/Public Safety Program Review, covering years 2010-2019. Excerpt from the study, below:

***I. “Chapter Twelve: Major Findings and Recommendations, Including Analysis of Strengths and Weaknesses***

***State major findings.***

***A.S. Degree Program***

*The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require associates degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.*

*Several of these A.S. degree options (Security, Computer Crimes Deterrence) have extremely low enrollment and these options require classes that have not run in many semesters (due to low enrollment). This situation causes the Program Coordinator to submit numerous course substitutions which allow students to graduate with their degree in the option of their choice, with the student not actually taking all the courses required for that particular degree. This happens on a regular basis and weakens the core program.*

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM**

*Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions which weakens the core program. “*

#### **Phase Out/Teach Out Strategy**

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

Students pursuing this degree option constitute a large proportion of our enrollment (from 2017 through 2019, they constitute between 42% and 52% of our students); 2019 enrollment data indicates that there are 116 students pursuing this degree option. They must successfully complete ten program specific courses. Seven of these courses are ones that will remain as mandatory core program courses for the proposed *new* criminal justice A.S. degree. The remaining three (CJ 220 Criminal Investigation, CJ 293 CJ Cooperative Work Experience, and CJ 280 Victimology) remain as electives for the newly proposed Criminal Justice A.S. degree program. We will ensure that we continue to make these courses consistently available over the next two years. Course substitutions will be granted in the case that a course does not run due to low enrollment, or to accommodate students who may complete their degree in a period of time that exceeds two years, enabling students to graduate in the timeliest manner possible. All students currently enrolled in this option will be contacted about the impending changes and/or encouraged to either finish their courses within the allotted timeframe for their degree program or advised to switch into one of the new program options. Students will be sent detailed information about proposed program changes and how they may affect their degree program.

### SECTION 3: RESOURCES

#### **Close Out**

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

### SECTION 4: LESSONS LEARNED

#### **(A debriefing exercise):**

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

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

The different options within the program do not offer any tangible benefit to the student in term of employment upon graduation. Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Security (CIP Code: 43.0107 / OHE# 007648), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Criminal Justice: Security, leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

**BACKGROUND**

The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Several of these A.S. degree options (Security, Computer Crimes Deterrence) have extremely low enrollment and these options require classes that have not run in many semesters (due to low enrollment). This situation causes the Program Coordinator to submit numerous course substitutions which allow students to graduate with their degree in the option of their choice, with the student not actually taking all the courses required for that particular degree. This happens on a regular basis and weakens the core program.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

**Phase out: June 1, 2022**

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

**RECOMMENDATION**

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

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> March 2021	
Discontinued Program: Criminal Justice-Security A.S. option CIP: 430107 OHE#: 07648 BOR Accreditation Date: 9/1/2000 Phase Out /Teach Out Period: Spring 2021-Spring 2022 Expected Date of Program Termination: Spring 2022		
<b>Program Characteristics</b> Name of Program: <b>Criminal Justice/Security Option</b> Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b> Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts/Behavioral and Social Sciences Division- Main Campus		
<b>Institutional Contact for this Proposal:</b> Earl Ormond	Title: Associate Professor/Program Coordinator	Tel.: 203-596-8605 (work) 203-727-0365 e-mail: eormond@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

Student enrollment in this program is listed below:

Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.



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

Semester	Majors	Status		Student Type			
		FT	PT	High School	First-time	Transfer-in	Continuing/ Readmit
Fall 2015	6	67%	33%	0%	33%	0%	67%
Spring 2016	5	60%	40%	0%	0%	0%	100%
Fall 2016	6	67%	33%	0%	50%	17%	33%
Spring 2017	3	33%	67%	0%	0%	33%	67%
Fall 2017	5	20%	80%	0%	20%	0%	80%
Spring 2018	5	20%	80%	0%	40%	0%	60%
Fall 2018	2	100%	0%	0%	50%	0%	50%
Spring 2019	5	60%	40%	0%	0%	40%	60%
Fall 2019	1	0%	100%	0%	0%	0%	100%
Spring 2020	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Fall 2020	3	33%	67%	0%	33%	67%	0%

This cancellation is in one of numerous recommended changes for the Criminal Justice program in the Criminal Justice/Public Safety Program Review, covering years 2010-2019. Excerpt from the study, below:

This cancellation is in one of numerous recommended changes for the Criminal Justice program in the Criminal Justice/Public Safety Program Review, covering years 2010-2019. Excerpt from the study, below:

***I. “Chapter Twelve: Major Findings and Recommendations, Including Analysis of Strengths and Weaknesses***

***State major findings.***

***A.S. Degree Program***

*The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in term of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require associate’s degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.*

***Several of these A.S. degree options (Security, Computer Crimes Deterrence) have extremely low enrollment and these options require classes that have not run in many semesters (due to low enrollment). This situation causes the Program Coordinator to submit numerous course substitutions which allow students to graduate with their degree in the option of their choice, with the student not actually taking all the courses required for that particular degree. This happens on a regular basis and weakens the core program.***

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

*Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions which weakens the core program. “*

**Phase Out/Teach Out Strategy**

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

Students pursuing this degree option must successfully complete ten program specific courses. Four of these courses are ones that will remain as mandatory core program courses for the proposed *new* criminal justice A.S. degree. The remaining six (CJ 218 Legal Aspects of Security, CJ 103 Intro to Security, CJ 230 Security Management, CJ 232 Industrial and Retail Security, and CJ 233 Institutional Security) are unlikely to be offered as electives for the newly proposed Criminal Justice, A.S. degree and thus will not be available for these students. This option (Security) does not have high enrollment and courses, when offered, do not earn enrollment numbers that warrant running the course. There is also an absence of online course offerings from schools within our CSCU system. Course substitutions will be granted, enabling students to graduate in a timely manner. As of 2020, three students are enrolled in this degree program. All students currently enrolled in this option will be contacted about the impending changes and/or encouraged to either finish their courses within the allotted timeframe for their degree program or advised to switch into one of the new program options. Students will be sent detailed information about proposed program changes and how they may affect their degree program.

**SECTION 3: RESOURCES**

**Close Out**

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

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

The different options within the program do not offer any tangible benefit to the student in term of employment upon graduation. Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Cell and Molecular Biology (CIP Code: 26.0204 / OHE# 010168), leading to an Official Certificate Program at Central Connecticut State University, effective May 24, 2021.

A True Copy:

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

**ITEM**

Discontinuation of a program, Cell and Molecular Biology, leading to an Official Certificate Program at Central Connecticut State University, effective May 24, 2021.

**BACKGROUND**

The OCP in Cell and Molecular Biology was initiated as a bridge to the MS in Biomolecular Sciences. The curriculum of the OCP was fully encapsulated within the MS. As the MS in Biomolecular Sciences was accredited December 15, 2004 and gained its footing, the OCP became obsolete because the MS became the preferred credential in the workplace. Although the OCP was discontinued through CCSU's curriculum process several years ago and stopped admitting students, it persisted on the OHE inventory. We are submitting the requisite paperwork to officially remove it.

We have developed stronger internal controls to track programs and ensure that the requisite paperwork is filed in a timely manner.

Phase out: May 24, 2021

There is no cost associated with closing this program.

**RECOMMENDATION**

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

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	Date of Submission to CSCU Office of the Provost: March 31, 2021	
Discontinued Program: Cell and Molecular Biology OCP CIP: 26.0204 OHE#: 10168 BOR Accreditation Date: 03/06/2002 Phase Out /Teach Out Period Complete Expected Date of Program Termination May 24, 2021		
<b>Program Characteristics</b> Name of Program: Cell & Molecular Biology Degree: Title of Award (e.g. Master of Arts) Degree Certificate: (specify type and level) <b>OCP</b> Stand-Alone Certificate: (specify type and level) Modality of Program: X On ground      Online      Combined Locality of Program: X On Campus      Off Campus      Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: School of Engineering, Science, and Technology; main campus		
<b>Institutional Contact for this Proposal:</b> Dr. Kathy Martin	Title: Professor and Chairperson of Biomolecular Sciences	Tel.: 860.832.2655 e-mail: martink@ccsu.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

The OCP in Cell and Molecular Biology was initiated as a bridge to the MS in Biomolecular Sciences. The curriculum of the OCP was fully encapsulated within the MS. As the MS in Biomolecular Sciences was accredited December 15, 2004 and gained its footing, the OCP became obsolete because the MS became the preferred credential in the workplace. Although the OCP was discontinued through CCSU's curriculum process several years ago and stopped admitting students, it persisted on the OHE inventory. We are submitting the requisite paperwork to officially remove it.

**Phase Out/Teach Out Strategy**

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

There are no students currently enrolled in the OCP.

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

**SECTION 3: RESOURCES**

**Close Out**

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

None.

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

We have developed stronger internal controls to track programs and ensure that the requisite paperwork is filed in a timely manner.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Natural Sciences (CIP Code: 40.9999 / OHE# 000097), leading to a Master of Science at Central Connecticut State University, effective May 2021.

A True Copy:

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

**ITEM**

Discontinuation of a program, Natural Sciences (CIP Code: 40.9999 / OHE# 000097), leading to a Master of Science at Central Connecticut State University, effective May 2021.

**BACKGROUND**

This program was one of the initially accredited programs at CCSU. The program was approved for termination on October 17, 2013 with the rationale of merging with the MS in Technology and Engineering Education to create the STEM Education MS, which is more relevant for certified teachers. At the time, the MS in Natural Sciences had three specializations: (1) Science Education, (2) Physics, and (3) Earth Science. Rather than terminating the entire program, only the Science Education specialization should have been terminated. On January 17, 2014, the program was reinstated and the Science Education specialization was officially terminated on March 13, 2014. Since then, only one student has graduated from the program.

Phase out: May 2021

There are currently no students actively enrolled in the program.

There is no cost associated with closing this program.

**RECOMMENDATION**

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

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University		<b>Date of Submission to CSCU Office of the Provost:</b> March 31, 2021	
Discontinued Program: Natural Sciences MS   CIP: 40.9999   OHE#: 000097   BOR Accreditation Date: January 01 1976 Phase Out /Teach Out Period May 2021   Expected Date of Program Termination May 2021			
<b>Program Characteristics</b>			
Name of Program: Natural Sciences			
Degree: Title of Award (e.g. Master of Arts) <b>Master of Science</b>			
Degree Certificate: (specify type and level)			
Stand-Alone Certificate: (specify type and level)			
Modality of Program: X On ground   Online   Combined			
Locality of Program: X On Campus   Off Campus   Both			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: School of Engineering, Science, and Technology; main campus			
<b>Institutional Contact for this Proposal:</b> Ju Kim		Title: Dean of the School of Engineering, Science, and Technology	Tel.: 860-832-1800 e-mail: jhkim@ccsu.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

This program was one of the initially accredited programs at CCSU. The program was approved for termination on October 17, 2013 with the rationale of merging with the MS in Technology and Engineering Education to create the STEM Education MS, which is more relevant for certified teachers. At the time, the MS in Natural Sciences had three specializations: (1) Science Education, (2) Physics, and (3) Earth Science. Rather than terminating the entire program, only the Science Education specialization should have been terminated. On January 17, 2014, the program was reinstated and the Science Education specialization was officially terminated on March 13, 2014. Since then, only one student has graduated from the program.

**Phase Out/Teach Out Strategy**

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

There are no students actively enrolled in the program.

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

**SECTION 3: RESOURCES**

**Close Out**

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

None.

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

Our programs are evolving to meet demands for greater specialization within scientific disciplines. We have developed stronger internal controls to track program changes and communicate such changes.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Accelerated Criminology to Criminal Justice (CIP Code: 43.0104 / OHE# 019953), leading to an accelerated Bachelor of Arts to Master of Science at Central Connecticut State University, effective May 20, 2021.

A True Copy:

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

**ITEM**

Discontinuation of a program, Accelerated Criminology to Criminal Justice, leading to an accelerated Bachelor of Arts to Master of Science at Central Connecticut State University, effective May 20, 2021.

**BACKGROUND**

The Accelerated Criminology to Criminal Justice “program” was implemented last year as a new program. Since then, the Academic Council procedure has changed. Accelerated pathways are no longer processed as new programs, but as “concentrations” of the existing baccalaureate level program. Thus, this submission is to dissolve the Accelerated Criminology to Criminal Justice listing on the Office of Higher Education website. The accelerated pathway still exists and has been submitted as a new below-threshold offering, per Academic Council policy.

Phase out: May 20, 2021

There are students enrolled in this pathway and they will continue to be as we make the appropriate adjustments.

There is no cost associated with closing this program.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this accelerated Bachelor of Arts to Master of Science. The System’s Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	Date of Submission to CSCU Office of the Provost: March 31, 2021	
Discontinued Program: Accelerated Criminology to Criminal Justice CIP: 43.0104 OHE#: 19953 BOR Accreditation Date: 04/16/2020 Phase Out /Teach Out Period n/a Expected Date of Program Termination May 20, 2021		
<b>Program Characteristics</b> Name of Program: Accelerated Criminology to Criminal Justice Degree: Title of Award (e.g. Master of Arts) <b>BA to MS</b> Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Modality of Program: X On ground      Online      Combined Locality of Program: X On Campus      Off Campus      Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Ammon College of Liberal Arts and Social Sciences; main campus		
<b>Institutional Contact for this Proposal:</b> Dr. Jennifer Hedlund	Title: Professor and Chairperson of Criminology and Criminal Justice	Tel.: 860.832.2968 e-mail: hedlundj@ccsu.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

The Accelerated Criminology to Criminal Justice "program" was implemented last year as a new program. Since then, the Academic Council procedure has changed. Accelerated pathways are no longer processed as new programs, but as "concentrations" of the existing baccalaureate level program. Thus, this submission is to dissolve the Accelerated Criminology to Criminal Justice listing on the Office of Higher Education website. The accelerated pathway still exists and has been submitted as a new below-threshold offering, per Academic Council policy.

**Phase Out/Teach Out Strategy**

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

There are students enrolled in this pathway and they will continue to be as we make the appropriate adjustments.

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

**SECTION 3: RESOURCES**

**Close Out**

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

None.

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

n/a

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Connecticut State Community College: Alignment and Completion of Mathematics and English  
(ACME)

May 20, 2021

**WHEREAS** the Board of Regents has endorsed the implementation of Guided Pathways practices and timely completion of gateway, college-level mathematics and English is consistent with these practices and the four pillars of Guided Pathways – clarifying academic and career pathways for students, helping students select a plan of study, keeping students on their plan, and creating meaningful learning experiences, and

**WHEREAS** in keeping with the Board of Regents directive regarding the Students First implementation of Guided Pathways, Provost Gates charged the ACME work group to “use Guided Pathways design principles and existing expertise in the CSCU community colleges to develop and recommend policies and practices that facilitate student completion of college level math and English within the first year. The group will facilitate the alignment of the appropriate math and English requirements with programmatic, transfer, and workforce needs,” and

**WHEREAS** the ACME work group, led by Guided Pathways managers for the Choice Architecture team and consisting of faculty, staff, and administrators from all seventeen CSCU institutions as well as University of Connecticut (<https://www.ct.edu/gp/groups>), and supported by the Dana Center of the University of Texas at Austin, submitted recommendations for the design of practices to improve timely completion of mathematics and English as reflected in KPIs 4, 5, and 6 of the annual community college KPI report (<https://www.ct.edu/gp/kpi>), and

**WHEREAS** a policy team comprising the ACME leads and staff from system office considered these recommendations and research regarding national best practices in the completion of mathematics and English and developed a policy that places all students, with the exception of English Language Learners who may need prior language instruction, directly into college-level mathematics and English with supports as determined by assessment based primarily on high school GPA with supplemental use of additional measures, and

**WHEREAS** the policy also stipulates the development of mathematics pathways to align first-year mathematics requirements with students’ Areas of Study and career goals, and

**WHEREAS** this policy is meant to work in conjunction with other Guided Pathways practices as well as policies previously approved by the Board, including the annual KPI report, the Areas of

Study policy, the Holistic Case Management Advising (HCMA) policy, and the College and Career Success 101 course policy,

**NOW, THEREFORE, BE IT RESOLVED:** That the Board of Regents for Higher Education approve the Alignment and Completion of Mathematics and English policy with the understanding that Connecticut State Community College will fully implement the policy no earlier than the fall of 2023 and no later than the fall of 2025.

A True Copy:

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

**ITEM**

Approval of Alignment and Completion of Mathematics and English Policy (ACME)

**BACKGROUND**

**Equity Statement:** This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, identify, and address implicit biases, and promote equitable course completion. All components of the policy will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the BOR twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.

**Policy Goals:**

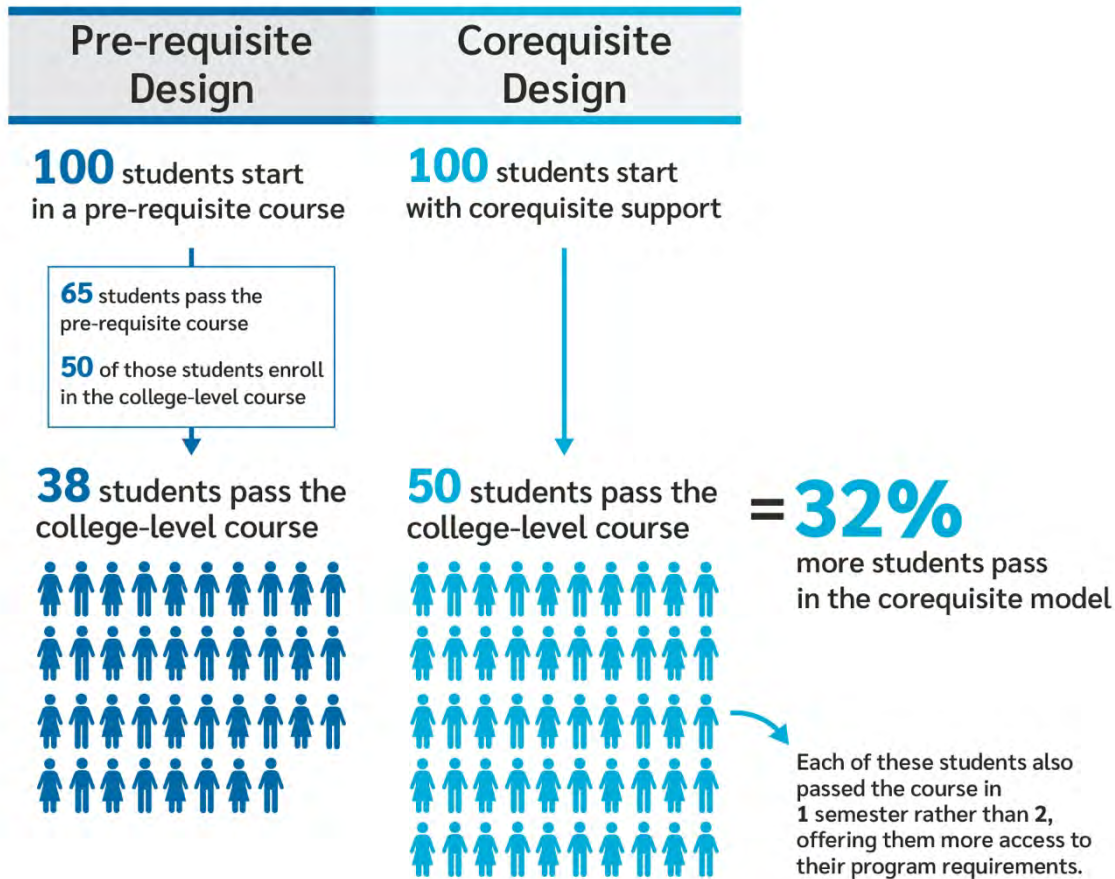
- Maximize the probability that each student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one-year, or 24 credits, of initial enrollment
- Minimize the disproportionate impact on students created through inaccurate placement processes
- Eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.

**Policy Development:**

As detailed near the end of this report, this policy is the collaborative work of many participants. From the initial public comment period late last year through the meeting of CCIC (Community College Implementation Committee), many colleagues offered questions and concerns about the policy, in written form and in discussion with the ACME management team. The team engaged with each of these issues and, in many cases, made adjustments to the policy. In some cases, there was disagreement and the changes did not fully match recommendations received. In all cases, the management team provided an explanation of the decision to change or maintain specific aspects of the policy. Those explanations are offered at the end of this report.

**Metrics:**

Success for students who need extra support in order to succeed in first year college-level mathematics and English courses can be measured by a number of different metrics. The metrics for success upon which this policy is based are reflected in the annual KPIs reported for the community colleges, namely metrics 4, 5, and 6, all of which measure the percentage of all first time students who complete these courses in their first year. Nationally, based on this metric, many more students complete these college-level courses when they are enrolled directly in college-level courses, especially when those courses provide support based on identified student need, than if they enroll in prerequisite courses that act as support and gateway to the college-level courses. In a prerequisite model, students who are enrolled in a prerequisite course and don't pass it, or who pass it and do not continue on to the college-level course, are not included when calculating the number of students who pass the college-level course. The following graphic illustrates the difference:



One metric looks at the total percentage of students who pass the college-level course. The other looks at the total number of students who complete the college-level course. Research has consistently shown that in a corequisite approach, a higher number of students pass the college-level course than in a prerequisite design. This policy takes as its primary metric the total number of students who pass.

#### PA 12-40 Implementation, Outcomes, and Recommendations:

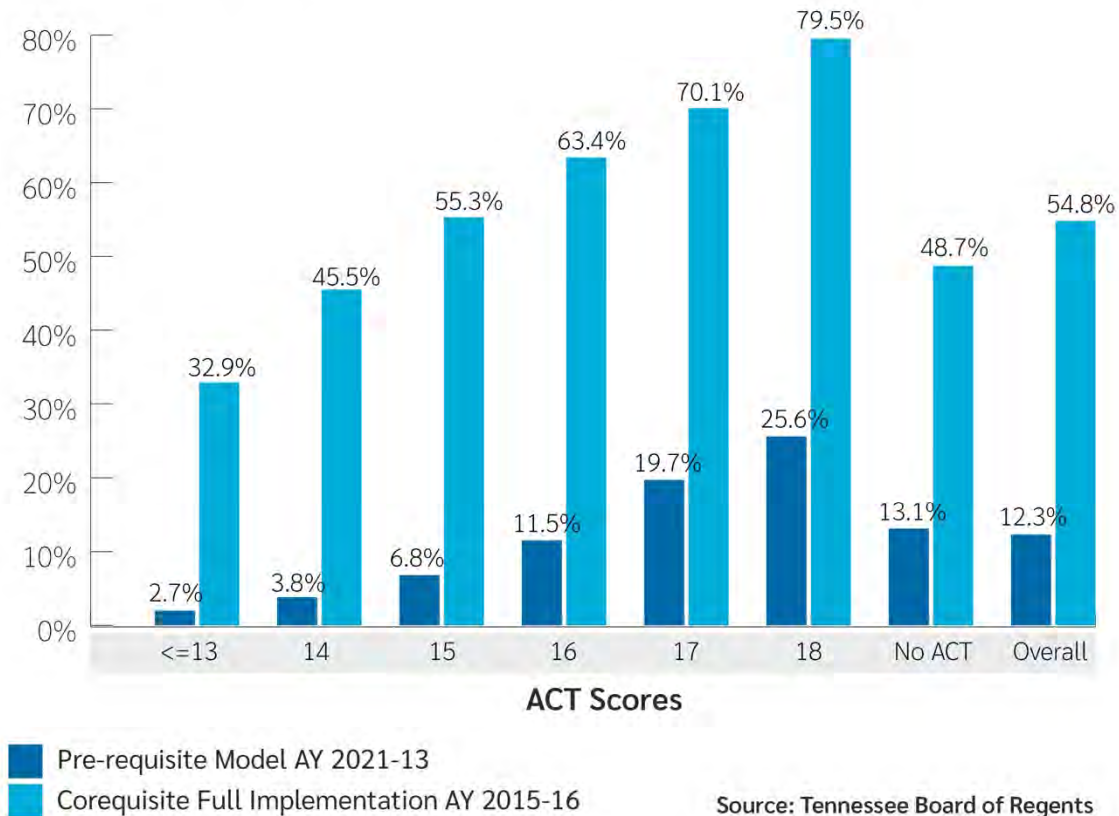
Traditional prerequisite models of remediation typically require students who are assessed as not “college-ready” in a discipline to complete remedial courses in that discipline prior to taking college-level courses. Connecticut PA 12-40 significantly restricted the number of prerequisite developmental courses a community college could require a student to complete before enrolling in college-level mathematics or English. Based on research completed by the CSCU Office of Research & System Effectiveness on the first years of implementation of PA 12-40, students with developmental needs who enrolled in embedded and corequisite math and English courses showed higher gains in gateway course completion rates than similar peers who enrolled in prerequisite developmental courses before PA 12-40. On the other hand, students who enrolled in an intensive or transitional course under PA 12-40 did not complete gateway courses at meaningfully higher rates ([CSCU ORSE, 2019](#)). The report offers this recommendation:

Finally, we recommend investigating the extension of corequisite and embedded modalities further down the testing ladder. Our controlled study showed that students who test in the intensive range (the majority of students in the sample) were more likely to progress—and did so faster—when they enrolled in embedded or corequisite courses.



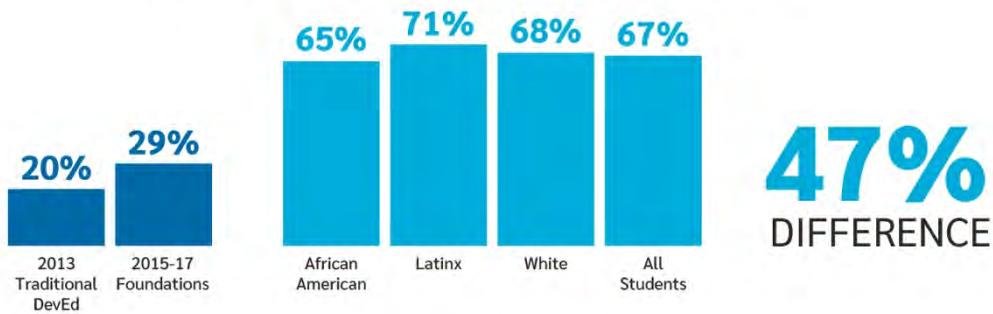
Although, as stated at the very conclusion of the PA 12-40 research report from the Office of Research & System Effectiveness, “The story of PA 12-40 has been one of incremental, yet substantial, improvement,” work in other states strongly suggests that CSCU move to full implementation of corequisite support rather than an incremental approach. As the following graphic from Tennessee regarding completion of college-level mathematics clearly shows, students at all levels of preparedness, as identified by ACT scores, succeed at much higher rates in a corequisite model than in a prerequisite model:

### Results of **Tennessee Board of Regents** Full Implementation Corequisite Mathematics in Community Colleges

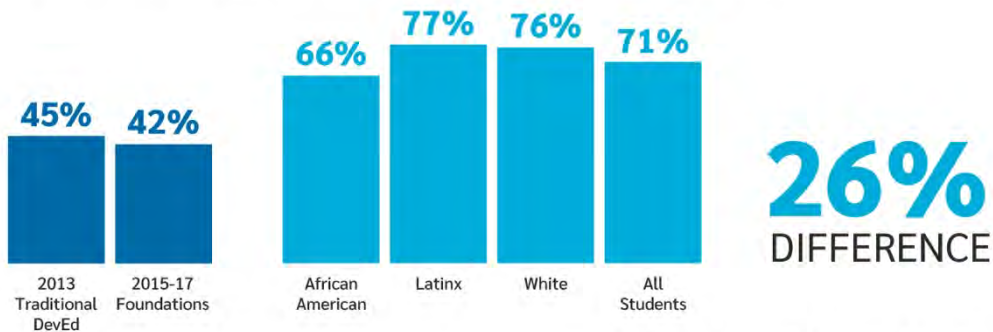


Of particular significance is that students with the lowest ACT scores have the greatest gains. In Georgia, implementation of corequisite supports has increased college-level course completion in mathematics by 47% and in English by 26%. Most important for Connecticut, which has one of the widest equity completion gaps in the country, Georgia found that the corequisite support model shows significant gains for racially minoritized students.

University System of Georgia  
**Comparison of Gateway Math Course Completion**



University System of Georgia  
**Comparison of Gateway English Course Completion**



Source: Complete College America

More importantly, research confirms the connection between timely completion of college-level mathematics and English, especially in a corequisite delivery model combined with the implementation of mathematics pathways, and graduation. CUNY conducted a research project that showed that, “In the three-year period following the experiment, close to 50% more corequisite statistics students graduated in comparison to traditional remedial students” ([CCA Report, No Room for Doubt](#)).

Faculty Design, Target Metrics, and Assessment

This policy charges faculty to design and implement curriculum. The policy also specifies target metrics and the need for continuous evaluation and improvement of the specific delivery of courses and support within the required parameters. The policy does not describe the method of delivering the courses and supports, nor who will deliver those supports. Those decisions will be made by the design teams in consultation with Connecticut State Community College administration.

The exact process for developing and implementing this policy falls to the faculty in consultation with the CSCU Provost and the Connecticut State Community College President and Provost, and Implementation can follow any design that falls within the parameters of the policy. For example, faculty may recommend piloting specific support designs, onboarding students in cohorts by assessment or course (especially in the case of mathematics), a year-by-year percentage of students (such as 25% in the first year, 50% the second, and 75% in the third year), etc., as long as all supports are offered as corequisite by the fall of 2025. Similarly, faculty and administration may decide to complete full implementation as early as the fall of 2023.

Just as the policy does not specify a one size fits all design for all students, it also assumes that there is not a one size fits all corequisite support model that works for all states. The policy charges faculty to design corequisite support models that will work for Connecticut State Community College students, with an annual review and reporting process that ensures constant attention to outcomes and improvement of delivery.

### **Key Components of the Policy**

#### Corequisite rather than Prerequisite Delivery of Support:

- All students are enrolled directly in college-level English and mathematics with supports to maximize success as needed
- Elimination of prerequisite developmental sequences

#### Mathematics Pathways – Aligning Mathematics to Program and Career:

- Mathematics courses are aligned to academic and career requirements
- Transfer and applicability of mathematics courses are based on course outcomes alone and not on course prerequisites
- STEM algebra remains the foundation for STEM programs and careers

#### Placement Based on High School GPA:

- Initial placement into fewer supports or out of supports entirely for gateway, college-level transferable English and mathematics will be determined by high school Grade Point Average (GPA).
- Once initial level of support for the gateway, college-level transferable English and mathematics courses is determined by GPA, all degree-seeking students will be presented with the option to use additional measures that may result in placement into fewer supports or out of supports entirely.
- High school GPA will be one of the measures used to determine placement into higher-level mathematics courses, but need not be the sole determinant and may be used in combination with additional measures. Placement into levels of support for each student will be determined primarily by high school Grade Point Average (GPA)

### **The Process**

The Connecticut State Colleges and Universities Alignment and Completion of Math and English (ACME) working group was charged by Dr. Jane Gates, Connecticut State Colleges and Universities (CSCU) Provost and Senior Vice President for Academic & Student Affairs, on March 18, 2019. The charge reads,

To use Guided Pathways design principles and existing expertise in the CSCU community colleges to develop and recommend policies and practices that facilitate student completion of college level math and English within the first year. The group will facilitate the alignment of the appropriate math and English requirements with programmatic, transfer, and workforce needs.

The group was led by Heidi Zenie, Francine Rosselli-Navarra, and Michael Stefanowicz, and included co-chair Kim Sorrentino, along with dozens of faculty, staff, and administrators from across CSCU. Additionally, ACME membership included math and English faculty from UConn.

With the support of the Charles A. Dana Center at The University of Texas at Austin, ACME Work Group Members

- investigated national best practices to improve math/English alignment and completion, with particular attention to practices for placement, models of remediation, appropriate gateway courses, math transfer pathways, and employer partnerships

- identified specific barriers to math/English alignment and completion within CSCU using our own system data
- used national research on best practices to identify effective solutions to the problems and challenges students face in attempting to complete transferable math and English
- developed evidence-based recommendations to address barriers and improve math/English alignment and completion

In May 2020, ACME work teams as well as related groups provided recommendations for placement, remediation, and transfer applicability. Overall, over 100 faculty and staff were involved in crafting the recommendations. The CSCU Provost and staff developed a policy draft with consultation from the Charles A. Dana Center with full consideration of all recommendations and of national research and best practices. That draft was circulated for public comment which led to the changes identified below and to policy forwarded with this staff report.

### **Major Changes Made to the Policy Based on Feedback:**

#### **In response to feedback that the timeline for implementation is too brief:**

The window for full implementation is increased by two years. That window is no earlier than the fall of 2023 to no later than the fall of 2025. Language added to clarify that faculty and administration are charged with the specifics of the steps to full implementation.

#### **In response to feedback about responsibility for curriculum design:**

Addition of section VI and revisions to sections XII and XIII clarify that the policy sets parameters, but does not address the specific design of the curriculum; faculty are responsible for developing the curriculum within the parameters of the policy.

- Major parameters:
  - All gateway, college-level, transferable English and mathematics courses will be offered with corequisite support rather than prerequisite requirements.
  - Mathematics pathways will be developed to align mathematics requirements with student program of study and career goals.

#### **In response to feedback expressing concern about students in need of the most support:**

Revision to section XIV.E. on Transitional Programs to more clearly charge Transitional Program coordinators flexibility to work with mathematics and English faculty to design supports for students in most need.

#### **In response to feedback from the ESL Council and ESL faculty regarding placing all ELL directly into gateway, college-level, transferable mathematics and English:**

Revision to section XIV.F. on English Language Learners to clearly charge ESL faculty with designing the ELL program, including curriculum and placement methods, within the parameters of the policy.

- The program needs to be designed to allow ELL students to complete gateway, college-level, transferable English and mathematics courses in three years.

#### **In response to feedback regarding primary placement via high school GPA and to feedback concerning using GPA alone to place into higher level mathematics courses:**

Revisions to section XIV on placement into levels of support to clarify the use of high school GPA along with additional measures.

- Clarified the support placement language about initial placement into fewer or no supports by high school GPA and the subsequent option to use additional measures for placement into even fewer supports or out of supports.
  - Mathematics faculty are required to determine a high school GPA for placement into level of support for the gateway, college-level, transferable mathematics courses. (XIV.B.)

- Mathematics faculty can designate a combination of measures, including GPA, to determine placement above the level of the gateway, college-level, transferable mathematics courses. (XIV.C.)

**In response to feedback that the policy should not be as prescriptive regarding a Guided Self Placement process:**

Revision to several sections that mention the Guided Self Placement process to remove specific elements from the policy and assign agency to a group to design this process.

**In response to feedback regarding the cost model:**

Revision to section X that clarifies the goal, rather than the specific outcome, of the design of the cost model. That goal is based on the understanding that the prerequisite model and most corequisite models have inherently been inequitable. Minoritized students as well as students from low-income households are disproportionately represented in these models. This is of concern not only because of the time required to participate in these models but also because of the cost associated with these models, since students traditionally must pay directly for prerequisite or corequisite education or use their finite financial aid resources to cover the cost. An equitable cost model must be established for the mathematics and English education that results from this policy.

**In response to feedback that PACT requires students to be full-time and that the corequisite support components may not contribute to full-time status, thus requiring students enrolled in supports to take an unmanageable number of courses to meet the requirement:**

The policy was modified to remain silent on the topic of credit assigned to support in order to allow maximum flexibility for design to ensure that eligibility for PACT does not place additional burdens on students.

**In response to feedback that reporting lines and accountability did not sufficiently differentiate between Connecticut State Community College and CSCU system office in the context of NECHE standards:**

Changes were made to clarify that decisions for Connecticut State Community College, although there is a role for the system office to play during implantation and subsequent reporting to the Board of Regents, are the purview of the College leadership. In several instances, the CSCU Provost was replaced by the Connecticut State Community College President as a decision / approval point.

**Response to Other Concerns Raised through Feedback**

**In response to feedback asking to retain the prerequisite model for some students:**

Current evidence supports that every cohort identified by assessment / placement practices does better in corequisite than prerequisite support. According to the policy, students' needs will continue to be identified within each course section to provide increased just-in-time support to students with additional support needs. A number of institutions, such as within the California Community College system, have retained some level of prerequisite developmental support, but these schools underperform those schools that have moved to full corequisite offerings. California's experience supports full corequisite implementation. In the case of college composition, for instance, in a "small number of colleges where access [to college composition] is more restricted. . . racial equity gaps are larger." ([A New Era of Student Access at California's Community Colleges – Public Policy Institute of California](#))

**In response to feedback concerning work in the support component affecting the college-level course grade in order to incentivize student participation in support activities:**

In section VII, c-e, the policy limits how students can be assessed for success in the college-level courses to assessment of the college-level course learning outcomes. The level of the student's participation in corequisite activities cannot be used to determine the college-level course grade.

This parameter assumes that there are many effective pedagogical strategies to encourage students to take responsibility for participating in activities that support success in the college-level course. Nothing in the policy prevents the development of optional support workshops, including pre-enrollment workshops, that students can be encouraged to complete, as long as such workshops are not required as a condition of enrolling in the college-level course.

**In response to feedback** that the ACME policy is inconsistent with the Transfer and Articulation Policy (TAP) regarding mathematics courses requiring an Intermediate Calculus prerequisite: The policy requires that the gateway, college-level mathematics and English courses transfer between all CSCU institutions to meet major and/or general education requirements and further stipulates that transfer be based on course learning outcomes and not on course prerequisites. It asks that faculty from across institutions work to ensure that the outcomes for these courses are aligned for transfer. The TAP Framework<sup>30</sup> Quantitative Reasoning category will need to be adjusted to remove the requirement of an Intermediate Algebra prerequisite.

05/07/2021 – BOR Academic and Student Affairs Committee  
05/20/2021 – Board of Regents

**Board of Regents Policy: Alignment and Completion of Mathematics and English (ACME)  
Full Implementation at Connecticut State Community College by Fall 2025**

**NOTE: Implementation – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document.**

- I. **Goal:** To design and scale practices that maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one year, or 24 credits, of initial enrollment through
  - a. Faculty leading the design of a curriculum that places students directly into gateway, college-level, transferable mathematics and English courses with corequisite supports as needed rather than into prerequisite developmental sequences
  - b. Faculty leading the design of placement processes to more accurately identify student corequisite support needs in gateway, college-level, transferable mathematics and English courses
  - c. Expanding practices that will eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.
- II. **Equity Statement:** This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, recognize and address implicit bias, and promote equitable course completion. All components of the policy and its implementation will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the Board of Regents twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.
- III. **Guided Pathways Context:** The policy should be viewed within the context of the full set of Guided Pathways reforms that are being built into Connecticut State Community College, such as removing barriers to admission by eliminating the application fee and improving student supports by implementing holistic case management advising. Colleges across the country are implementing similar reforms with dramatic success in improving student retention and completion and reducing equity gaps in attainment when those reforms are adopted, not in isolation, but in combination and at scale as a comprehensive package affecting all aspects of the student experience.
- IV. **Policy Premises:** Research shows that traditional prerequisite courses hinder students' progress and raise, rather than lower, barriers to gateway, college-level, transferable course completion. Therefore, increasing numbers of institutions are transitioning from a prerequisite paradigm of remediation to a default approach of placing students directly into credit-bearing courses with enhanced and integrated support. Research also shows that for all student cohorts, a higher percentage of students complete gateway, college-level, transferable mathematics and English with an additional support design than with a sequenced developmental design. Increases in completion of first-year, college-level mathematics courses are linked both to a model that pairs college-level courses with support and to the implementation of mathematics pathways – requiring students to

complete mathematics courses that are appropriate for their programs of study. For programs that do not require a Calculus track, intermediate algebra is no longer a required prerequisite in order for the college-level mathematics courses to be accepted and applied at four-year schools to which students transfer. Transfer is based on the learning outcomes of the college-level courses, and not on prerequisite requirements.

- V. **Administration:** Connecticut State Community College will establish and develop an administrative structure to support the implementation, ongoing maintenance, and improvement of the practice of this policy in conjunction with other Guided Pathways elements and policies, such as College and Career Success 101 and Areas of Study, to support student success.
- VI. **Faculty Responsibility:** At all CSCU institutions, primary responsibility for the content, quality, and effectiveness of the curriculum is placed with its faculty. This policy establishes parameters for mathematics and English education in the CSCU system, primarily at Connecticut State Community College. Faculty are responsible for the mathematics and English curriculum and course support development and maintenance, as well as teaching and learning in mathematics and English, within the parameters established in this and other policies adopted by the Board of Regents.
- VII. **Support Principles:**
  - a. Structured supports must be provided concurrently with the gateway, college-level, transferable course rather than prior to enrollment in the gateway, college-level, transferable course.
  - b. All English and mathematics gateway, college-level, transferable courses will be offered in versions with levels of support as determined by the guidelines provided below. Corequisite support will be structured to provide just-in-time teaching aligned and coordinated with the delivery of the gateway, college-level, transferable course. Pre-college-level content in the support structure will be designed and delivered to cover the same topics in the college-level course in the same order and at the same time.
  - c. Although credit or contact hours may be assigned to corequisite supports, no grade or punitive notation of any kind will be assigned to the corequisite support work. A notation that a student participated may be assigned. This also excludes the possibility of assigning the same grade the student earned for the gateway, college-level, transferable course to the corequisite support work.
  - d. Corequisite support content will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.
  - e. In corequisite models where the support meeting hours are separate from the gateway, college-level course meeting hours (e.g., Accelerated Learning Program or ALP) students who choose to discontinue participation in corequisite support may choose to remain in the gateway, college-level, transferable course. Performance or participation in corequisite supports will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.
- VIII. **Timely Completion:** Students must register for their required gateway, college-level, transferable English and mathematics courses within the first 24 credits after initial enrollment, with exceptions possible based on sequencing recommendations from



- Program Coordinators/Discipline faculty, and approval by the Connecticut State Community College President and Provost, for timely completion of programs.
- IX. **Alternative Methods of Course Completion:** Students may complete their gateway, college-level, transferable English and mathematics courses via advanced placement credit, dual enrollment course completion (where college credit was awarded), credit transfer, and other approved methods in accordance with institutional policies and practices, as well as Board of Regents, state, or federal policies.
- X. **Equitable Cost of Delivery:** The Board of Regents directs the CSCU Provost, the Connecticut State Community College President and Provost, the CSCU Chief Financial Officer, and the Connecticut State Community College Chief Financial Officer, as well as other related administrative staff, with designing and maintaining an equitable financial model that will sustain the corequisite support offerings while simultaneously ensuring that corequisite support costs are not exclusively borne by the minoritized and low-income students disproportionately represented in these corequisite offerings. The recommendation for design, and any subsequent changes, will be brought to the Board of Regents for final approval.
- XI. **Faculty Professional Learning:** A Teaching and Learning group, under the leadership of the Connecticut State Community College Associate Vice President of Teaching and Learning, will be charged to research and develop a sustainable plan for professional learning for teaching gateway, college-level, transferable English and mathematics courses, including ELL courses, and delivering accompanying structured supports. The content and delivery of this professional learning will include best practices of effective pedagogy, including strategies to ensure alignment of the course and accompanying supports, recognizing and addressing implicit bias, and for promoting equity in student learning for diverse student groups. The Connecticut State Community College President and Provost, and the Connecticut State Community College AVP of Teaching and Learning will offer regular and ongoing professional learning for all individuals who teach gateway, college-level, transferable English and mathematics courses and deliver accompanying supports. All individuals who teach these courses and provide support will be strongly encouraged to participate in this professional learning.
- XII. **Mathematics:**
- By default, the first mathematics course a community college student will take will be a gateway, college-level, transferable course aligned with the student's program of study. Mathematics faculty across the college, primarily managed by CMAC in consultation with faculty from disciplines in each of the Connecticut State Community College Areas of Study, will determine the number and types of pathway mathematics courses available, subject to the final approval of the Connecticut State Community College President and Provost under the authority of the Board of Regents. The following list provides examples of possible options for students within the Connecticut State Community College Areas of Study:

Area of Study	Gateway, College-Level, Transferable Mathematics Pathway Course
Social and Behavioral Sciences, Education, and Public Service	Mathematics for Elementary Education Statistics
STEM	College Algebra
Manufacturing, Industry, and Technical Careers	College Algebra Applied Mathematics
Health Careers	College Algebra Quantitative Literacy

	Statistics
Humanities and Creative Arts	Quantitative Literacy
Business and Hospitality	Applied Mathematics Statistics

Note: Programs may require a specific mathematics course to fulfill the general education core mathematics requirement of the program of study. In programs that do not require a specific mathematics course, any gateway, college-level, transferable mathematics course will fulfill the degree requirement and the general education core mathematics requirement of the program of study.

- b. The transferability and applicability of gateway, college-level, transferable mathematics courses to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of all mathematics pathway courses will be developed in consultation with all CSCU institutions to ensure the courses are transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to these mathematics pathway courses will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of mathematics faculty from across CSCU institutions to align outcomes for the gateway, college-level mathematics pathway courses as these courses are developed to ensure that the outcomes are aligned with the outcomes of the equivalent university mathematics courses and therefore will transfer to all CSCU institutions.
- c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CMAC, will form a team of experts for each mathematics pathway. Each team will be charged with designing and maintaining a single, statewide, gateway, college-level, transferable mathematics pathway course including corequisite supports to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CMAC, will develop and implement a plan to provide professional learning to these teams.
  - i. The design for each gateway, college-level, transferable pathway course will include course number, name, a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.
  - ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.
  - iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.
- d. All gateway, college-level, transferable mathematics pathway courses without added support will be three (3) credit hours, with exceptions as recommended by the design teams described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost. Only the initial courses in a mathematics pathway sequence will be limited to three (3) credit hours (unless an exception has been

approved). In STEM pathways, for instance, College Algebra or its equivalent will be three (3) credit hours as determined by the design process described above (unless an exception has been approved), but Calculus, for instance, is not considered a gateway course in this policy and, therefore, this requirement does not apply.

- e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. Each discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost.
  - i. Students will be placed into mathematics pathway courses with maximal corequisite supports by default.
  - ii. Students can instead take the gateway, college-level, transferable mathematics course without structure support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).
  - iii. The aforementioned teams of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of corequisite supports as well as recommending criteria for student placement in those corequisite supports.

### **XIII. English:**

- a. By default, the first English course a community college student will take is English 101 College Composition.
- b. The transferability and applicability of English 101 to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of English 101 will be developed in consultation with all CSCU institutions to ensure the course is transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to English 101 will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of English faculty from across CSCU institutions to align the outcomes for English 101 as this course is developed to ensure the outcomes are aligned with the outcomes of the equivalent university composition courses and therefore that it will transfer to all CSCU institutions.
- c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CCET and the ESL Council, will form a team of experts charged with designing and maintaining English 101, including corequisite supports, to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CCET, will develop and implement a plan to provide professional learning to this team.
  - i. The design will include a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.
  - ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.

- iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.
- d. English 101 without added support will be three (3) credit hours, with exceptions as recommended by the design team described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost.
- e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV, but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. The English discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost..
  - i. Students will be placed into English 101 courses with structured supports by default.
  - ii. Students can instead take the English 101 course without structured support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).
  - iii. The aforementioned team of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of structured supports as well as recommending criteria for student placement in those structured supports.

XIV. **Placement into Levels of Support:** This policy removes arbitrary barriers to students enrolling directly into gateway, college-level, transferable English and mathematics courses. The goal of placement is to accurately assess the level of supports necessary to help students complete their gateway, college-level, transferable English and mathematics courses.

- a. Course Placement
  - i. All degree-seeking students will be placed by default into gateway, college-level, transferable English and mathematics courses, namely English 101 and the appropriate pathway mathematics course for their program, with the maximum amount of corequisite support. Students are entitled to remain in the maximum available corequisite support regardless of placement measures if they so choose.
- b. Support Placement
  - i. Placement thresholds, as well as the Guided Self Placement process (GSP) (see section D), will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the mathematics, English, and ELL curriculum teams, discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.
  - ii. Initial placement into fewer supports or out of supports entirely for gateway, college-level transferable English and mathematics will be determined by high school Grade Point Average (GPA). Students may opt to self-report their high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school

GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.

- iii. Once initial level of support for the gateway, college-level transferable English and mathematics courses is determined by GPA, all degree-seeking students will be presented with the option to use additional measures that may result in placement into fewer supports or out of supports entirely. Guided Pathways Advisors will make students aware of their options to apply multiple measures that seamlessly support final placement. These multiple measures may include, but are not limited to:
  - SAT scores
  - ACT scores
  - Length of enrollment and curriculum in a U.S. high school
  - Completed U.S. high school coursework, especially in mathematics
  - U.S. high school grades
  - U.S. military transcripts
  - Prior learning assessment or credit
  - GED
  - ESL placement survey
  - Adult school or foreign institution transcripts
  - Challenge exams that are equitably accessible to all students
  - Guided Self Placement (GSP) (See section D)
- iv. Degree-seeking students whose high school GPA is unavailable or older than 10 years will be placed into gateway, college-level, transferable mathematics and English courses with corequisite supports using a Guided Self Placement (GSP) process (See section D).
- v. Students may elect to disregard the presented placement recommendation(s) and opt to attempt the gateway, college-level, transferable English and/or mathematics courses (English 101 and/or the appropriate pathway mathematics course) with fewer supports or without supports entirely, but only after completion of a GSP process (see section D).
- c. Placement into mathematics courses above gateway, college-level, transferable mathematics courses
  - i. Degree-seeking students may be placed into mathematics courses (e.g., Calculus) above the default gateway, college-level, transferable mathematics courses.
  - ii. High school GPA will be one of the measures used to determine placement into higher-level mathematics courses, but need not be the sole determinant and may be used in combination with additional measures as described above.
  - iii. Students may opt to enroll in a course that is of a higher level in a mathematics pathways sequence than determined by the placement measures, but only after completion of a mathematics-specific GSP process (see section D).
  - iv. Higher-level course placement thresholds and the pathways-specific GSP process will be determined by the Connecticut State Community College President and Provost through data analysis and research into best

practices, and in consultation with the mathematics curriculum teams, program coordinators and discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.

- d. The Connecticut State Community College President and Provost will direct a work group to develop a Guided Self Placement process. This work group will comprise faculty from English and mathematics, the Associate Vice President of Student Success Management, the Transitional Program Coordinators, as well as representatives from other CSCU groups, including CCET, CMAC, and the ESL and PA 12-40 Councils. The work group may determine the need for multiple GSP processes based on discipline.
- e. Some students who are placed into the maximum level of supports as identified in sections XII.E and XIII.E may be identified as in need of further services to maximize their ability to meet the outcomes for course completion of gateway, college-level, transferable courses. These identifications and recommendations should be evidence-based and maximize the probability that students will persist to degree completion. The Connecticut State Community College President and Provost will charge Transitional Program Coordinators, in consultation with CMAC, CCET, and the ESL and PA 12-40 Councils, and the design teams described earlier in this document (See XII.C and XIII.C), to develop a protocol to identify students with additional needs and to design, maintain, and deliver additional services to meet these needs. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with, CMAC, CCET, and the ESL and PA 12-40 Councils, will develop and implement a plan to provide professional learning to this team. These services will be delivered concurrently with the gateway, college-level, transferable course with corequisite supports. Examples of these additional services may include, but are not limited to:
  - Supplemental instruction
  - Directed learning activities
  - Self-paced learning modules
  - Academic and/or process tutoring
  - Academic workshops
  - Study groups
  - Wrap-around services
  - Services provided in partnership with external agencies
- f. All supports described in XIV, a-e must be provided to students in accordance with the parameters set in section X of this policy.

XV. **English Language Learners (ELL):** This policy seeks to initiate a process in which faculty lead the design of a curriculum that will maximize the probability that each English Language Learner degree-seeking student will enter and complete gateway, college-level, transferable coursework in English within three years of initial enrollment. English Language Learners (ELL) are foreign language learners and ELL course work is distinct from remediation in English.

- a. Student success in ELL curriculum
  - i. The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining ELL curriculum and corequisite supports to promote timely student completion of gateway, college-level, transferable English and mathematics. The CSCU Provost, the Connecticut State Community College Provost, and

Associate Vice President of Teaching and Learning, along with their designees and in consultation with the ESL Council, will develop and implement a plan to provide professional learning to this team.

- b. Student entry into ELL programming
  - i. Students may self-identify as seeking to enter ELL programming. It is also possible that a student is recommended to enter ELL programming. These recommendations should be evidence-based and maximize the probability that students will persist to degree completion.
  - ii. Students who have been recommended to enter the ELL sequence can opt out of the sequence if they choose following the completion of a Guided Self Placement (GSP) process (see section XIV, D).
  - iii. The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining student entry into the ELL programming process. This work group will comprise faculty from the ESL Council, the Associate Vice President of Student Success Management, the Associate Vice President of Recruitment, Admission, and Community Outreach, and other faculty, staff, or administrators as needed.
- c. Placement within levels of ELL programming
  - i. Degree-seeking students who have entered the ELL curriculum will be placed into specific levels of ELL courses using evidence-based multiple measures. These can include, but are not limited to:
    - U.S. high school grade point average (GPA)
    - Length of enrollment and curriculum in a U.S. high school
    - Completed U.S. high school courses
    - U.S. high school grades
    - U.S. military transcripts
    - SAT scores
    - ACT scores
    - Prior learning assessment or credit
    - GED
    - Adult school or foreign institution transcripts
    - ELL placement survey
    - Challenge exams that are equitably accessible to all students
    - Guided Self Placement (GSP) (See section XIV, D)
  - ii. Students may opt to self-report their U.S. high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.
  - iii. Placement within levels of ELL programming, as well as the ELL-specific Guided Self Placement (GSP) process and multiple measures ELL placement referenced above, will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the ESL Council, ESL Coordinators, mathematics and English curriculum teams, and relevant CSCU system bodies such as CCET and the PA 12-40 Council.

XVI. **Partnership with state partners such as K-12 and Adult Education:** It is incumbent on CSCU institutions and state partners to work collaboratively to make sure that there are clear and sustainable pathways into Connecticut State Community College programs that include career and support services aligned with college-entrance practice and expectations. Once Student Success Key Performance Indicators and other data from the first year of Connecticut State Community College are available, the CSCU Provost will charge a team with developing a plan for collaboration between the CSCU system, its institutions, and any appropriate entities in the state.

XVII. **Implementation – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the following section (Data Collection and Reports to the Board of Regents, XVIII) may need to be adjusted as a result of the timeline for full implementation.**

- a. Spring 2021: Implementation teams formed, including plan to provide leadership and release time commensurate with the work
  - i. Teaching and Learning team to develop PD for faculty and staff to design and deliver the courses and support – delivery ready by fall 2021
  - ii. CMAC/mathematics faculty team to determine the total number of mathematics pathways – determined in spring and early fall 2021
  - iii. N mathematics teams, one for each mathematics pathway – all design aspects for each pathway complete by end of spring 2022
  - iv. English 101 team – all design aspects for English 101 complete by end of spring 2022
  - v. ELL team – all design aspects for ELL complete by end of spring 2022
  - vi. Transitional design team – all design aspects completed by end of spring 2022
  - vii. GSP team – all design aspects completed by end of spring 2022
- b. Fall 2021/Spring 2022: Faculty design the curriculum for gateway, college-level, transferable courses, supports, and recommend placement criteria including determining metrics for determining amount of support for students
- c. Fall 2021/Spring 2022: Creation of professional learning and training for faculty
- d. Spring 2022: Curriculum submitted to CT State Community College curriculum governance process
- e. Beginning Fall 2022/Spring 2023: Professional learning and training for faculty
- f. Fall 2023: Full implementation of new curriculum and supports
- g. Spring 2024 and following: Annual reports to the Board of Regents

XVIII. **Data Collection and Reports to the Board of Regents – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the preceding section (Implementation, XVII) may need to be adjusted as a result of the timeline for full implementation.**

- a. All Connecticut State Community College campuses will collect and analyze placement data to ensure current procedures are working as intended and as outlined in the policy goals. Campuses will collect and compare developmental and college-level placement, enrollment, and pass rates under the historical system and compare support-level placement and college-level placement, enrollment, and pass rates, including ELL outcomes, under the new system. Additionally, Connecticut State Community College in conjunction with the CSCU System Office will disaggregate the data by race/ethnicity, gender, age, Pell eligibility, zip code, and first-generation status to ensure adopted practices



- support equitable course completion for all Connecticut State Community College students.
- b. During the design and implementation phase, Connecticut State Community College administration, in conjunction with the CSCU System Office, will provide a series of reports to the Board of Regents:
    - i. October 2021: a report describing progress on assembling design teams for ACME curriculum
    - ii. May 2022: a report describing
      1. The design of the ACME curriculum
      2. The design and schedule for providing professional learning to individuals who will teach and support the ACME curriculum
      3. The design of an equitable cost of delivery as described in section X of this policy
    - iii. May 2023: a report updating progress on implementing the curriculum for fall 2023 and on professional learning during the 2022-2023 academic year
  - c. The CSCU Provost and the Connecticut State Community College Provost will release annual goals for student success in gateway, college-level, transferable English and mathematics courses as outlined by this policy. Student success goals for the first year will include
    - i. increasing the aggregate success rates in KPIs 4, 5, and 6 (English and mathematics completion of C or better in the first year) by at least 25% above their respective rates in 2020,
    - ii. closing the gap between Black students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020, and
    - iii. closing the gap between Latinx students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020.
  - d. Connecticut State Community College will provide an annual ACME report to the Board of Regents in the fall of 2023 and each subsequent fall. This annual report is recommended to be presented in the context of other annual leading and lagging indicator reports (e.g., Student Success Key Performance Indicators reporting, program completion reporting, transfer reporting), and may ideally be presented concurrently with such other reports to the Board of Regents. The report will include, at a minimum:
    - i. Student Success Key Performance Indicators (KPIs) 4, 5, and 6 (English and mathematics completion of C or better in the first year), aggregated and disaggregated, with any other applicable data
      1. Narrative detailing if the annual student success goals were met
      2. If student success goals were not met, additional narrative responding to the following questions:
        - a. Were student success goals met on any of the campuses for English and/or mathematics?
        - b. Did the 12 campuses uniformly follow the placement measures and implementation processes agreed upon by faculty and administration?
    - ii. A summary of English, mathematics, and ELL placement procedures and outcomes with specific attention to disaggregation and including any changes in the past year with supporting rationale
    - iii. A summary of the designed curriculum for gateway, college-level, transferable English, mathematics, and ELL courses and supports, including any changes in the past year with supporting rationale

- iv. The design of an equitable cost of delivery as described in section X of this policy
- v. If student success goals were not met, what curriculum changes in gateway, college-level, transferable English and mathematics courses and supports are recommended by faculty and administrators to improve student success? Why?
- vi. Throughput data, including performance in subsequent courses for which the gateway, college-level, transferable courses serve as prerequisites as well as credential completion and transfer out
- vii. Acceptance and application to degree requirements for transfer

**XIX. Authority to Enact this Policy:**

- a. The Board of Regents directs and grants authority to the Connecticut State Community College President and their designees to enact this policy and make related institutional decisions that both adhere to accreditation standards and the elements of this policy.
- b. The Board of Regents directs and grants authority to the CSCU President and their designees to oversee the enactment of all elements of this policy, to ensure compliance with this policy, and to support and enable all CSCU institutions in their enactment of this policy.

### **Glossary of Terms**

**ACME:** Acronym for this policy standing for Alignment and Completion of Mathematics and English.

**Corequisite Academic Support:** Supports that are aligned to the college-level course and delivered as a “just-in-time teaching” practice. This support may take many forms, from discrete corequisite sections that meet separately from the college-level course to activities embedded directly into the meeting time of the college-level course.

**Gateway, College-Level, Transferable Course:** Courses that meet the following criteria:

- Gateway: The first college-level or foundation course, for the purposes of this policy, in English and mathematics, in a program of study. May be the first in a sequence leading to the first required mathematics course in a program of study.
- College-Level: Credit-bearing course that is not designated as remedial or developmental. The course applies to the requirements of a degree and, if applicable within a general education category, meets general education requirement at all CSCU institutions. Intermediate Algebra in this definition is not college level.
- Transferable: A course taken at a CSCU college campus that can be used for unit credit and is applicable to major and general education requirements at all CSCU institutions. Transferability is based on course learning outcomes and no prerequisite to these courses will be deemed necessary for course transferability by any CSCU institution.

**Guided Pathways:** Guided Pathways is a set of comprehensive student success initiatives focused on providing students with clear program maps, improving the student experience, and closing equity gaps. There are four related pillars to Guided Pathways:

- Clarify the Path (creating clear pathways to employment and further education)
- Enter the Path (help students choose and enter their pathway)
- Stay on the Path (help students stay on their path)
- Ensure Learning (follow through and ensure improved student results)

**Guided Self Placement:** A locally developed tool or process that allows students, in consultation with counselors or other faculty, to determine suitable coursework and level of supports in the appropriate mathematics, English, and English Language Learner (ELL) gateway, college-level, transferable course.

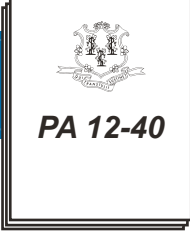
**Holistic Case Management Advising:** A model of academic advising whereby students are assigned an advisor for their entire time in college who helps them create a personalized academic and career plan, monitors their academic progress, and coordinates the supports necessary to keep them on track to completion, including resources and services related to their academic, career, financial, and other individual needs.

**Just-in-Time Teaching:** Teaching provided to support students in college-level courses that is fully aligned and carefully coordinated with the delivery of the college-level course so that the course and its supports cover the same topics in the same order and at the same time.

**Mathematics Pathways:** Appropriate gateway, college-level, transferable mathematics courses that are aligned with the skills students need for their chosen career pathway and program of study. For careers and programs that do not require STEM algebra based math, STEM algebra is no longer a required prerequisite for the gateway, college-level, transferable course. Transferability of mathematics pathways courses is based on course learning outcomes, and not on a required prerequisite.

**Multiple Measures Placement:** Combining high school GPA with other measures — including state graduation tests, SAT or ACT scores, writing assessments, high school transcript information, years since high school graduation and non-cognitive assessments – to yield more accurate placement into a level of support that increases a student's likelihood of success.

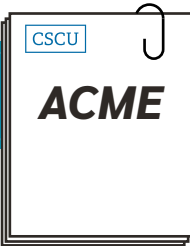
# Building on Student Success in Connecticut



2012

The legislature created real, substantial change for CT students with the passage of PA 12-40.

We are building on that success.



2021

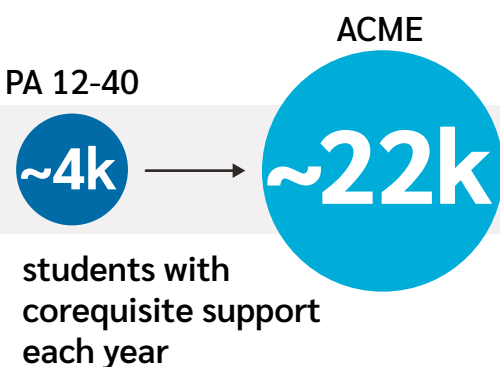
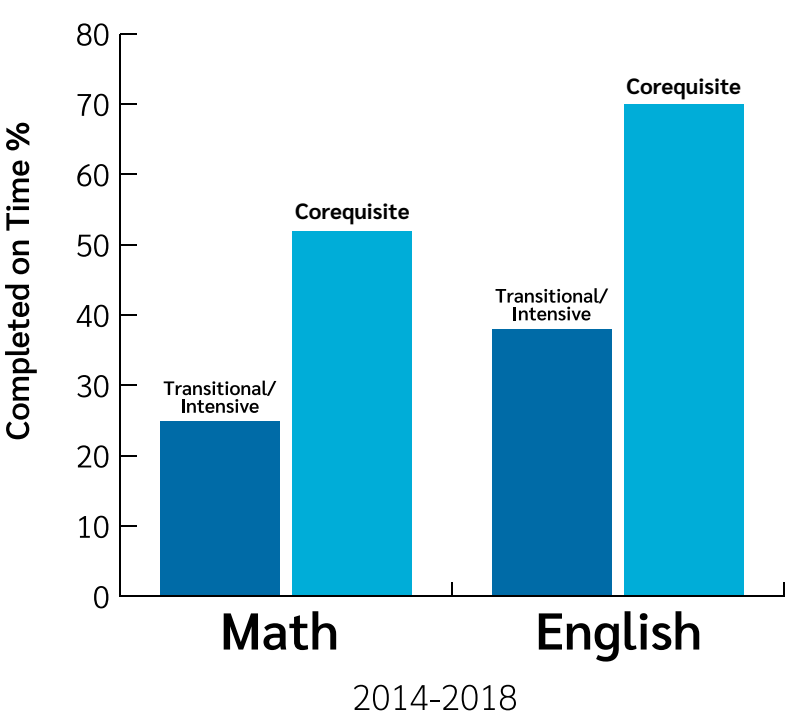
Alignment and Completion of Math + English is a new policy. ACME builds on what works in [PA 12-40](#) and what works in other states.

The reality is: full-scale corequisite support will help more students succeed.

Thanks to [PA 12-40](#), **36%** of students were diverted upward into embedded — or corequisite — classes.

These students are **twice as likely** to complete a gateway course.

Progress in Completing Gateway Courses under PA 12-40



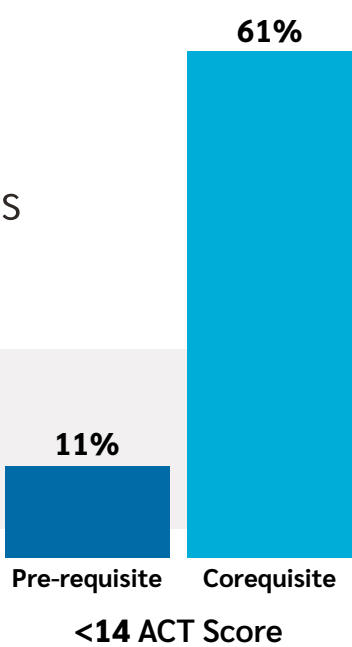
ACME wants to expand this successful model to cover all students.

Other states have proven that a corequisite model at full scale is:

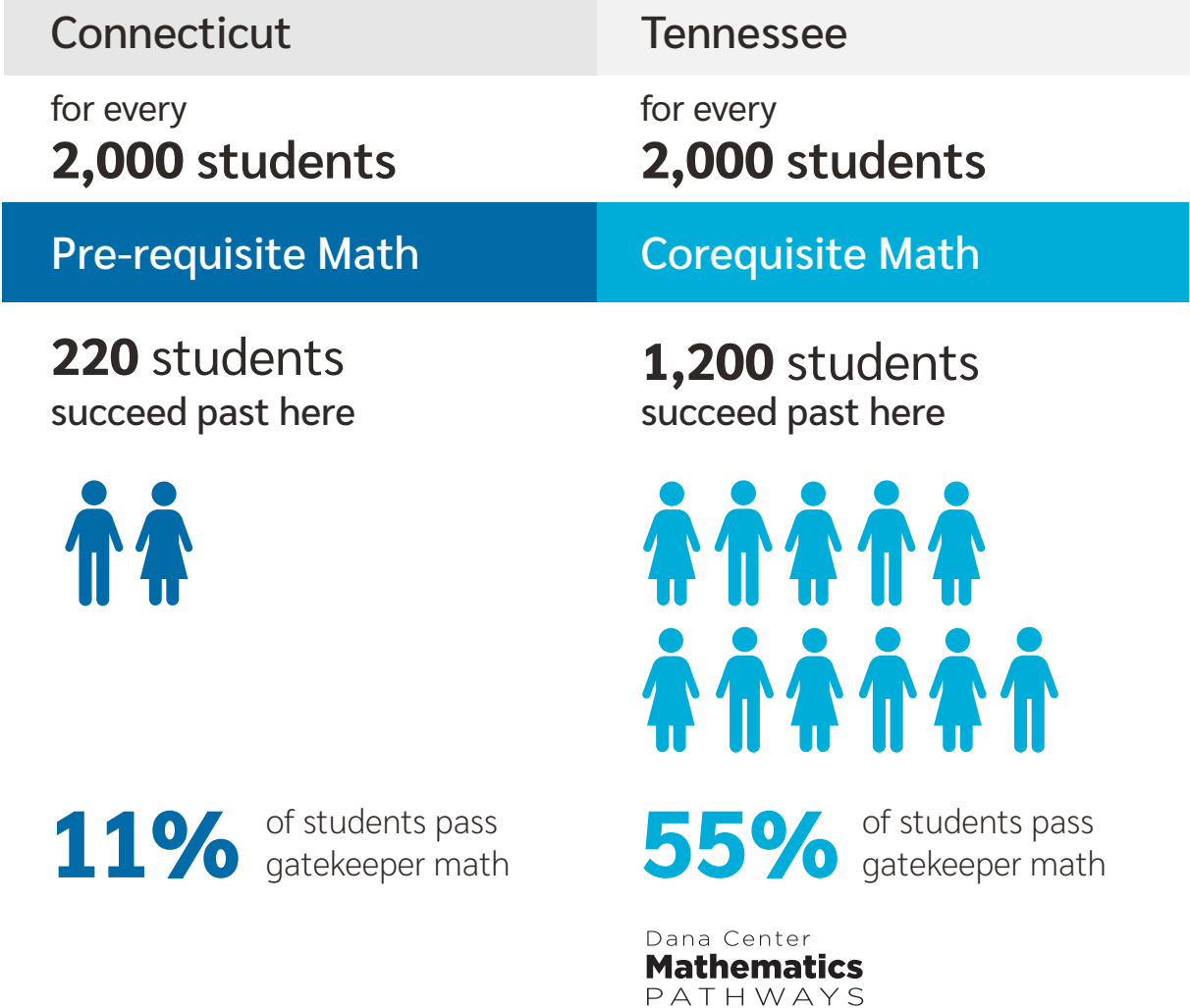
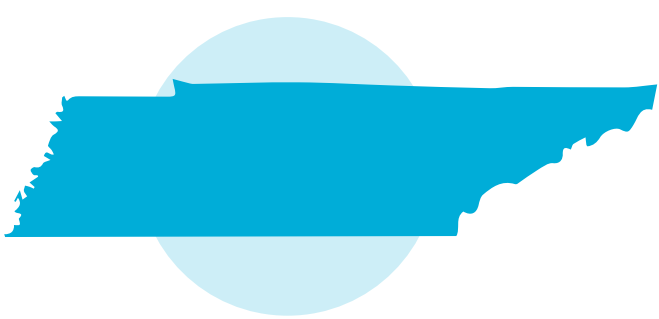
- ▶ **Better** for students from minoritized communities
- ▶ **Better** for students identified as least prepared

For example, Georgia students who scored the lowest on ACTs saw a 50-point increase under corequisite support.

University System of Georgia: % of Students Passing College-Level Math Classes

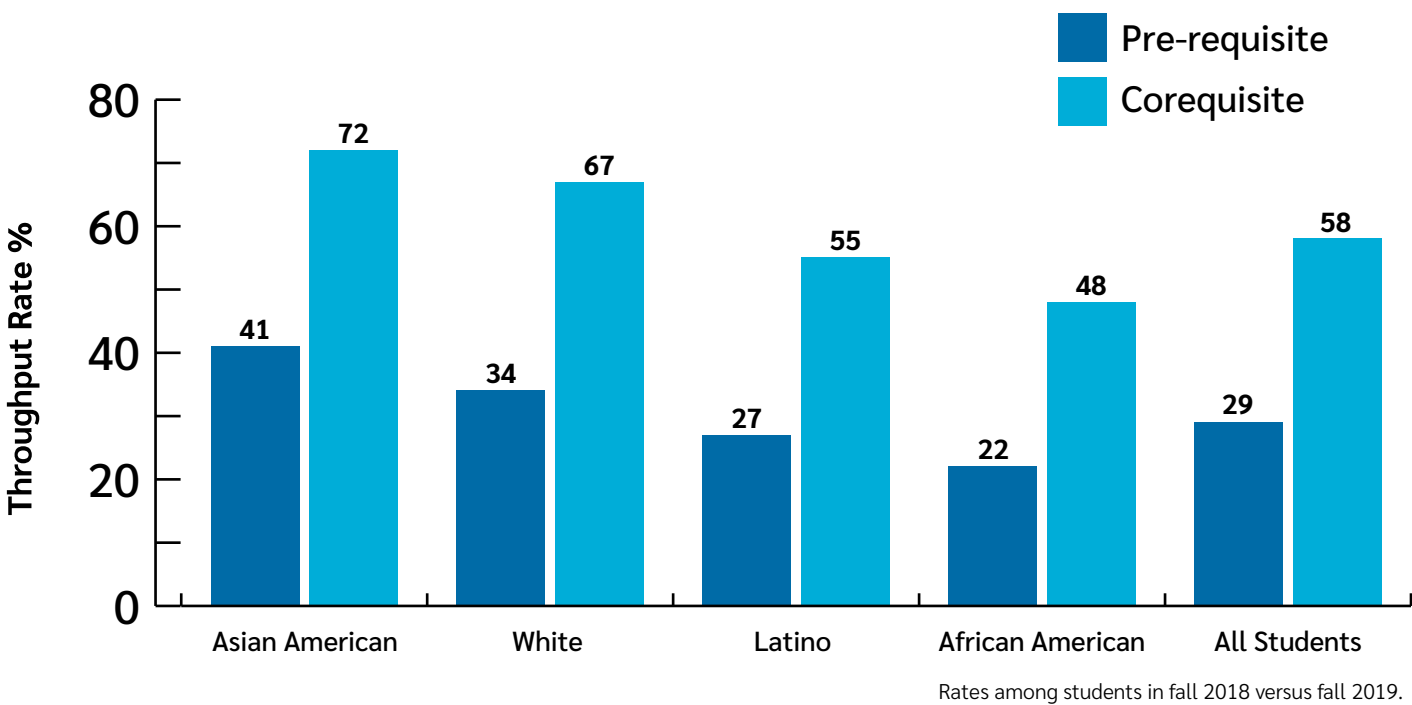


Let's investigate the current Connecticut model versus the Tennessee model:



Who is corequisite support better for?

In California, as in many states, the corequisite model has shown to be better for all students.



ACME builds on what works. ...and it works for our students.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Accreditation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Transition Specialist (CIP Code: 13.1001 OHE # 010180) leading to an Official Certificate at Central Connecticut State University.

A True Copy:

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

**ITEM**

Continued Accreditation of a program Transition Specialist, leading to an Official Certificate at Central Connecticut State University.

**BACKGROUND**

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

**PERFORMANCE INDICATORS**Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 9.3

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: .3

Difference: -9

**Note:** Because this is an encapsulated OCP (i.e., all OCP courses count towards the Transition and Inclusion Specialization within the Special Education MS), students could claim the credential but be enrolled only in the MS program. The Spring 2021 FTE for the Transition and Inclusion Specialization of the Special Education MS is 2.3, for a difference of -7 from projected for the OCP. The Transition and Inclusion Specialization is one of three specializations within the MS program. The overall FTE enrollment in the MS program is 87 in Spring 2021.

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$0

Total Expenditures apportioned to program in its Year 3: \$0

Difference: \$0

**Note:** Because this is an encapsulated OCP within a specialization of a parent program and there were no distinct enrollments within the OCP, there was no revenue nor expenses.

Learning Outcomes

Because the program enrollments have been relatively low, it has been difficult to systematically assess student learning outcomes. The initial strategy was to assess students in the OCP. However, a more fruitful strategy would be to extend assessment into the parent specialization and focus on the overlapping courses.

**PROGRAM CHANGES**

Department members received a 2020 Summer Curriculum grant and created new transition modules for use in the SPED 541 course (Person-Centered Planning and Transition). Now that students have begun to reach the SPED 527 Internship experience, the internship evaluation instrument is being implemented and suggestions for revisions to the instrument are being documented for future revision.

**ADDITIONAL INFORMATION**

The definition of Transition Specialist is: An individual who plans, coordinates, delivers, and evaluates transition education and services at the school or system level, in conjunction with other educators, families, students, and community organizations.

The purpose of the Transition Specialist Official Certificate Program (OCP) is to prepare post baccalaureate professionals to promote successful post-school employment and/or education outcomes of youth and young adults with disabilities. Transition planning is mandated by federal law for all students eligible for special education services under the Individuals with Disabilities Education Act (IDEA, 2004). The program is aligned with standards for transition specialists published by the Council for Exceptional Children (CEC).

The Transfer and Inclusion OCP is fully encapsulated within the Transition and Inclusion Specialization of the Special Education MS. In other words, all 16-18 credits of the OCP are encapsulated in the MS and include the most frequently offered courses. As such, students do not often declare themselves as enrolled in the OCP alone nor do they necessarily request conferral of the certificate if they are pursuing the MS credential.

Notably, the infrastructure to track students who are simultaneously pursuing an OCP and Master's-level program was developed last year. Students in the MS program could complete all of the requirements of the OCP without enrolling in the program or requesting its conferral.

**RECOMMENDATION**

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

05/07/2021 – BOR Academic & Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/2021	
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019		
<b>Program Characteristics</b> Name of Program: Transition Specialist Degree: Title of Award ( <i>e.g. Master of Arts</i> ) Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: ( <i>specify type and level</i> ) OCP Semester Date Program was Initiated: Fall 2018 Year 3 – 7 <sup>th</sup> Semester Date: 1/26/21 Date of First Graduation: 2018-2019 Modality of Program: x on ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: x On Campus    Off Campus    Both	<b>Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core: 16 # Credits of Electives in the Field: 0 # Credits of Other Electives: 0 # Cr Special Requirements ( <i>include internship, etc.</i> ): 0  <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ): 16 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>16</b>	
Date of BOR Approval: April 6, 2017    CIP: 13.1001 (pending)    OHE#: 10180		
<b>Institutional Contact for this Proposal:</b> John Foshay	Title: Professor and Chair of Special Education	Tel.: 860-832-2402 e-mail: foshayj@ccsu.edu

**SECTION 2: PERFORMANCE INDICATORS**

**Student Enrollment**

Projected full-time equivalent (FTE) enrollment for program's Year 3: 9.3

Actual full-time equivalent (FTE) enrollment for program's 7<sup>th</sup> Semester: .3

*Difference: -9*

**Note:** Because this is an encapsulated OCP (i.e., all OCP courses count towards the Transition and Inclusion Specialization within the Special Education MS), students could claim the credential but be enrolled only in the MS program. The Spring 2021 FTE for the Transition and Inclusion Specialization of the Special Education MS is 2.3, for a difference of -7 from projected for the OCP. The Transition and Inclusion Specialization is one of three specializations within the MS program. The overall FTE enrollment in the MS program is 87 in Spring 2021.

**Cost Effectiveness**

Total Revenue generated by program during its Year 3: \$0

Total Expenditures apportioned to program in its Year 3: \$0

*Difference: \$0*

**Note:** Because this is an encapsulated OCP within a specialization of a parent program and there were no distinct enrollments within the OCP, there was no revenue nor expenses.

**Learning Outcomes**

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

Program Learning Outcomes are:



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***APPLICATION FOR CONTINUED ACCREDITATION***

1. Students will demonstrate knowledge of foundational issues in special education and their impact on the field.
2. Students will demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies.
3. Students will demonstrate the ability to analyze multiple forms of standardized and curriculum-based assessments and use that information for a variety of educational decisions.
4. Students will demonstrate the ability to use their knowledge of general and specialized curricula to individualize learning for students with exceptional learning needs.
5. Students will demonstrate the ability to select, adopt, and use instructional strategies to promote learning and to modify learning environments for students with exceptional learning needs.
6. Students will promote professional, ethical, and collaborative practices in the field of special education.

Because the program enrollments have been relatively low, it has been difficult to systematically assess student learning outcomes. The initial strategy was to assess students in the OCP. However, a more fruitful strategy would be to extend assessment into the parent specialization and focus on the overlapping courses.

**SECTION 3: UPDATE OF PROGRAM CHANGES (if any)**

**Curricular and Other Program Changes** *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

Department members received a 2020 Summer Curriculum grant and created new transition modules for use in the SPED 541 course (Person-Centered Planning and Transition). Now that students have begun to reach the SPED 527 Internship experience, the internship evaluation instrument is being implemented and suggestions for revisions to the instrument are being documented for future revision.

**Other Narrative Background to be Considered Since Approval** *(As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)*

The purpose of the Transition Specialist Official Certificate Program (OCP) is to prepare post baccalaureate professionals to promote successful post-school employment and/or education outcomes of youth and young adults with disabilities. Transition planning is mandated by federal law for all students eligible for special education services under the Individuals with Disabilities Education Act (IDEA, 2004). Section 1400(c)(14) defines transition as a coordinated set of activities for a child with a disability that:

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The program is aligned with standards for transition specialists published by the Council for Exceptional Children (CEC). The definition of Transition Specialist is: An individual who plans, coordinates, delivers, and evaluates transition education

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### APPLICATION FOR *CONTINUED ACCREDITATION*

and services at the school or system level, in conjunction with other educators, families, students, and community organizations.

Eligible professionals for the Transition Specialist Certificate program must have an Initial or Professional Connecticut license as either a Special Education Teacher, School Guidance Counselor, School Psychologist, School Social Worker, or Rehabilitation Counselor and have two years' experience working under their respective licenses in the fields listed. Candidates who do not yet have the required years of experience may choose to apply to the program with the understanding that their eligibility for the OCP will be pending until they have worked under their license for two years. Students may be enrolled directly into the Transition Specialist Certificate Program or pursue the program as part of their current Master's program in either Special Education or Counseling.

Notably, the infrastructure to track students who are simultaneously pursuing an OCP and Master's-level program was developed last year. Students in the MS program could complete all of the requirements of the OCP without enrolling in the program or requesting its conferral.

The Transfer and Inclusion OCP is fully encapsulated within the Transition and Inclusion Specialization of the Special Education MS. In other words, all 16-18 credits of the OCP are encapsulated in the MS and include the most frequently offered courses. As such, students do not often declare themselves as enrolled in the OCP alone nor do they necessarily request conferral of the certificate if they are pursuing the MS credential.

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

n/a

#### Details of Curriculum Changes for a Licensed Program – *no changes*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>			<b>16-18</b>	<b>Other Related/Special Requirements*</b>		
SPED 503 Evidence-based Practices	2	SPED 315, 501 or permission of chair	3			
SPED 566 Legal and Admin Issues	1	Admission or permission of chair	3			
SPED 541 Person-Centered Planning and Transition	4	Admission	3			
CNSL 522 Appraisal Procedures	3	CNSL 501	3			
CNSL 585 Foundations of Career, Vocational, and Community Resources	5	SPED 541 or concurrent	3			
SPED 527 Internship	5, 6	CNSL 585	1-3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Credential</b>						

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

1. At least once per semester, we access the list of Special Education Directors available on the CSDE public website EdSight and send them an email describing the OCP as well as the basic transition course - SPED 541.
2. The Anne Ruwet Fellowship has been created and press releases have announced the opportunity between CCARC in New Britain, CT and CCSU Department of Special Education & Interventions. Given the similarities in missions of CCARC and the Transition Specialist OCP, the Fellowship opportunity may promote participation in the OCP.

**Learning Outcomes - L.O.** (Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)

There have not been any significant changes via university curriculum procedures. Changes at the course level, where results of the curriculum grant have been integrated into instruction, have occurred. Also, further refinement of the internship evaluation instrument has occurred to better align the instrument to student internship experiences.

#### SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

**Fiscal Impact** – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness  
n/a

#### Improvement Plan

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

This OCP is fully encapsulated within the Transition and Inclusion Specialization of the Special Education MS. As such, the sustainability of the OCP is tied to that of the parent program, the Special Education MS. The enrollments and conferrals of the MS Special Education have been strong.

	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Enrollment	99	155	181	164	139
Conferrals	48	58	34	41	54

The improvements in infrastructure should enable us to better track simultaneous enrollments in the parent degree program with specialization and OCP.

Students in the Transition and Inclusion Specialization of the Special Education MS and/or OCP must have obtained licensure as a Special Education Teacher, School Guidance Counselor, School Psychologist, School Social Worker, or Rehabilitation Counselor and have two years' experience working under their respective licenses in the fields listed. As such, marketing efforts can be directed towards working professionals who would benefit from a more specialized credential. We describe such efforts below.

Although the program is not producing high enrollments, because it is fully encapsulated in another degree program, expenses are low. When courses that are specific to the OCP and parent specialization such as SPED 541 (Person-Centered Planning and Transition) have lower enrollments, instructional costs are assigned on a per capita rate.

#### Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieved, what course of action is planned for improvement of teaching and learning:

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### APPLICATION FOR CONTINUED ACCREDITATION

The recent refinement of the internship assessment instrument as well as an extension of assessment protocols to courses common to the OCP and specialization will round out our assessment strategy.

#### SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Enrollments for the Transition Specialist OCP:

Transition Specialist OCP															
	Spring 2018		Fall 2018		Spring 2019		Fall 2019		Spring 2020		Fall 2020		Spring 2021		
Headcount Enrollment and FTE	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
New	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Continuing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Headcount	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Total Headcount (FT + PT)	0		0		0		1		0		0		1		
Total Credit Load	0		0		0		3		0		0		6		
FTE (Credit Load/12)	0.0		0.0		0.0		0.3		0.0		0.0		0.5		
FTE -Defined in NOTE	0.0		0.0		0.0		0.3		0.0		0.0		0.3		
NOTE: 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 students equal 20 divided by 3 equal 6.67 or 6.7 FTE. With 20 full-time students, Total FTE would equal 26.7.															

Enrollments for the Transition and Inclusion Specialization of the Special Education MS for the past five Spring semesters:

	Spring 2017		Spring 2018		Spring 2019		Spring 2020		Spring 2021	
Headcount Enrollment and FTE	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
New	1	3	0	1	0	2	1	0	0	0
Continuing	1	3	2	11	2	14	1	9	0	7
Total Headcount	2	6	2	12	2	16	2	9	0	7
Total Headcount (FT + PT)	8		14		18		11		7	
Total Credit Load	45		69		84		54		27	
FTE (Credit Load/12)	3.8		5.8		7.0		4.5		2.3	
FTE -Defined in NOTE	4.0		6.0		7.3		5.0		2.3	
NOTE: 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 students equal 20 divided by 3 equal 6.67 or 6.7 FTE. With 20 full-time students, Total FTE would equal 26.7.										

Data Source: OIRA Student Census File

Based on prior enrollments, we expect one new PT matriculation each academic year. We assume that the student will complete the program in six semesters (6 credits per semester).

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**Resources and Costs Estimates Form**  
(Whole Dollars Only)

<b>PROJECTED Program Revenue</b>	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)		\$13,047		\$13,047		\$13,047
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
<b>Total Program Revenue</b>		<b>\$13,047</b>		<b>\$13,047</b>		<b>\$13,047</b>

<b>PROJECTED Program Expenditures*</b>	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	.06	\$8,198	.06	\$8,198	.06	\$8,198
Faculty (Part-time, total for program)	.05	\$1,637	.05	\$1,637	.05	\$1,637
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
<b>Total Annual Expenditures</b>		<b>\$9,834</b>		<b>\$9,834</b>		<b>\$9,834</b>

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

*Please provide any necessary annotations below:*

Revenue estimates reflect CT resident part-time rates: \$424 per credit for tuition, \$290 per credit for the university general fee, and \$65 registration fee per semester. We assume no change in tuition over the next three years.

Instructional expense is based on prior enrollments in courses and the faculty load associated with those courses. For example, if there are 20 students in a course and 1 student is in the OCP, then the OCP incurs 1/20<sup>th</sup> the instructional expense. We assume that 75% of a full-time instructor's salary plus fringe (73.28%) is attributable to instruction. Part-time instructional costs are estimated using Lecturer-D rate (\$1,857) with 35% estimated fringe. We assume no change in instructional expense over the next three years.

Because the OCP is fully encapsulated within a specialization of a parent degree program, there are no programmatic costs other than instruction.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Special Education (CIP Code: 13.1001 / OHE# 018722), specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Special Education, specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

**BACKGROUND**

Recent events have radically changed how we work and learn. In response to this changing landscape, WCSU is proposing to change the modality of the program to completely online. This change would increase the diversity of the candidate pool beyond the saturated market of Fairfield county to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula and instructional strategies are discussed from across the nation. The online field experiences and practicum would also prepare candidates to instruct online and face to face.

**Fiscal Impact:**

None.

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

## APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –

## ***MODIFICATION OF ACCREDITED PROGRAM***

MODIFICATION OF INSTRUCTIONAL DELIVERY		
<b>Institution:</b> Western Connecticut State University	Date of Submission to CSCU Office of the Provost: March 3, 2021	
Name of Program: <b>Special Education</b> Type of Credential; <b>MSED</b> CIP Code Number <b>13.1001</b> Title of CIP Code <b>Special Education and Teaching, General</b> OHE# <b>18722</b>		
<b>ORIGINAL:</b> Modality of Program - On ground Online <b>X Combined</b> If "Combined", % of fully online courses? 42%		
<b>MODIFIED:</b> Modality of Program - On ground <b>x Online</b> Combined If "Combined", % of fully online courses?		
<b>Explanation / Justification:</b> <i>(Provide a concise rationale for the change request.)</i> Recent events have radically changed how we work and learn. In response to this changing landscape, we are proposing to change the modality of the program to completely online. This change would increase the diversity of the candidate pool beyond the saturated market of Fairfield county to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula and instructional strategies are discussed from across the nation. The online field experiences and practicum would also prepare candidates to instruct online and face to face.		
<b>Fiscal Impact:</b> The cost of delivering this program will not change. The curriculum is not changing nor is the program structure. We will only offer this program online.		
<b>Institutional Contact for this Request:</b> Dr Catherine O'Callaghan	Title: Chair of E & EPY Department	Tel.: 203-837-3267 e-mail: <a href="mailto:ocallaghanc@wcsu.edu">ocallaghanc@wcsu.edu</a>
<b>Institution's Unit Offering the Program:</b> School of Professional Studies, Education & Educational Psychology Department		



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Literacy and Language Arts (CIP Code: 13.1315 / OHE# 018721), specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Literacy and Language Arts, specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

**BACKGROUND**

Recent events have radically changed how we work and learn. In response to this changing landscape, WCSU is proposing to change the modality of the program to completely online. This change would increase the diversity of the candidate pool beyond the saturated market of Fairfield county to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula and instructional strategies are discussed from across the nation. The online field experiences and practicum would also prepare candidates to instruct online and face to face.

**Fiscal Impact:**

None.

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> March 3, 2021	
<b>Name of Program:</b> Literacy and Language Arts <b>Type of Credential:</b> MSED <b>CIP Code Number</b> 13.1315 <b>Title of CIP Code</b> Reading Teacher Education <b>OHE#</b> 18721		
<b>ORIGINAL:</b> Modality of Program -      On ground      Online <b>X Combined</b> If "Combined", % of fully online courses? <b>42%</b>		
<b>MODIFIED:</b> Modality of Program -      On ground <b>x Online</b> Combined If "Combined", % of fully online courses?		
<p><b>Explanation / Justification:</b> <i>(Provide a concise rationale for the change request.)</i></p> <p>Recent events have radically changed how we work and learn. In response to this changing landscape, we are proposing to change the modality of the program to completely online. This change would increase the diversity of the candidate pool beyond the saturated market of Fairfield county to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula and instructional strategies are discussed from across the nation. The online field experiences and practicum would also prepare candidates to instruct online and face to face.</p>		
<b>Fiscal Impact:</b> There cost of program delivery will not change. The curriculum is not changing nor is the program structure. We will only offer this program in the online format.		
<b>Institutional Contact for this Request:</b> Dr Catherine O'Callaghan	<b>Title:</b> Chair of E & EPY Department	<b>Tel.:</b> 203-837-3267 <b>e-mail:</b> <a href="mailto:ocallaghanc@wcsu.edu">ocallaghanc@wcsu.edu</a>
<b>Institution's Unit Offering the Program:</b> School of Professional Studies, Education & Educational Psychology Department		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Interdisciplinary Studies (CIP Code: 30.0000 / OHE# 018548), specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Interdisciplinary Studies, specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

**BACKGROUND**

As part of WCSU's strategic plan, we identified the need to expand our offerings for adult learners. Our recent experience of moving online has built our capacity to meet this need. The two required courses in this program are easily moved to the online format. We will then offer a series of concentrations online for students to pick from to complete their degrees. Currently, our plans include concentrations in Humanistic Studies, Communication, Health Promotion Studies, Management, and Professional Writing. These combinations allow students to grow the knowledge and skills in areas that are matched with their professional goals.

**Fiscal Impact:**

The courses selected for this program are already in a regular rotation both on ground and online. WCSU will begin to offer these options on a seat- available basis. If the online option attracts a sufficient number of new students, WCSU will consider additional staffing. No other resources are necessary.

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
<b>Institution:</b> Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 3/23/2021	
<b>Name of Program:</b> Interdisciplinary Studies <b>Type of Credential:</b> Bachelor of Arts <b>CIP Code Number:</b> 30.0000 <b>Title of CIP Code</b> Multi/Interdisciplinary Studies/General <b>OHE#</b> 18548		
<b>ORIGINAL:</b> Modality of Program - <b>X</b> On ground		
<b>MODIFIED:</b> Modality of Program - <b>X</b> Online <b>WCSU will continue to offer the on-ground version. We are adding this modality to meet the needs of our adult learners.</b>		
<b>Explanation / Justification:</b> As part of WCSU's strategic plan, we identified the need to expand our offerings for adult learners. Our recent experience of moving online has built our capacity to meet this need. The two required courses in this program are easily moved to the online format. We will then offer a series of concentrations online for students to pick from to complete their degrees. Currently, our plans include concentrations in Humanistic Studies, Communication, Health Promotion Studies, Management, and Professional Writing. These combinations allow students to grow the knowledge and skills in areas that are matched with their professional goals.		
<b>Fiscal Impact:</b> The courses selected for this program are already in a regular rotation both on ground and online. We will begin to offer these options on a seat- available basis. If we attract a sufficient number of new students who enroll in the online degree option, we will consider additional staffing. No other resources are necessary.		
<b>Institutional Contact for this Request:</b> Dr. Cigdem Usekes	<b>Title:</b> Co-Chair, Department of Philosophy and Humanistic Studies	<b>Tel.:</b> (203) 837-3294 <b>e-mail:</b> usekesc@wcsu.edu
<b>Institution's Unit:</b> Macricostas School of Arts & Sciences, Western Connecticut State University		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Communication Studies (CIP Code: 09.0101 / OHE# 000171), specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Communication Studies, specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

**BACKGROUND**

The Department of Communication & Media Arts has been offering online courses as part of their regular rotation of offerings for at least 8 years. The pandemic has allowed the department to expand these offerings so that it is now able to offer the entire degree online for those who prefer that modality. As demographic shifts change the makeup of WCSU's student body, WCSU is finding that some students need the flexibility of an online option. Adult learners have difficulty managing their work and family obligations while attending university. This option is meant to meet their needs.

**Fiscal Impact:**

WCSU does not anticipate that there will be a need for any new faculty or resources for this program at this time. WCSU has offered online sections of the core courses as part of regular scheduling practices. This modification will just make it possible for students to select online as their primary modality of instruction. If WCSU finds that this degree attracts new students in sufficient numbers to warrant it, WCSU will consider hiring additional faculty.

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee  
05/20/2021 – Board of Regents



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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: <b>Western Connecticut State University</b>	Date of Submission to CSCU Office of the Provost: <b>3/9/2021</b>	
Name of Program: <b>Communication Studies</b>		
Type of Credential: <b>Bachelor of Arts</b>		
CIP Code <b>09.0101</b>	Title of CIP Code <b>Communication Studies</b>	OHE# <b>00171</b>
<b>ORIGINAL:</b> Modality of Program - <b>X On ground</b> Online   Combined If "Combined", % of fully online courses? <b>This program has been a traditional program. However, we have offered about 12% of our courses online for several years to support our working students.</b>		
<b>MODIFIED:</b> Modality of Program - <b>X Online</b> <b>We are adding the online option. We will continue to offer the on-ground program as well.</b>		
Explanation / Justification: <i>(Provide a concise rationale for the change request.)</i> <b>The Department of Communication &amp; Media Arts has been offering online courses as part of their regular rotation of offerings for at least 8 years. The pandemic has allowed our department to expand these offerings so that we are able to offer the entire degree online for those who prefer that modality. As demographic shifts change the makeup of our student body, we are finding that some students need the flexibility of an online option. Our adult learners have difficulty managing their work and family obligations while attending university. This option is meant to meet their needs.</b>		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) <b>We do not anticipate that there will be a need for any new faculty or resources for this program at this time. We have offered online sections of our core courses as part of our regular scheduling practices. This will just make it possible for students to select online as their primary modality of instruction. If we find that this degree attracts new students in sufficient numbers to warrant it, we will consider hiring additional faculty.</b>		
Institutional Contact for this Request: <b>Dr. Katie Lever</b>	Title: <b>Chair, Department of Communication &amp; Media Arts</b>	Tel.: <b>203-837- 8872</b> e-mail: <b>Leverk@wcsu.edu</b>
<b>Institution's Unit:</b> Macricostas School of Arts and Sciences, WCSU		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Criminal Justice (CIP Code: 43.0107 / OHE# 002945), specifically modification of courses and course substitutions – leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

**ITEM**

Modification of a program – Criminal Justice, specifically modification of courses and course substitutions – leading to a C2 Certificate at Naugatuck Valley Community College.

**BACKGROUND**

A proposal for the modification of the Criminal Justice/Public Safety, A.S. program has been submitted in concurrence with proposals for the discontinuation of four degree option programs. This modification allows students to obtain a certificate in criminal justice utilizing courses offered within the Criminal Justice A.S. program. Proposed changes include courses required of the A.S. degree, and one criminal justice electives option.

**Previous Three Years Enrollment and Completion for the Program being Modified**

<b>ACTUAL Enrollment</b>	Fall Term, Year __2018__		Fall Term, Year __2019__		Fall Term, Year __2020__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	-	1	-	-	-	-
New Students	1	1	1-	-	1	1
Returning Students	1	1	1-	1	1	1
<b>ACTUAL Headcount Enrollment</b>	2	3	2	1	1	1
<b>Fall FTE accounted for by Program Majors</b>	3.9		2.4		2	
<b>Size of Credentialed Group(s) for Given Year</b>						

**Fiscal Impact:**

This program will become cost effective within the first three years. No additional resources are needed to run this program.

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> <b>March 2021</b>
<b>Most Recent NECHE Institutional Accreditation Action and Date::</b> <b>Acceptance of 5<sup>th</sup> Year Interim Report (Fall 2019) and Continued Accreditation to 2022</b>	
<b>Original Program Characteristics</b> CIP Code No. <b>430107</b> Title of CIP Code <b>Criminal Justice/Police Science</b> Name of Program: <b>Criminal Justice</b> Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) <b>Certificate C2</b> Date Program was Initiated: <b>November 1995</b> OHE#: 02945 Modality of Program:    On ground    Online    X Combined If "Combined", % of fully online courses? 0-50% possible Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: # Credits in Program Core Courses: 24 # 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): <b>24</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>24</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title * <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
<b>Modified Program Characteristics</b> Name of Program: <b>Criminal Justice</b> Degree: Title of Award (e.g. Master of Arts) Certificate <sup>1</sup> : (specify type and level) <b>Certificate C2</b> Program Initiation Date: Modality of Program: X On ground    Online    X Combined If "Combined", % of fully online courses? 0-50% possible Locality of Program: X On Campus    Off Campus    Both	<b>Modified Program Credit Distribution</b> # Credits in General Education: # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 3 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>24</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>24</b>
<b>Total Number of courses and course credits to be modified by this application:</b>	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: <b>CJ/Corrections Option</b> CIP: 430107    OHE#: 07646    Accreditation Date: 3/2006 <b>CJ/Law Enforcement Option</b> CIP: 430107    OHE#: 07647    Accreditation Date: 9/2000 <b>CJ/Forensics Option</b> CIP: 430107    OHE#: 15378    Accreditation Date: 3/2006 <b>CJ/Security Option</b> CIP: 430107    OHE#: 07648    Accreditation Date: 9/2000 Phase Out Period n/a    Date of Program Termination <b>Spring 2021</b>	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> </ul>	

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

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

- If program prepares graduates eligibility to state/professional license, please identify:

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

**Institutional Contact for this Proposal:** Earl Ormond      Title: Associate Professor/Program Coordinator  
Tel.: 203-596-8605 (work)  
203-727-0365  
e- mail: eormond@nv.edu

**Institution's Unit** (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Offering the Program: Division of Liberal Arts and Behavioral and Social Sciences – Waterbury Campus

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

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

A proposal for the modification of the Criminal Justice/Public Safety, A.S. program has been submitted, in concurrence with proposals for the discontinuation of four degree option programs. Consequently, two significant factors impact the current certificate requirements.

First, the required core courses will change, resulting in three of the current certificate courses falling into the electives category, and possibly offered less frequently. As a result, students may not have consistent access to these courses to enable them timely and certain completion. The current courses that will no longer be core requirements for the A.S. degree are: CJS 103 Intro to Security, CJS H220 Criminal Investigation, and CJS H293 CJ Cooperative Work Experience. Proposed changes include courses required of the A.S. degree, and one criminal justice electives option.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

The proposed curriculum of the Criminal Justice/certificate maintains 24 credits of core courses, which adequately prepare students for successful transfer to a four-year institution. The required criminal justice courses ensure that all graduates are exposed to and achieve competency in basic knowledge and skills related to the following topics:

- Introduction to Criminal Justice- every student will be introduced to the basic framework of the criminal justice system. As professionals in the field, they will possess a basic understanding of the overall system of which they are a part.
- Criminal Law- every student will have an understanding of the basic principles of law, types of law, elements of crime, and legal principles that create the framework for the American justice system.
- American Legal Systems or Constitutional Law- every student will be exposed to the protections guaranteed to all persons by the U.S. Constitution. As professionals within the field, many will take an oath to protect the Constitution; this program ensures that our students have a solid foundation in understanding the ways in which the Constitution limits government, and their actions as an agent of the government, should they become professionals within the criminal justice field.
- Criminology- every student will be introduced to 'theory' and the many ways in which we can understand problematic behavior. Students will enter the field of criminal justice with an awareness that social forces play a significant role in the development of social problems related to crime, and crime control.
- Ethical Issues in Criminal Justice- every student will be exposed to the importance of ethics in decision making processes. Students will be given the framework within which they can establish personal clarity, and an ethical framework upon which to build.

These five required courses ensure that our graduates possess basic knowledge that would allow them to enter a position within the field with a broad understanding of the most basic principles that can be found in most areas of criminal justice work: legal principles, cooperation or interaction with other branches of the system, the limits of the power inherent in

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

their role, the social forces at work within the communities that they serve, and the very real importance of ethics in their day to day roles.

Additionally, these courses provide the foundation for our graduates to be professionals that serve their communities. Study within these courses exposes students to the problematic history of the criminal justice system, the worthwhile ideals set forth in the Constitution, the complexities inherent in knowing what is the 'right' thing to do in a given situation, and the power of social forces at work within crime problems. Students who develop understanding and appreciation of these issues are afforded an opportunity to become professionals sensitive to the immense power of the criminal justice system to impact the safety and security of communities, as well as the power to infringe upon the liberties of our communities.

- 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?

This program continues to make use of the strengths of full-time faculty leadership in provision of core courses, on ground and online.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* No new transfer agreements will be created as a result of this program modification.

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

This modification is not duplicating an already existing program. This modification allows students to obtain a certificate in criminal justice, utilizing courses offered within the Criminal Justice A.S. program.

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

Careers within the field of criminal justice that require a college degree, in most cases, require a B.A. or B.S. Achievement of a certificate would make our students more competitive in competition for positions within those careers that require a high school diploma. Those careers include that of correctional officer, victim advocate, police officer, bailiff, border patrol agent, dispatch officer, and park ranger, to name just a few.

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

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

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

**Other Considerations**

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**Previous Three Years Enrollment and Completion for the Program being Modified**

<b>ACTUAL Enrollment</b>	Fall Term, Year <u>2018</u>		Fall Term, Year <u>2019</u>		Fall Term, Year <u>2020</u>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	8	8	9	5	1	1
New Students	28	17	27	8	11	4
Returning Students	93	131	64	104	41	67
<b>ACTUAL Headcount Enrollment</b>	129	174*	100	117	53	72
<b>Fall FTE accounted for by Program Majors</b>	187		141		78	
<b>Size of Credentialed Group(s) for Given Year</b>	303		217		125	

- Includes 18 high school students.

<b>Curriculum Details for a Program Modification</b> (to be used as appropriate for specific modification request) <sup>2</sup>						
Course Number and Name <sup>3</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CJS H101 Intro to Criminal Justice			3	CJS 101 Intro to Criminal Justice/must achieve a grade of C or better		
CJS H211 Criminal Law			3	CJS H255 Ethical Issues in Criminal Justice/ must achieve a grade of C or better		
CJS 217 American Legal Systems or CJS H210 Constitutional Law			3			
SOC H240 Criminology			3			
CJS H255 Ethical Issues in Criminal Justice			3			
CJS 102-Intro to Corrections			3			
CJS 105-Intro to Law Enforcement			3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
CJS H101 C or better-required for CJS H210				Choose any CJ course		3
<b>Total Other Credits Required to Issue Modified Credential</b>						

<sup>2</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>3</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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**APPLICATION FOR *MODIFICATION OF ACCREDITED PROGRAM***

**NEW PROGRAM Old Program (if modification)**

Course No.	Title	*Gen Ed Competency or *Program Req. or *Elective	Credits	Course No.	Title	*Gen Ed Competency or *Program Req. or *Elective	Credits
CJS 101	intro to cj	program requirement	3	CJS 101	intro to cj	program requirement	3
CJS 102	intro to corrections	program requirement	3	CJS 102	intro to corrections	program requirement	3
CJS 105	intro to law enforcement	program requirement	3	CJS 105	intro to law enforcement	program requirement	3
CJS 103	intro to security	program requirement	3	CJS 255	ethical issues in criminal justice	program requirement	3
CJS 211	criminal law	program requirement	3	CJS 211	criminal law	program requirement	3
CJS 217	american legal systems	program requirement	3	CJS 211 or CJS 210	american legal systems OR constitutional law	program requirement	3
CJS 220	criminal investigation	program requirement	3	SOC 240	criminology	program requirement	3
CJS 293	CJ Coop work experiences	program requirement	3	any listed	any CJ course	program requirement	3

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

1. Students will demonstrate the ability to explain the basic structures and functions inherent in the American Criminal Justice system.
2. Students will demonstrate the ability to identify a variety of official and non-official data sources, and explain and assess the ways in which the data is collected.
3. Identify a variety of current problems faced by law enforcement, courts, and corrections and develop specific proposals to address those problems, supported by reliable data.
4. Identify the protections guaranteed in the first, fourth, fifth, sixth, eighth, and fourteenth amendments and demonstrate an understanding of the U.S. Supreme Court's rulings that outline the specifics of those protections.
5. Identify and explain the impact of practices and events in U.S. history that have influenced the development of the American Criminal Justice system.
6. Students will demonstrate the ability to explain the various forms of law, the legal elements of crime, and successfully apply legal criteria to complex cases.
7. Students will demonstrate the ability to identify a range of ethical dilemmas faced by professionals within criminal justice careers, and develop possible actions/solutions to those problems that achieve the various goals inherent within a variety of ethical frameworks.



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**SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

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

<b>PROJECTED Program Revenue</b>	Fall 2021	Fall 2022	Fall 2023
Tuition (do not include internal transfers)	121,500	151,875	185,625
Program-Specific Fees	64,416	80,520	98,413
Other Revenue (Annotate in narrative)			
<b>Total Estimated Program Revenue</b>	<b>\$ 185,916</b>	<b>\$ 232,395</b>	<b>\$ 284,038</b>
	-	-	-

<b>PROJECTED Program Expenditures*</b>	Fall 2021	Fall 2022	Fall 2023
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)	172,684	182,181	192,200
Faculty (Part-time, total for program)	66,636	70,301	74,167
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	<b>\$239,320</b>	<b>\$ 252,482</b>	<b>\$ 266,367</b>
	-	-	-

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

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Criminal Justice/Public Safety (CIP Code: 43.0107 / OHE# 001665), specifically modification of courses and course substitutions – leading to an Associate of Science at Naugatuck Valley Community College.

A True Copy:

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

**ITEM**

Modification of a program – Criminal Justice/Public Safety, specifically modification of courses and course substitutions – leading to an Associate of Science at Naugatuck Valley Community College.

**BACKGROUND**

In Fall 2019, a criminal justice program review was completed and submitted to the Dean of Academic Affairs. In that review, under the section XII Chapter Twelve: Major Findings and Recommendations, Including Analysis of Strengths and Weaknesses, the structure of the degree program (and the various ‘options’) was noted as a major weakness, in need of modification. This application is an effort to address the noted criminal justice program weaknesses.

The current A.S. degree program includes the umbrella program/degree (which is the program modified in this application) as well as four separate options (law enforcement, corrections, forensic, security). Each of the options is being submitted for cancellation. Consequently, NVCC will then have two main degrees in criminal justice for our students: Criminal Justice/Public Safety A.S. degree (proposed here), and the CSCU Pathway Transfer A.A./A.S. degree. Students who wish to pursue courses that fit within the interests of law enforcement, corrections, or forensic science will have certificate options to formally recognize study in those areas.

This proposal for the modification of the Criminal Justice/Public Safety, A.S. program has been submitted in concurrence with proposals for the discontinuation of four degree option programs. This modification allows students to obtain a certificate in criminal justice utilizing courses offered within the Criminal Justice A.S. program.

**Previous Three Years Enrollment and Completion for the Program being Modified**

<b>ACTUAL Enrollment</b>	Fall Term, Year __2018__		Fall Term, Year __2019__		Fall Term, Year __2020__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	1	1	1	3	2	1
New Students	9	4	9	3	4	1
Returning Students	6	14	3	17	9	5
<b>ACTUAL Headcount Enrollment</b>	16	19	13	23	15	7
<b>Fall FTE accounted for by Program Majors</b>	22.5		21		22	
<b>Size of Credentialed Group(s) for Given Year</b>	25		36		22	

**Fiscal Impact:**

The modification of the Criminal Justice/Public Safety degree will result in greater cost efficiency, as the college will be less likely to run courses with low enrollment. Additionally, students in the program will have a more streamlined degree path, which may shorten their time in the program. Finally, the proposed changes may help to reduce the number of adjunct faculty hired each semester. As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Naugatuck Valley Community College      **Date of Submission to CSCU Office of the Provost:** **March 2021**

**Most Recent NECHE Institutional Accreditation Action and Date::** **Acceptance of 5<sup>th</sup> Year Interim Report (Fall 2019) and Continued Accreditation to 2022**

**Original Program Characteristics**

CIP Code No. **430107**      Title of CIP Code **Criminal Justice/Police Science**  
**Name of Program: Criminal Justice/Public Safety**  
**Degree: Title of Award (e.g. Master of Arts) Assoc. in Science**  
**Stand-Alone Certificate: (specify type and level)**  
**Date Program was Initiated:** 6/1973      **OHE#:** 01665  
**Modality of Program:** X On ground      Online X Combined  
     If "Combined", % of fully online courses? 0-50% possible  
**Locality of Program:** X On Campus      Off Campus      Both

**Original Program Credit Distribution**

# Credits in General Education:  
 # Credits in Program Core Courses: 27  
 # Credits of Electives in the Field: 0  
 # Credits of Free Electives:  
 # Cr Special Requirements (include internship, etc.): 3  
**Total # Cr in the Program (sum of all #Cr above):** 30  
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30

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

- X Significant Modification of Courses/Course Substitutions\*  
 Offering of Program at Off-Campus Location (specify new location)  
 Offering of Program Using an Alternate Modality (e.g. from on ground to online)  
 Change of Degree Title or Program Title

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

**Modified Program Characteristics**

**Name of Program: Criminal Justice/Public Safety**  
**Degree: Title of Award (e.g. Master of Arts) A.S.**  
**Certificate<sup>1</sup>: (specify type and level)**  
**Program Initiation Date:** Fall 2021  
**Modality of Program:** X On ground      Online X Combined  
     If "Combined", % of fully online courses? 0-50% possible  
**Locality of Program:** X On Campus      Off Campus      Both

**Modified Program Credit Distribution**

# Credits in General Education:  
 # Credits in Program Core Courses: 15  
 # Credits of Electives in the Field: 15  
 # Credits of Free Electives:  
 # Cr Special Requirements (include internship, etc.): 0  
**Total # Cr in the Program (sum of all #Cr above):** 30  
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30

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

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

**Program Discontinued: CJ/Corrections Option** CIP: 430107      OHE#: 07646      Accreditation Date: 3/2006

**CJ/Law Enforcement Option** CIP: 430107      OHE#: 07647      Accreditation Date: 9/2000

**CJ/Forensics Option** CIP: 430107      OHE#: 15378      Accreditation Date: 3/2006

**CJ/Security Option** CIP: 430107      OHE#: 07648      Accreditation Date: 9/2000

**Phase Out Period** Fall 2021 through Spring 2022      **Date of Program Termination** **Spring 2022**

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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Other Program Accreditation:

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

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

**Institutional Contact for this Proposal:** Earl Ormond

Title: Associate Professor/Program Coordinator

Tel.: 203-596-8605 (work)

203-727-0365

e- mail: eormond@nv.edu

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

**SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION**

*(Please Complete Sections as Applicable)*

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

In Fall 2019, a criminal justice program review was completed and submitted to the Dean of Academic Affairs. In that review, under the section *XII Chapter Twelve: Major Findings and Recommendations, Including Analysis of Strengths and Weaknesses*, the structure of the degree program (and the various 'options') was noted as a major weakness, in need of modification. This application is an effort to address the noted criminal justice program weaknesses.

In order to make clear the purpose and benefits of the proposed modification, it is helpful to consider the big picture, as it relates to students pursuing an A.S. degree in Criminal Justice at NVCC. The current A.S. degree program includes the umbrella program/degree (which is the program modified in this application) as well as four separate options (law enforcement, corrections, forensic, security). Each of the options is being submitted for cancellation. Consequently, NVCC will then have two main degree pursuits in criminal justice for our students: Criminal Justice/Public Safety A.S. degree (proposed here), and the CSCU Pathway Transfer A.A./A.S. degree. Students who wish to pursue courses that fit within the interests of law enforcement, corrections, or forensic science will have certificate options to formally recognize study in those areas.

The current degree requirements proscribe ten specific criminal justice related courses, with no room for student choice. This presents a number of challenges. Historically, students struggle with knowing just what field in criminal justice they want to pursue. Students may have chosen the C.J. umbrella degree program and taken an Intro to Corrections course (required) but a semester later realize that they would like to commit to studying law enforcement issues. The corrections course ends up 'not counting' toward the law enforcement option that they want to pursue. By allowing all students to choose a variety of criminal justice courses of their choosing, this modified degree program provides the high likelihood that students will have a more positive experience. Changing one's mind, as described in the example above will be unlikely to result in a student paying for, and committing to courses that will not directly count toward their goal of degree completion.

The other major challenge that has existed, within the existing degree program and numerous options is that of consistently offering students the courses that they need for graduation. Students who choose to pursue an option of Corrections, for example, find that the course they signed up for is often canceled due to low enrollment. Or, the course that they need to graduate is only offered in the evening and they are not able to attend evening classes. This challenge has existed for students enrolled in the umbrella program as well; the degree requires introductory classes in corrections, and security. Those courses are rarely offered as enrollment is very low in them. Consequently, course substitutions have become standard practice. The modifications proposed here should eliminate this practice, thus strengthening the reputation of the program, improving student satisfaction, reducing student stress and need for administrative support to complete their degree, and enabling students to explore topics in the field that they might not otherwise experience.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present*

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*as much factual evidence and evaluation of stated needs as possible)*

The proposed curriculum of the Criminal Justice/certificate maintains 24 credits of core courses, which adequately prepare students for successful transfer to a four-year institution as a junior. The required criminal justice courses ensure that all graduates are exposed to and achieve competency in basic knowledge and skills related to the following topics:

- Introduction to Criminal Justice- every student will be introduced to the basic framework of the criminal justice system. As professionals in the field, they will possess a basic understanding of the overall system of which they are a part.
- Criminal Law- every student will have an understanding of the basic principles of law, types of law, elements of crime, and legal principles that create the framework for the American justice system.
- American Legal Systems or Constitutional Law- every student will be exposed to the protections guaranteed to all persons by the U.S. Constitution. As professionals within the field, many will take an oath to protect the Constitution; this program ensures that our students have a solid foundation in understanding the ways in which the Constitution limits government, and their actions as an agent of the government, should they become professionals within the criminal justice field.
- Criminology- every student will be introduced to 'theory' and the many ways in which we can understand problematic behavior. Students will enter the field of criminal justice with an awareness that social forces play a significant role in the development of social problems related to crime, and crime control.
- Ethical Issues in Criminal Justice- every student will be exposed to the importance of ethics in decision making processes. Students will be given the framework within which they can establish personal clarity, and an ethical framework upon which to build.

These five required courses ensure that our graduates possess basic knowledge that would allow them to enter a position within the field with a broad understanding of the most basic principles that can be found in most areas of criminal justice work: legal principles, cooperation or interaction with other branches of the system, the limits of the power inherent in their role, the social forces at work within the communities that they serve, and the very real importance of ethics in their day to day roles.

Additionally, these courses provide the foundation for our graduates to be professionals that serve their communities. Study within these courses exposes students to the problematic history of the criminal justice system, the worthwhile ideals set forth in the Constitution, the complexities inherent in knowing what is the 'right' thing to do in a given situation, and the power of social forces at work within crime problems. Students who develop understanding and appreciation of these issues are afforded an opportunity to become professionals sensitive to the immense power of the criminal justice system to impact the safety and security of communities, as well as the power to infringe upon the liberties of our communities.

- 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?

This program continues to make use of the strengths of full-time faculty leadership in provision of core courses, on ground and online.

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

An articulation agreement is in place with Post University. No transfer agreements are currently in place within CSCU, but such articulation agreements will be pursued following the modification of the program.

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

This modification is not duplicating an already existing program. This modification allows students to tailor their A.S. degree at NVCC in such a way to achieve transfer credit at a four-year program that creates the best advantage for them. In combination with proposed certificate programs, students can pursue a program of study that suits transfer to four-year



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### APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

institutions that offer a variety of options for specialization.

Additionally, this program differs from the CSCU Pathway Transfer Criminology degree in that it allows and affirms students' choice to enroll in a maximum number of criminal justice courses. The pathway degree specifies six criminal justice courses as its basis, though students could use 6 credits of unrestricted electives to choose criminal justice courses. The NVCC Criminal Justice A.S. degree specifies ten criminal justice courses, meeting the interests and objectives of those students who do not intend to pursue a B.S./B.A. degree and will seek employment in the field upon completion of their degree at NVCC. Many students who do intend to transfer are motivated to enroll in as many criminal justice courses as are practical in pursuit of their A.S.; this degree allows them that option.

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

Careers within the field of criminal justice that require a college degree, in most cases, require a B.A. or B.S.

Achievement of an A.S. degree would make our students more competitive in competition for positions within those careers that require a high school diploma. Those careers include that of correctional officer, victim advocate, police officer, bailiff, border patrol agent, dispatch officer, and park ranger, to name just a few.

According to the US Department of Labor\*, the number of jobs within the field of policing (sworn officers as well as park rangers, border patrol) was 813,000 with an expected growth of 5% over the next ten years to 2029. The number of correctional officers and bailiff positions in 2019 was 462,300, with an expected 7% decline over the next ten years. In 2019 there were 98,300 dispatch positions, serving police, fire, and ambulance agencies; the US Department of Labor predicts a 6% increase in position over the next ten years.

<https://www.bls.gov/ooh/protective-service/police-and-detectives.htm> , <https://www.bls.gov/ooh/protective-service/correctional-officers.htm> , <https://www.bls.gov/ooh/office-and-administrative-support/police-fire-and-ambulance-dispatchers.htm>

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

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

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

**Other Considerations**

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**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM**

**Previous Three Years Enrollment and Completion for the Program being Modified**

<b>ACTUAL Enrollment</b>	Fall Term, Year __2018__		Fall Term, Year __2019__		Fall Term, Year __2020__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	1	1	1	3	2	1
New Students	9	4	9	3	4	1
Returning Students	6	14	3	17	9	5
<b>ACTUAL Headcount Enrollment</b>	16	19	13	23	15	7
<b>Fall FTE accounted for by Program Majors</b>	22.5		21		22	
<b>Size of Credentialed Group(s) for Given Year</b>	25		36		22	

**Curriculum Details for a Program Modification** (to be used as appropriate for specific modification request)<sup>2</sup>

Course Number and Name <sup>3</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
Any listed: Aesthetic Dimensions/Written Communication			3	CJS 101 Intro to Criminal Justice/must achieve a grade of C or better		
Any Listed: Continuing Learning/Info Literacy/Ethics			3	CJS H255 Ethical Issues in Criminal Justice/ must achieve a grade of C or better		
Any Listed: Historical knowledge			3			
Oral Communication: COM H100 or COM H 173		Placement into ENG 101	3			
Quantitative Learning MAT 167		Placement testing	3			
Scientific Knowledge BIO 105 Intro to Biology BIO 115 Human Biology, or BIO 121 General Bio I			4			
Any Listed Scientific Reasoning			3 or 4			
Social Phenomena SOC 101		Placement into ENG 101	3			
Written Communication/Critical Analysis/Logical Thinking ENG 101		Placement testing	3			

<sup>2</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>3</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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Written Communication ENG 102			3		
CJS H101 Intro to Criminal Justice			3		
CJS H211 Criminal Law			3		
CJS 2H17 American Legal Systems or CJS H210 Constitutional Law		CJ 210 requires C or better in CJ 101	3		
SOC H240 Criminology		SOC 101 grade of C or better	3		
CJS H255 Ethical Issues in Criminal Justice			3		
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>	
Placement testing required for-ENG H101				Choose 5 additional CJS courses	15
Placement testing required for-MATH H167				*recommended CJ 102 & 105	
ENG H101 C or better-required for ENG H102					
ENG H101 placement-required for SOC H101					
ENG 101 placement-required for COM H100					
CJS H101 C or better-required for CJS H210					
<b>Total Other Credits Required to Issue Modified Credential</b>					

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

Students will demonstrate the following:

1. Knowledge of the basic structures, functions, and legal bases inherent in the American Criminal Justice system, and an understanding of the historical events that have impacted the development of this system.
2. The ability to access and effectively use a variety of data sources of use in identifying/defining, understanding, and developing possible solutions to issues relevant to the field of criminal justice.
3. The ability to identify the protections guaranteed in the first, fourth, fifth, sixth, eighth, and fourteenth amendments and demonstrate an understanding of the U.S. Supreme Court's rulings that outline the specifics of those protections.
4. The ability to communicate the range of ethical dilemmas faced by professionals within criminal justice careers, and develop possible actions/solutions to those problems that achieve the various goals inherent within a variety of ethical frameworks.
5. An understanding of the sociological factors that impact our perspective of crime, the creation of law, violation of law and social norms, and the social response to law violation.

The previous program outcomes, as listed in the 2020/2021 catalog are as follows:

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

1. Given a set of circumstances and occurrences, present a well written investigative report and any accompanying documents.
2. Explain the basic structure and functions of the American Criminal Justice System.
3. Explain the structure of the Federal and State court systems.
4. Identify the functions and services of private security.

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5. Explain the computer crime problem.
6. Explain the development of probation, parole and community supervision.
7. Explain the development of the corrections system in the United States.
8. Explain what effects the social conditions in the United States have upon the criminal justice system.
9. Read and explain relevant literature in the field of Criminal Justice.
10. Demonstrate the various methods of taking written statements and confessions.
11. Define the term investigation and the objectives of a criminal investigation.
12. State the psychological theories that may explain criminal behavior.
13. Identify the major sociological theories of criminal behavior.
14. Describe and evaluate the ways in which data are collected on crimes, criminals, and victims.
15. Present oral reports before a group.
16. Explain some of the basic issues and problems in policing, the courts, and corrections in America today.
17. Explain the Bill of Rights and those specific rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments.
18. Explain the contributions of both the classical and positivist schools of criminology.
19. Show how events in early American history influenced the development of the American Criminal Justice System.
20. Explain what bearing state and local political issues have on the Criminal Justice System.
21. Explain the concept of criminal law, including its purpose as an agent of social control.
22. Define and explain the elements which identify the offenses of: assault, sex crimes, burglary, arson, larceny, robbery and homicide.
23. Explain how state and local law enforcement agencies originated in the United States and how they currently function.
24. Identify the areas that establish a police officer's authority for arrest.
25. Demonstrate work skills relevant to a criminal justice agency.
26. Integrate the theoretical and practical application of the Criminal Justice Program.

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*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM*

**SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

The modification of the Criminal Justice/Public Safety degree, in concert with the discontinuation of several certificates, will result in greater cost efficiency, as the college will be less likely to run courses with low enrollment. Additionally, students in the program will have a more streamlined degree path, which may shorten their time in the program. Finally, the proposed changes may help to reduce the number of adjunct faculty hired each semester. As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

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

<b>PROJECTED Program Revenue</b>	Fall 2021	Fall 2022	Fall 2023
Tuition (do not include internal transfers)	121,500	151,875	185,625
Program-Specific Fees	64,416	80,520	98,413
Other Revenue (Annotate in narrative)			
<b>Total Estimated Program Revenue</b>	<b>\$ 185,916</b>	<b>\$ 232,395</b>	<b>\$ 284,038</b>
	-	-	-

<b>PROJECTED Program Expenditures*</b>	Fall 2021	Fall 2022	Fall 2023
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)	172,684	182,181	192,200
Faculty (Part-time, total for program)	66,636	70,301	74,167
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
	<b>\$239,320</b>	<b>\$ 252,482</b>	<b>\$ 266,367</b>
<b>Total Estimated Program Expenditures</b>	-	-	-

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

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***APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM***

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Human Services / Pre-Social Work (CIP Code: 44.0000 / OHE# 001658), specifically a name change to Human Services – leading to an Associate of Science at Naugatuck Valley Community College.

A True Copy:

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

**ITEM**

Modification of a program – Human Services / Pre-Social Work, specifically a name change to Human Services – leading to an Associate of Science at Naugatuck Valley Community College.

**BACKGROUND**

The original title, Human Services was changed with approval from the NASW, to Human Services/Pre-Social Work, so students would know that it transferred to the CT University BSW programs. The title change back to Human Services is necessary because the Human Services / Pre-Social Work Program is no longer the best transfer option for students planning to transfer to the CT University BSW programs. NVCC currently offers the CCSU Transfer Social Work Studies Degree. There will be no impact upon the institution, its mission, or the students.

**Fiscal Impact:**

None.

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – 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		
<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> March 2021	
<b>Characteristics of Current Academic Program</b> Name of Program: Human Services/Pre-Social Work Type of Offering (e.g. Grad Certificate, Minor, Option) <b>AS</b> Modality of Program: X On ground      Online      Combined If "Combined", % of fully online courses? Locality of Program: X On Campus      Off Campus      Both	<b>Credit Distribution of the Program</b> # Credits in General Education: 31 # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 3 # Credits of Electives: # Cr Special Requirements (e.g. internship): 3 Total # Cr the Institution Requires to Award the Credential 61	
CIP Code No. 440000      Title of CIP Code Human Services, General	OHE# 01658	
Institution's Unit (e.g. School of Business) Liberal Arts & Behavioral Sciences and Location (e.g. main campus) offering the Program: Main campus		
<b>Proposed New Name of Program:</b> Human Services		
<b>Proposed Date Name Change Becomes Effective:</b> 09/2021		
<b>Explanation / Justification</b> (Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.) The original title, Human Services was changed with approval from the NASW , to Human Services/Pre-Social Work, so students would know that it transferred to the CT University BSW programs. The title change back to Human Services is necessary because the Human Services/Pre-Social Work Program is no longer the best transfer option for students planning to transfer to the CT University BSW programs. NVCC currently offers the CCSU Transfer Social Work Studies Degree. There will be no impact upon the institution, its mission, or the students.		
<b>Programmatic Changes</b> (If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) NA		
<b>Cost and Availability of Adequate Resources</b> (If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change) NA		
<b>Institutional Contact for this Proposal:</b> Kathleen LeBlanc	Title: Program Coordinator & Professor	Tel.: 203-848-7910 e-mail: kleblanc@nv.edu

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Digital Media Production (CIP Code: 09.0702 / OHE# 003045), specifically modification of courses and options and a name change to New Media Production – leading to an Associate of Science at Middlesex Community College.

A True Copy:

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

**ITEM**

Modification of a program – Digital Media Production, specifically modification of courses and options and a name change to New Media Production – leading to an Associate of Science at Middlesex Community College.

**BACKGROUND**

DECD, CTDOL and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. Since 2008, over \$3 million has been directed to MxCC media programs from the U.S. Department of Labor and the Connecticut Department of Economic and Community Development.

In Fall 2017, the Broadcast-Cinema and Multimedia A.S. programs were replaced with the current Digital Media Production A.A.S. program with its seven areas of specialization. We are requesting these program modifications after four years of experience with this program format, and taking into account recent industry changes and modifications to curriculum requirements under the Board of Regents such as the new General Education core and move to a unified statewide Catalog taking effect in 2023.

**Name Change: From Digital Media Production to New Media Production**

- New Media Production: A More Accurate and Progressive Name. Media industries are moving away from traditional media that serves a mass audience tied to specific platforms (television, newspaper, film) to new media that is tailored to the user, allowing them to consume media on any device at any time of their choosing. This requires updated skills and new instructional approaches that give our graduates an advantage when looking for employment.
- Consistent Branding and Integration. The name change reflects the program's integration with both the Center for New Media and Center for New Media Productions. This allows for more consistent branding across programs and services.
- Avoids Confusion with other similarly named programs in the Community College System. There are multiple digital media programs at other CSCCs. The new name will avoid confusion with other programs in the community college system and better reflects the type of advanced education students will experience at MxCC.
- The Word Digital is No Longer Necessary. Except areas outside of digital marketing, all media is created and distributed digitally, often over new media networks and platforms. Though some print media are still distributed on paper, the writing, layout and printing presses are digital. Newspapers, magazines and books are expected to be entirely digital by the end of the decade due to cost, convenience and environmental concerns.

**Remain Competitive by offering more specialized and advanced courses**

New Media Production graduates need to be competitive with graduates of baccalaureate programs, requiring advanced specialized courses within the associate degree. Fitting these

courses within the 60-credit requirement has always been a challenge. The new General Education requirements of 21 credits, recommended Core Program Requirements of 24 credits, and 15 credits of specialized directed electives has allowed the program to increase the number of specialized courses from 6 credits of directed electives to 15 by moving some courses to the General Education and Program Core. The program is adding advanced courses in 3D animation, motion graphics, analytics, web design, and internet marketing. Other courses are being developed. Once graduates attain an entry-level position, because of having these advanced and specialized skills, they should advance quickly in their chosen career path.

#### Applying for Unique Program Status

An application for Unique Program status is being prepared for submission upon approval of this program modification. A unique program calls for a unique name. Our justification for unique status is that Middlesex differentiates itself from other media programs by the following:

- The curriculum offers areas of specialization targeted to meet the needs of Connecticut's Media Industries.
- The program design uses 7 embedded certificates within an associate's degree allowing students to be dual credentialed and delve more deeply into their area of specialization.
- The \$2.5 million Center for New Media facilities, equipment and support staff is unique among CSCCs
- Students have access to integrated experiential learning opportunities right on campus with Center New Media Productions

#### **Previous Three Years Enrollment and Completion for the Program being Modified**

<b>ACTUAL Enrollment</b>	Fall Term, Year 2018		Fall Term, Year 2019		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	5	3	6	1	4	6
New Students	20	7	14	9	24	7
Returning Students	11	27	23	23	22	25
<b>ACTUAL Headcount Enrollment</b>	36	37	43	33	50	38
<b>Fall FTE accounted for by Program Majors</b>	48		53		61	
<b>Size of Credentialed Group(s) for Given Year</b>	8 (2017-18)		20 (2018-19)		27 (2019-20)	

#### **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.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> March 2014	
<b>Original Program Characteristics</b> CIP Code No. 09.0702    Title of CIP Code Digital Communication & Media/Multimedia Name of Program: Digital Media Production Degree: Title of Award (e.g. Master of Arts) Associate of Applied Science Stand-Alone Certificate: (specify type and level) Date Program was Initiated: August 2017    OHE#: 003045 Modality of Program:    On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 24% Locality of Program: <input checked="" type="checkbox"/> On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 24 (9 credits are core courses listed under Gen Ed) # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 24 # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): 6 <u>Total # Cr in the Program (sum of all #Cr above): 60/61*</u> (*based on science class w/lab – 4 credits) From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) <input checked="" type="checkbox"/> Offering of Program Using an Alternate Modality (e.g. from on ground to online) <input checked="" type="checkbox"/> Change of Degree Title or Program Title * <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
<b>Modified Program Characteristics</b> Name of Program: New Media Production Degree: Title of Award (e.g. Master of Arts) Associate of Applied Science Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Fall 2022 Modality of Program: On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 24% Locality of Program: <input checked="" type="checkbox"/> On Campus    Off Campus    Both	<b>Modified Program Credit Distribution</b> # Credits in General Education: 21 # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 6 # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): 6 <u>Total # Cr in the Program (sum of all #Cr above): 60</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
<b>Total Number of courses and course credits to be modified by this application:</b> 10/30 credits	
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	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	

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

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

**Institutional Contact for this Proposal:** Rich Lenoce Title: Program Coordinator/Professor of New Media Production  
Tel.: 860.343.5796 e- mail: rlenoce@mxcc.edu

**Institution's Unit** (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Humanities & Creative Arts  
Area of Study

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

**Background and Rationale** *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program) Changes and justification.*

MxCC's academic programs in communication and media started in 1973 with an occupationally focused program to train people in the "new" Cable Television industry. In 1986, the program became the Broadcast Communications program and later the Broadcast-Cinema Program. In 1996, our Multimedia program became the first digital program in the Eastern United States. A 2-year \$400,000 Film Industry Training Program grant was awarded to MxCC by DECD in 2009. The funds were used to train participants as part of a legislative initiative to attract film and television production to Connecticut with a trained workforce and new tax credits. The success of that program led to a \$2.5 million Trade Adjustment Assistance Community College Training (TAACCT) Grant from the U.S. Department of Labor in 2012 to meet the workforce needs of the state's growing media industry. To meet that goal, the grant funded:

- Construction of the Center for New Media, the most advanced community college media facility in the Northeast.
- Development and implementation of the Digital Media Production curriculum, offering pathways directly to work through an innovative dual credentialed associate's degree in applied science with 7 embedded certificates
- Expansion of experiential learning opportunities through Center for New Media Productions, a unit at Middlesex Community College that offers professional-level media production services to external clients on an income-generating basis.
- Support services designed for underserved populations, veterans and individuals desiring retraining for jobs lost from North American Trade Agreements.

In Fall 2017, the Broadcast-Cinema and Multimedia A.S. programs were replaced with the current Digital Media Production A.A.S. program with its seven areas of specialization. We are requesting these program modifications after four years of experience with this program format, and taking into account recent industry changes and modifications to curriculum requirements under the Board of Regents such as the new General Education core and move to a unified statewide Catalog taking effect in 2023.

### 1. Name Change: From Digital Media Production to New Media Production

- **New Media Production: A More Accurate and Progressive Name.** Media industries are moving away from traditional media that serves a mass audience tied to specific platforms (television, newspaper, film) to *new media* that is tailored to the user, allowing them to consume media on any device at any time of their choosing. This requires updated skills and new instructional approaches that give our graduates an advantage when looking for employment.
- **Consistent Branding and Integration.** The name change reflects the program's integration with both the Center for New Media and Center for New Media Productions. This allows for more consistent branding across programs and services.
- **Avoids Confusion with other similarly named programs in the Community College System.** There are multiple digital media programs at other CSCCs. The new name will avoid confusion with other programs in the community college system and better reflects the type of advanced education students will experience at MxCC.
- **The Word Digital is No Longer Necessary.** Except areas outside of digital marketing, all media is created and distributed digitally, often over new media networks and platforms. Though some print media are still distributed on paper, the writing, layout and printing presses are digital. Newspapers, magazines and books are expected to be entirely digital by the end of the decade due to cost, convenience and environmental concerns.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### *APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM*

2. **Remain Competitive by offering more specialized and advanced courses.** New Media Production graduates need to be competitive with graduates of baccalaureate programs, requiring advanced specialized courses within the associate degree. Fitting these courses within the 60-credit requirement has always been a challenge. The new General Education requirements of 21 credits, recommended Core Program Requirements of 24 credits, and 15 credits of specialized directed electives has allowed the program to increase the number of specialized courses from 6 credits of directed electives to 15 by moving some courses to the General Education and Program Core. The program is adding advanced courses in 3D animation, motion graphics, analytics, web design, and internet marketing. Other courses are being developed. Once graduates attain an entry-level position, because of having these advanced and specialized skills, they should advance quickly in their chosen career path.
3. **Applying for Unique Program Status.** An application for Unique Program status is being prepared for submission upon approval of this program modification. A unique program calls for a unique name. Our justification for unique status is that Middlesex differentiates itself from other media programs by the following.
  - The curriculum offers areas of specialization targeted to meet the needs of Connecticut's Media Industries.
  - The program design uses 7 embedded certificates within an associate's degree allowing students to be dual credentialed and delve more deeply into their area of specialization. The specializations are Audio & Music Production, Corporate Media, Digital Marketing, Multimedia, News & Sports, and Web Design & Development
  - The \$2.5 million Center for New Media facilities, equipment and support staff is unique among CSCCs
  - Students have access to integrated experiential learning opportunities with Center New Media Productions

#### **Online Offerings**

Middlesex Community College's media program offers 11 Communications and Digital Arts courses online. The following are courses currently offered online.

- COM\*111 Scriptwriting
- COM\*120 Social Media
- DGA/COM\*125 New Media Production
- COM\*154 Film Study and Appreciation
- COM\*201 Public Relations
- COM\*203 Media Literacy
- DGA\*241 Internet Web Design

Program faculty learned during the pandemic that some courses actually work better online. These courses will continue to be offered online.

- COM\*104 Careers in Media (Soon to be replaced with CSC\*101)
- COM\*173 Public Speaking
- XXX\*264 Advanced Video Editing
- XXX\*101 Digital Media Foundations

The Advanced Video Editing class is a good example of a course that offers several online advantages over its on-ground counterpart. Using the synchronous LRON format, the instructor has been able to bring Hollywood editors working in film and television into the class to show their work, give demonstrations and assist in critiquing student projects. The instructor, students and guests can each share their screens making for a much richer class than can be done on-ground.

The faculty is looking to offer one of the programs entirely online post-COVID. This could likely be Multimedia, Web Design & Development or Digital Marketing



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As applicable, please describe:

1. **How does the program address CT workforce needs and/or the wellbeing of CT society/communities?**  
*(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

DECD, CTDOL and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. Since 2008, over \$3 million has been directed to MxCC media programs from the U.S. Department of Labor and the Connecticut Department of Economic and Community Development.

In 2015, the NMSCI TAACT grant funded a \$40,000 study performed by the media and advertising agency Mason. Inc. to

1. Identify the media production workforce needs of the state
2. Recommend a curriculum model to best support the growing need for media positions,
3. Detail the facility and equipment requirements necessary to support related workforce development training and education.

Some of the results show how the program can meet the workforce and community needs of Connecticut.

- CTDOL estimates an 11.7% growth trajectory in media jobs until 2026
- CTDOL estimated 420 new annual jobs and 1,322 total annual job openings in the occupational group of arts, design, entertainment, sports, and media.
- In Connecticut the mean annual earnings for media producers in 2020 is \$84,900, (Bureau of Labor Statistics)
- Media occupations considered "High Growth" include graphic designers, producers/directors, audio-video technicians, broadcast/film sound engineering technicians, camera operators, and film/video editors.
- Major employers such as ESPN, WWE, YES, NBC Sports, Sonalyst Corporation, and Blue Sky Animation, and 12 "market 30" affiliate TV stations collectively represent over 10,000 jobs and confirm a growing demand for and an existing shortage of workers with new media skills.
- Point-in-time job openings through job boards and exchanges show more than 150 current openings for a wide range of positions involving new media production competencies across a broad range of occupations and industry sectors.
- Media employers with the largest number of job openings include ESPN, NBC Universal; Blue Sky Studios, WWE, NESN YES, network broadcast affiliate stations (WTNH, WFSB, WVIT, etc.) and cable stations (CT-N, News12, etc.). There are also thousands of jobs in small production companies supporting these large media businesses.
- There are hundreds of media production, social media and new media jobs inside traditional companies, educational institutions and state agencies such as United Technologies, Eversource, Aetna, Travelers, UConn, Yale University.
- Freelance and contract workers support films and television programs that are taking advantage of the state digital media tax credits. Several documentaries, Christmas films for Hallmark and Lifetime channels and TV shows such as 90 Day Fiancé, Wheel of Fortune, Maury, The People's Court film in Connecticut.
- New media businesses are growing throughout CT. For example, the I-91 corridor has several specialized 3D animation companies supporting the biotechnology and pharmaceutical industries and medical schools.
- Nearly all job openings occur within 75 miles of the MxCC campus, 60% occurring within 20 miles of MxCC.
- State of Connecticut tax credits continue to support job growth in the digital media industry, including game development, digital video, web development, and digital animation.
- Sector representatives that include members of the MxCC advisory board confirm an immediate need for workers who possess advanced skills related to technology, critical thinking, complex problem solving, and creative production skills.
- Nationally acclaimed MxCC Center for New Media Productions further stimulates demand for new media products and services and seeds relationships for internships and job placements by completing project-based assignments for diverse employers across the state.



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#### 2. 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?

In 2012-2016, using USDOL funds, MxCC and BOR constructed the college's Center for New Media, the most advanced media production facility at a community college in the Northeast. This \$2.5 million professional production environment consists of the following:

- 50-person digital screening room/large classroom for the viewing of digital media with big screen projection, 7.1 surround sound, advanced presentation systems, and video conferencing to bring professionals into the classroom
- 2 Digital Media Production Classrooms with the latest media production hardware and software including a modern and fast network infrastructure allowing for efficient media and file transfer, collaboration and real-world workflow.
- A collaborative media production classroom fosters creative collaboration, duplicating the work spaces and work flow found at broadcast TV stations, news rooms and media production companies.
- Web-streaming radio and podcast studios, with direct access to broadcast radio partner WLIS-WMRD in Middletown.
- A Video Control Room designed with the assistance of ESPN's director of Technical Operations to duplicate physically and technically a television network control room and allowing for a 100% digital workflow. With over \$1 million in equipment, it is high definition and state of the art.
- A 35' X 35' high-definition television studio capable of teaching 5 studio courses concurrently in a single semester. It features robotic cameras, green screen, virtual set technology, LED studio lighting and set storage
- A music recording studio equivalent to those found in New York, Nashville or Los Angeles.
- 80+ digital media workstations for student learning and support tied together with media servers and a fast internal network. Additional workstations are spread around campus and at MxCC's Meriden campus.
- The Center for New Media is staffed by a Director/Program Coordinator, a Media Operations Specialist, full-time Media Producer coordinating Center for New Media Productions, two Educational Assistants and Student Workers

In addition to MxCC's facilities, full-time faculty are experienced media professionals with professional credentials and recognition through awards such as Emmy and Tele Awards.

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Richard Lenoce, Professor	M.S., Southern Connecticut State University B.S. Ithaca College	Instructional Technology Television-Radio	Director Center for New Media. Coordinator, Digital Media Production,
John Shafer, Professor	M.F.A., Syracuse University B.A., University of Southern California	Film, Humanities Emmy Award Winner, Cinematography-CPTV	Communications Studies TAP Coordinator
Richard Eriksen, Professor	M.L.S., Wesleyan University B.S., Boston University	Liberal Studies, Broadcast – Film. Emmy Award- Animation-ESPN	Coordinates Digital Arts Multimedia and New Media Courses
Susan Lugli, Professor	M.B.A. Southern New Hampshire University B.S. Marketing, University of Bridgeport	Extensive Marketing Experience	Coordinator, Business Programs (Accounting, Business Admin. Marketing). Oversees Digital Marketing Certificate
Dan Nocera	M.L.S., Wesleyan University B.S., Ithaca College	Liberal Studies Television, Radio & Film, 8-time Tele Award Winner	Coordinator, Center for New Media Productions

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ESPN, WFSB, A-Squared Digital studios and other major employers are represented on the advisory board. Additionally, through the USDOL NMSCI TAACCT grant, MxCC developed a large team of industry partners. These industry partners mentor and speak to incoming freshman, provide portfolio reviews and internships prior to graduation, as well as post graduate job placement.

One identified strength at MxCC is that media students are involved in real-world experiences throughout their education. Course projects are designed to involve community collaboration. One recent project included students creating over 30 Interactive Digital Displays for the newly constructed Meigs Point Nature Center in Madison. All students are required to participate in one external internship but have the opportunity to participate in up to three internships including one practicum with the Center for New Media Productions (CNMP). CNMP provides companies and state agency with high-end media production services. This service is managed full-time by an in-house media producer. CNMP gives students an experiential learning opportunity they would not normally get through a traditional internship. The service and corresponding class (COM\*293) is run like a production company with advanced students taking lead positions on productions, something they would not get an opportunity to do at a traditional internship. These productions have earned 8 Tele-Awards, the business media equivalent of the Emmy Awards.

Another strength is MxCC's growing partnership with nearby Wesleyan University, a highly selective liberal arts college with its highly-regarded Center for Film Studies. Recent collaborations include:

- Students and staff in the Center for New Media Productions worked with student leaders and staff at Wesleyan to create a series of TedX Talks featuring author Smiley Poswolsky, Wesleyan '05; Alex Bergstein '88, CT State Senator, D-Greenwich; Dr. Robin Cook '62, P'22, medical thriller novelist; Jahana Hayes, U.S. Congresswoman, CT-5; Mitali Thakor, assistant professor of science in society; Dr. Laman Gray Jr. '63, P'92, '99, cardiac research pioneer and mentor; and Dylan Shumway '20, the 2019 TEDxWesleyanU student speaker winner. (see <https://newsletter.blogs.wesleyan.edu/2019/04/30/7-prominent-speakers-share-ideas-at-2nd-annual-tedxwesleyanu/>)
- Combined courses in film production and acting for the camera, cross-listed by both Wesleyan and MxCC, featuring Wesleyan instructor and actor Corey Sorenson and MxCC Center for New Media Productions coordinator Dan Nocera. Students from both colleges produced several short films that were exhibited at the end of the semester (fall 2019).

A third strength, and certainly a unique asset in the CSCC system, is the Center for New Media Productions unit. Headed by coordinator Dan Nocera, CNM Productions offers award-winning professional production services to external clients on a fee-for-service basis. These fees generate over \$200,000 per year in income to MxCC. CNM Productions employs part-time producers, technical staff, and talent; and serves as a training ground for MxCC students and interns from other CScU colleges and universities.

External clients consist mostly of other State agencies including the Department of Economic & Community Development, the Department of Labor, the Department of Energy and Environmental Protection, the Office of Early Childhood, and the State Judicial Branch. CNM Productions has been extensively involved in media production projects supporting major grant programs in the CScU system including the Connecticut Advanced Manufacturing Initiative, the Health & Life Sciences Consortium, Gear-Up, the Connecticut Statewide Healthcare Industry Pathways Project and the National Advanced Manufacturing Apprenticeship Project. Center for New Media staff and MxCC CEO Dr. Steven Minkler are in active discussions with leadership of the new Connecticut State Community College to scale up the services of the Center to serve as the in-house production unit responsible for creating communication media pieces for both external and internal audiences (commercials, websites, video newsletters, instructional media, etc.).

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

Graduates of Digital Media programs at Middlesex Community College have a high transfer rate into the baccalaureate programs at several state and public colleges in Connecticut. Currently, there is a Communication TAP agreement to the state universities. MxCC currently has 35 students enrolled in that program.

Over the years, the department has worked closely with Eastern Connecticut State University's New Media programs with ECSU providing the most compatible transfer pathway for our graduates. ECSU has similar broadcast facilities, advanced technology and a like-minded faculty culled from the workforce making the transition from MxCC to ECSU very smooth for students. The schools consult when program changes are made the curriculum. A faculty member from ECSU's New Media Programs sits on our advisory board and works with students on transfer.

In 2019, the MxCC faculty met with the Central Connecticut State University's President, Administrators, Communication and Digital Media faculty to develop a dual enrollment agreement, allowing MxCC students to be co-enrolled in CSCU's Communications/Media Production degree and have their MxCC courses directly applied to a transcript at CCSU. Upon completion of an associate's degree, students would take the remainder of their courses at CCSU to attain their bachelor's degree. No transfer would be necessary as MxCC students would already be enrolled at CCSU and have completed two years of dual enrolled courses. CCSU agreed to have one faculty member teach a dual enrollment course at MxCC that would have both MxCC and CSCU students enrolled. That professor would hold office hours at MxCC for advising. COVID put negotiations on hold until on-ground studio classes could be held again and academic officers could focus on resolving technical and procedural issues with the Banner enrollment system to dual enroll students. Once these changes to the program are accepted, we will revisit and complete the agreement.

Articulation agreements also exist for the University of Hartford and Quinnipiac University.

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

The following degree and certificate programs represent all of the communication, media production, media studies, graphic design and related areas of study listed on the CSCU website. Some of these are hands-on media production programs, some are not, while others have media production as a component of the program.

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**Central Connecticut State University**

Communication, B.S.  
 Graphic Design, BA  
 Journalism, BA  
 Media Studies, BA  
 Strategic Communication, BA  
     -Public Relations  
     -Organizational Communication  
     -Multimedia Production  
     -Digital Filmmaking  
     -Video/TV Production

**Eastern Connecticut State University**

Communication, B.S.  
     -Television  
     -Radio and Audio Production  
     -Journalism  
     -Photography  
     -Media Writing  
     -Advertising  
     -Public Relations  
 New Media Studies, B.A.  
     -Communication  
     -English  
     -Media Computation  
     -Performing Media  
     -Visual Arts  
 Visual Arts/Digital Arts and Design

**Southern Connecticut State University**

Art, Studio, B.A., B.S.  
     - Graphic Design  
 Communication, B.S.  
     - Advertising and Promotions  
     - Video Production  
 Journalism, B.A.  
 Media Studies, B.A.

**Western Connecticut State University**

Communication (Communication Studies), B.A.  
 Media Arts (Media Production & Studies), B.A.  
 Music (Audio and Music Production), B.A.

**Asnuntuck Community College**

Communications, A.S.  
 Communications: Broadcasting option, A.S.  
 Communications: Journalism option, A.S.  
 CSCU Pathway Transfer Degree:  
 Communication Studies  
 Web Designer, Certificate

**Capital Community College**

Communication Media, A.S.  
 CSCU Pathway Transfer Degree:  
 Communication Studies  
 Computer and Information Systems: Web  
 Publishing Option, A.S.  
 Computer and Information Systems: Web  
 Publishing, Certificate

**Gateway Community College**

Art - Graphic Design Option, A.S.  
 CSCU Pathway Transfer Degree:  
 Communication Studies  
 Web Design, Certificate

**Housatonic Community College**

Communication Studies, A.A.  
 Graphic Design, A.S.  
 Graphic Design: Multimedia Option, A.S.  
 CSCU Pathway Transfer Degree:  
 Communication Studies  
 Graphic Design, Certificate  
 Web Design - Graphic Foundation, Certificate  
 Web Design Technology, Certificate

**Manchester Community College**

Communication, A.S.  
 Communication - Journalism Option, A.S.  
 Computer Game Design, A.S.  
 Electronic Publishing, A.S.  
 Graphic Design, A.S.  
 Visual Fine Arts - Photography Option, A.A.  
 CSCU Pathway Transfer Degree:  
 Communication Studies  
 Media Technology, Certificate  
 Web Technology, Certificate

**Naugatuck Valley Community College**

Digital Arts Technology - Audio/Video Option,  
 A.S.  
 Digital Arts Technology - Graphics & Animation  
 Option, A.S.  
 Digital Arts Technology - Multimedia/Web  
 Option, A.S.  
 Audio Video Production, Certificate  
 Electronic Music and Audio Production,  
 Certificate  
 Graphics and Animation, Certificate  
 Multimedia/Web Authoring, Certificate

**Northwestern Community College**

Digital Publishing, A.S.  
 Fine Arts: Digital Media Option, A.S.  
 Fine Arts: Graphic Communication Design  
 Option, A.S.  
 Fine Arts: Photography Option, A.S.  
 Graphic Design, Certificate  
 Web Master & Internet Design, Certificate

**Norwalk Community College**

Communication Arts  
 Communication Arts-Journalism  
 Communication Arts-Media Studies  
 Communication Arts-TV Production  
 Design for the Web, A.S.  
 Digital Journalism, A.S.  
 Film, A.S.  
 Graphic Design, A.S.  
 Film and Television Production Certificate  
 Graphic Design, Certificate  
 Web Developer, Certificate

**Quinebaug Community College**

Visual Arts, A.A.  
 Communications Studies Pathway  
 Graphic Arts, Certificate  
 Web Design, Certificate

**Three Rivers Community College**

Graphic Design, A.S.  
 CSCU Pathway Transfer Degree:  
 Communication Studies  
 Web Design and Development Certificate

**Tunxis Community College**

Visual Fine Arts - Photography Option Degree,  
 Graphic Design  
 Graphic Design - Interactive Media Option  
 CSCU Pathway Transfer Degree:  
 Communication Studies  
 Graphic Design, Certificate

The New Media Production program can be seen as a unique program in the community college system given the curriculum design, facilities and experiential learning opportunities. Students from other colleges can take their General Education and some Core Program requirements at their own school. Most Core Program Requirements and Directed Electives would need to be taken at MxCC. These courses take full advantage of the unique courses, facilities and experiential learning opportunities with Center for New Media Productions.

It is the goal of the program to be the State of Connecticut's leading provider of advanced media production training.



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

This descriptive/analysis of employment prospects was good through early 2020 when the COVID pandemic changed employment opportunities in various media industries. USDOL, CTDOL and the industries themselves do not know what the industry will look like post-pandemic. One thing for certain is that during the continuing pandemic more people turned to media to stay informed, communicate, educated and entertained.

A descriptive analysis was included under #1 above. In addition, in 2019, the USDOL Bureau of Labor Statistics reported the following:

	National (BLS) 2019-2029			
Occupation	Salary Annual/Hourly	# of jobs	# Change	% Change
Broadcast, Sound, Video Tech.,	\$45,410/\$21.88	67,900	12,400	18% much faster than Avg
Film, Video Editors & Cam Ops	\$59,819/\$28.76	67,900	12,400	18% much faster than Avg
Graphic Designers	\$52,110/\$25.05	281,500	-10,700	-4% Decline Nationally but 5.5 growth in CT (CTDOL)
Producers & Directors	\$74,420/\$35.78	159,500	16,000	10% much faster than Avg
Special Effects Arts & Animators	\$75,270/\$36.19	67,500	13,200	9% much faster than Avg
Web Developers & Digital Designers	\$73,600/\$35.46	174,300	14,000	8% much faster than Avg
	\$63,438/\$30.51 Avg	818,600	+57,300	9.9% Avg

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

None. Resources already exist on campus within the college's Center for New Media.

#### Other Considerations: Supply 3 years of Enrollment Data

ACTUAL Enrollment	Fall Term, Year 2018		Fall Term, Year 2019		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	5	3	6	1	4	6
New Students	20	7	14	9	24	7
Returning Students	11	27	23	23	22	25
<b>ACTUAL Headcount Enrollment</b>	36	37	43	33	50	38
<b>Fall FTE accounted for by Program Majors</b>	48		53		61	
<b>Size of Credentialed Group(s) for Given Year</b>	8 (2017-18)		20 (2018-19)		27 (2019-20)	

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

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.

***XXX is listed as a course designator until the program receives approval for a new designator, NMP, New Media Production, indicating that certain courses in the program must be taken at the Middlesex campus. This will be part of an application for Unique Program Status with the single college***

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**Side by Side Comparison: Original and Modified**

<b>DIGITALMEDIA PRODUCTION w/Embedded Certificate</b>		<b>NEW MEDIA PRODUCTION w/Embedded Certificate</b>	
<b>General Education</b>		<b>General Education</b>	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173: Public Speaking Written Comm II:	COM*111 Scriptwriting: Required in Film/ & Video, News & Sports and Corporate Media. Moved to Gen. Ed.
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowledge		Scientific Reasoning or Knowledge	
Social Phenomena		Social / Behavioral Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Prod.	Arts & Humanities	COM*129 Digital Video Prod.
One course chosen from any of the competencies		Information Literacy:	CCS*101 College & Career Success-Media. Moved from a Core Course to Gen. Ed.
<b>Program Core Courses (12 Credits)</b>		<b>Program Core Courses (12 Credits)</b>	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production (added option)
Digital Media Core Course	COM*104: Careers in Media (Will be CSC*101)	COM*203 or COM*154	Media Literacy or Film Study & Appreciation (Moved from Gen. Ed.)
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning and Practice in Media Production or Center for New Media Practicum (added option)
<b>Area of Specialization/Certificate (21 Credits)</b>		<b>Program Core Courses in Specialized Certificate (12)</b>	
Program Requirement	Specialized Certificate Course	Program Requirement	Specialized Certificate Course
Program Requirement	Specialized Certificate Course	Program Requirement	Specialized Certificate Course
Program Requirement	Specialized Certificate Course	Program Requirement	Specialized Certificate Course
Program Requirement	Specialized Certificate Course	Program Requirement	Specialized Certificate Course
Program Requirement	Specialized Certificate Course	<b>Directed Electives (15 credits)</b>	
Program Requirement	Specialized Certificate Course	Directed Elective	Directed Elective
Program Requirement	Specialized Certificate Course	Directed Elective	Directed Elective
<b>Electives *6 credits)</b>		Directed Elective	Directed Elective
COM*/DGA* Elective	COM*/DGA* Elective	COM/DGA Elective	COM/DGA Elective
Unrestricted Elective	100 Level or higher	Unrestricted Elective	100Level or higher
<b>TOTAL CREDITS 60/61</b>		<b>TOTAL CREDITS 60/61</b>	

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<b>Curriculum Details for a Program Modification</b> (to be used as appropriate for specific modification request) <sup>2</sup> <b>NEW MEDIA PRODUCTION – AUDIO &amp; MUSIC WITH EMBEDDED CERTIFICATE</b>						
<b>Course Number and Name</b> <sup>3</sup>	<b>L.O. #</b>	<b>Pre-Requisite</b>	<b>Cr Hrs</b>	<b>Course Number and Name</b>	<b>L.O. #</b>	<b>Cr Hrs</b>
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CCS*101 College & Career Success-Media Cohort (Gen. Ed.)	1,3,6		3	XXX*287 Media Production Capstone	1,2,3,4,5 6, 7	3
DGA*129 Digital Video Prod (Gen. Ed.-Arts & Humanities)	1,3,4,5 6		3	XXX*295 Experiential Learning and Practice in Media Production or XXX*293 Center for New Media Practicum	2, 7	3
Gen Ed. Written Communications or Oral Communications: <i>COM*111 Scriptwriting. Required in Film &amp; Video, News &amp; Sports and Corporate Media.</i>		ENG*101	3			
Gen Ed. Social or Behavioral Science or History, <i>Recommended: COM*101 Mass Communication or ECN*102 Microeconomics</i>		ENG*101 Eligible	3			
XXX*101 Digital Media Foundations or DGA/COM*125 New Media Production	1,3,4,5 6		3			
COM*203 Media Literacy or COM*154 Film Studies & Appreciation	5,6	ENG*101 Eligible	3			
<b>Program Core Courses in Specialized Certificate</b>						
COM*131 Audio Production	1,3,4,5 6		3			
MUS*111 Fundamentals of Music	5		3			
MUS*117 Electronic Music	1,3,4,5 6		3			
MUS*219 Electronic Music Composition/Audio Technology II	1,3,4,5 6	COM*131 & MUS*117	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101 Composition			3	MUS*237 Principles of Music Recording	1,3,4,5 6	3
				MUS*238 Music Mixing & Processing	1,3,4,5 6	3
				MUS*101, MUS*104, MUS*137 or MUS*138	5	3
				COM/DGA Elective		3
				Unrestricted Elective		3
<b>Total Other Credits Required to Issue Modified Credential 6 credits of General Education</b>						

<sup>2</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>3</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place



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Curriculum Details for a Program Modification <i>(to be used as appropriate for specific modification request)</i> <b>NEW MEDIA PRODUCTION – CORPORATE MEDIA WITH EMBEDDED CERTIFICATE</b>						
Course Number and Name <sup>4</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CCS*101 College & Career Success-Media Cohort (Gen. Ed.)	1,3,6		3	XXX*287 Media Production Capstone	1,2,3,4,5 6, 7	3
DGA*129 Digital Video Prod (Gen. Ed.-Arts & Humanities)	1,3,4,5 6		3	XXX*295 Experiential Learning and Practice in Media Production or XXX*293 Center for New Media Practicum	2, 7	3
Gen Ed. Written Communications or Oral Communications: COM*111 <i>Scriptwriting. Required in Film &amp; Video, News &amp; Sports and Corporate Media.</i>	5, 6	ENG*101	3			
Gen Ed. Social or Behavioral Science or History, <i>Recommended: COM*101 Mass Communication or ECN*102 Microeconomics</i>		ENG*101 Eligible	3			
XXX*101 Digital Media Foundations or DGA/COM*125 New Media Production	1,3,4,5 6		3			
COM*203 Media Literacy or COM*154 Film Studies & Appreciation	5, 6	ENG*101 Eligible	3			
<b>Program Core Courses in Specialized Certificate</b>						
DGA*110 Computer Graphics	1,3,4,5 6		3			
XXX*220 TV Studio Production	5	COM*129	3			
COM*120 Social Media	1,3,4,5 6		3			
XXX*264 Advanced Video Editing	1,3,4,5 6	COM*129	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101 Composition			3	ART/COM*147 Digital Cinematography or COM*131 Audio Production	1,3,4,5 6	3
				BMG*204 Managerial Communications or BES*118 Small Business Management	1,3,4,5 6	3
				BMK201 Principles of Marketing		3
				COM/DGA Elective		3
				Unrestricted Elective: Any course number 100 or higher		3
<b>Total Other Credits Required to Issue Modified Credential 6 credits of General Education</b>						

<sup>4</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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<b>Curriculum Details for a Program Modification (to be used as appropriate for specific modification request)</b> <b>NEW MEDIA PRODUCTION – DIGITAL MARKETING WITH EMBEDDED CERTIFICATE</b>						
<b>Course Number and Name <sup>5</sup></b>	<b>L.O. #</b>	<b>Pre-Requisite</b>	<b>Cr Hrs</b>	<b>Course Number and Name</b>	<b>L.O. #</b>	<b>Cr Hrs</b>
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CCS*101 College & Career Success-Media Cohort (Gen. Ed.)	1,3,6		3	XXX*287 Media Production Capstone	1,2,3,4,5 6, 7	3
DGA*129 Digital Video Prod (Gen. Ed.-Arts & Humanities)	1,3,4,5 6		3	XXX*295 Experiential Learning and Practice in Media Production or XXX*293 Center for New Media Practicum	2, 7	3
Gen Ed. Written or Oral Communications: COM*111 <i>Scriptwriting. Required in Film &amp; Video, News &amp; Sports and Corporate Media.</i>	5, 6	ENG*101	3			
Gen Ed. Social or Behavioral Science or History, <i>Recommended: COM*101 Mass Communication or ECN*102 Microeconomics</i>		ENG*101 Eligible	3			
XXX*101 Digital Media Foundations or DGA/COM*125 New Media Production	1,3,4,5 6		3			
COM*203 Media Literacy or COM*154 Film Studies & Appreciation	5, 6	ENG*101 Eligible	3			
<b>Program Core Courses in Specialized Certificate</b>						
BMK*201 Principles of Marketing	1,3,4,5 6	Eligible for ENG*101	3	COM*120 Social Media	1,3,4,5 6	
BMG*201 Principles of Management	1,3,4,5 6	Eligible for ENG*101	3			
BMK*216 Internet Marketing	5	Eligible for ENG*101	3			
COM*120 Social Media	1,3,4,5 6		3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101 Composition			3	DGA*110 Computer Graphics	1,3,4,5 6	
				DGA*241 Internet Web Design	1,3,4,5 6	3
				Elective: Any Course in ACC/BBG/BMG/DGA/COM/ENG		3
				Elective: Any Course in ACC/BBG/BMG/DGA/COM/ENG		3
				Unrestricted Elective: Any course number 100 or higher		3
<b>Total Other Credits Required to Issue Modified Credential 6 credits of General Education</b>						

<sup>5</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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Curriculum Details for a Program Modification (to be used as appropriate for specific modification request)						
NEW MEDIA PRODUCTION – FILM & VIDEO WITH EMBEDDED CERTIFICATE						
Course Number and Name <sup>6</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CCS*101 College & Career Success-Media Cohort (Gen. Ed.)	1,3,6		3	XXX*287 Media Production Capstone	1,2,3,4,5 6, 7	3
DGA*129 Digital Video Prod (Gen. Ed.-Arts & Humanities)	1,3,4,5 6		3	XXX*295 Experiential Learning and Practice in Media Production or XXX*293 Center for New Media Practicum	2, 7	3
Gen Ed. Written Communications or Oral Communications: COM*111 <i>Scriptwriting. Required in Film &amp; Video, News &amp; Sports and Corporate Media.</i>	5, 6	ENG*101	3			
Gen Ed. Social or Behavioral Science or History, <i>Recommended: COM*101 Mass Communication or ECN*102 Microeconomics</i>		ENG*101 Eligible	3			
XXX*101 Digital Media Foundations or DGA/COM*125 New Media Production	1,3,4,5 6		3			
COM*203 Media Literacy or COM*154 Film Studies & Appreciation	5, 6	ENG*101 Eligible	3			
<b>Program Core Courses in Specialized Certificate</b>						
COM*153 Film Production	1,3,4,5 6	COM*129s	3			
XXX*220 TV Studio Production	5	COM*129	3			
XXX*228 News, Documentary & Reality Programming	1,3,4,5 6	XXX*220 or COM*226 AND any ENG*101, COM*111 Recommended	3			
XXX*264 Advanced Video Editing	1,3,4,5 6	COM*129	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101 Composition			3	ART/COM*147 Digital Cinematography or COM131 Audio Production	1,3,4,5 6	3
				COM*131 Audio Production or DGA Elective	1,3,4,5 6	3
				COM/DGA Elective		3
				COM/DGA Elective		3
				Unrestricted Elective: Any course number 100 or higher		3
<b>Total Other Credits Required to Issue Modified Credential 6 credits of General Education</b>						

<sup>6</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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Curriculum Details for a Program Modification (to be used as appropriate for specific modification request) NEW MEDIA PRODUCTION – MULTIMEDIA WITH EMBEDDED CERTIFICATE						
Course Number and Name <sup>7</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CCS*101 College & Career Success-Media Cohort (Gen. Ed.)	1,3,6		3	XXX*287 Media Production Capstone	1,2,3,4,5 6, 7	3
DGA*129 Digital Video Prod (Gen. Ed.-Arts & Humanities)	1,3,4,5 6		3	XXX*295 Experiential Learning and Practice in Media Production or XXX*293 Center for New Media Practicum	2, 7	3
Gen Ed. Written Communications or Oral Communications: COM*111 <i>Scriptwriting. Required in Film &amp; Video, News &amp; Sports and Corporate Media.</i>	5,6	ENG*101	3			
Gen Ed. Social or Behavioral Science or History, Recommended: COM*101 <i>Mass Communication</i> or ECN*102 <i>Microeconomics</i>		ENG*101 Eligible	3			
XXX*101 Digital Media Foundations or DGA/COM*125 New Media Production	1,3,4,5 6		3			
COM*203 Media Literacy or COM*154 Film Studies & Appreciation	5,6	ENG*101 Eligible	3			
<b>Program Core Courses in Specialized Certificate</b>						
Art*121 Two-Dimensional Design	1,3,4,5 6		3			
DGA110 Computer Graphics	5		3			
DGA*120 Digital Image Editing	1,3,4,5 6	DGA*110	3			
DGA*250 Interactive Multimedia Production	1,3,4,5 6	XXX*101				
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101 Composition			3	DGA*241 Internet Web Design	1,3,4,5 6	3
				GRA*150 Introduction to Graphic Design or DGA*260 Animation	1,3,4,5 6	3
				COM/DGA Elective		3
				COM/DGA Elective		3
				Unrestricted Elective: Any course number 100 or higher		3
<b>Total Other Credits Required to Issue Modified Credential 6 credits of General Education</b>						

<sup>7</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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<b>Curriculum Details for a Program Modification (to be used as appropriate for specific modification request)</b>						
<b>NEW MEDIA PRODUCTION – NEWS &amp; SPORTS WITH EMBEDDED CERTIFICATE</b>						
<b>Course Number and Name <sup>8</sup></b>	<b>L.O. #</b>	<b>Pre-Requisite</b>	<b>Cr Hrs</b>	<b>Course Number and Name</b>	<b>L.O. #</b>	<b>Cr Hrs</b>
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CCS*101 College & Career Success-Media Cohort (Gen. Ed.)	1,3,6		3	XXX*287 Media Production Capstone	1,2,3,4,5 6, 7	3
DGA*129 Digital Video Prod (Gen. Ed.-Arts & Humanities)	1,3,4,5 6		3	XXX*295 Experiential Learning and Practice in Media Production or XXX*293 Center for New Media Practicum	2, 7	3
Gen Ed. Written Communications or Oral Communications: COM*111 <i>Scriptwriting. Required in Film &amp; Video, News &amp; Sports and Corporate Media.</i>	5, 6	ENG*101	3			
Gen Ed. Social or Behavioral Science or History, <i>Recommended: COM*101 Mass Communication or ECN*102 Microeconomics</i>		ENG*101 Eligible	3			
XXX*101 Digital Media Foundations or DGA/COM*125 New Media Production	1,3,4,5 6		3			
COM*203 Media Literacy or COM*154 Film Studies & Appreciation	5, 6	ENG*101 Eligible	3			
<b>Program Core Courses in Specialized Certificate</b>						
COM*226 Journalism	1,3,4,5 6	ENG*101	3			
XXX*220 TV Studio Production	5	COM*129	3			
XXX*228 News, Documentary & Reality Programming	1,3,4,5 6	XXX*220 or COM*226 AND any ENG*101, COM*111 Recommended	3			
XXX*264 Advanced Video Editing	1,3,4,5 6	COM*129	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101 Composition			3	ART/COM*147 Digital Cinematography or COM131 Audio Production	1,3,4,5 6	3
				COM*131 Audio Production or DGA Elective	1,3,4,5 6	3
				COM/DGA Elective		3
				COM/DGA Elective		3
				Unrestricted Elective: Any course number 100 or higher		3
<b>Total Other Credits Required to Issue Modified Credential 6 credits of General Education</b>						

<sup>8</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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Curriculum Details for a Program Modification (to be used as appropriate for specific modification request)						
NEW MEDIA PRODUCTION – WEB DESIGN & DEVELOPMENT WITH EMBEDDED CERTIFICATE						
Course Number and Name <sup>9</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
CCS*101 College & Career Success-Media Cohort (Gen. Ed.)	1,3,6		3	XXX*287 Media Production Capstone	1,2,3,4,5 6, 7	3
DGA*129 Digital Video Prod (Gen. Ed.-Arts & Humanities)	1,3,4,5 6		3	XXX*295 Experiential Learning and Practice in Media Production or XXX*293 Center for New Media Practicum	2, 7	3
Gen Ed. Written Communications or Oral Communications: COM*111 Scriptwriting. Required in Film & Video, News & Sports and Corporate Media.	5, 6	ENG*101	3			
Gen Ed. Social or Behavioral Science or History, Recommended: COM*101 Mass Communication or ECN*102 Microeconomics		ENG*101 Eligible	3			
XXX*101 Digital Media Foundations or DGA/COM*125 New Media Production	1,3,4,5 6		3			
COM*203 Media Literacy or COM*154 Film Studies & Appreciation	5, 6	ENG*101 Eligible	3			
<b>Program Core Courses in Specialized Certificate</b>						
DGA110 Computer Graphics	1,3,4,5 6		3			
DGA*120 Digital Image Editing	5		3			
DGA*240 Internet Web Design	1,3,4,5 6	DGA*110	3			
DGA*241 Internet Web Design II	1,3,4,5 6	COM*129	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101 Composition			3	DGA*250 Interactive Multimedia Design	1,3,4,5 6	3
				COM*120 Social Media	1,3,4,5 6	3
				COM/DGA Elective		3
				COM/DGA Elective		3
				Unrestricted Elective: Any course number 100 or higher		3
<b>Total Other Credits Required to Issue Modified Credential 6 credits of General Education</b>						

<sup>9</sup> Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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**SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2022 Semester</b>	<b>Fall 2023 Semester</b>	<b>Fall 2024 Semester</b>
Tuition (do not include internal transfers) <i>Formula: FT headcount x \$1,992</i> <i>+ PT headcount x 9 credits/student (average) x \$1,494</i>	(55 FT, 42 PT) (\$109,560 + \$62,748)  \$172,308	(60 FT, 46 PT) (\$119,520 + \$68,724)  \$188,244	(66 FT, 51 PT) (\$131,472 + \$76,194)  \$207,666
Program-Specific Fees	\$0	\$0	\$0
Other Revenue (Annotate in narrative) <i>Income from Center for New Media Productions</i>	\$60,000	\$70,000	\$80,000
<b>*Total Estimated Program Revenue</b>	<b>\$232,308</b>	<b>\$258,244</b>	<b>\$287,666</b>

<b>PROJECTED Program Expenditures*</b>	<b>Fall 2022 Semester</b>	<b>Fall 2023 Semester</b>	<b>Fall 2024 Semester</b>
Administration (Chair or Coordinator) <i>6 credit hours/semester; salary + 35% fringe</i>	\$14,993	\$14,993	\$14,993
Faculty (3 FTE Full-time, total for program) <i>Salary + 80% fringe</i>	\$216,000	\$216,000	\$216,000
Faculty (Part-time, total for program) <i>60 credit/contact hours per semester typical; salary + 35% fringe</i>	\$149,931	\$149,931	\$149,931
Support Staff <i>1 full-time</i>	\$60,300	\$60,300	\$60,300
<i>2 part-time @ 15 hr/week each</i>	\$16,864	\$16,864	\$16,864
Library Resources Program	\$0	\$0	\$0
Equipment (List as needed)	Capital & Grant Funding	Capital & Grant Funding	Capital & Grant Funding
Other (e.g. student services)	\$0	\$0	\$0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	\$0	\$0	\$0
<b>Total Estimated Program Expenditures</b>	<b>\$458,088</b>	<b>\$458,088</b>	<b>\$458,088</b>

**Note:** Faculty who teach in this degree program also teach courses in the embedded certificates, general education core courses, and other program elective courses. Support staff are instrumental in the production services performed by the Center for New Media for external paying clients and in-house services offered for the one college and system office.



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**ADDENDUM: ORIGINAL-MODIFIED PROGRAM COMPARISON WITH EMBEDDED CERTIFICATES**

<b>DIGITALMEDIA PRODUCTION - AUDIO &amp; MUSIC</b>		<b>NEW MEDIA PRODUCTION - AUDIO &amp; MUSIC</b>	
<b>General Education</b>		<b>General Education</b>	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173: Public Speaking Written Communications II	COM*111 Scriptwriting: Film/ & Video, News & Sports and Corporate Media
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowledge		Scientific Reasoning or Knowledge	
Social Phenomena		Social / Behavioral Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Prod.	Arts & Humanities	COM*129 Digital Video Prod.
One course chosen from any of the competencies		Information Literacy:	CCS*101 College & Career Success-Media
<b>Program Core Courses (12 Credits)</b>		<b>Program Core Courses</b>	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production
Digital Media Core Course	COM*104: Careers in Media	COM*203 or COM*154	Media Literacy or Film Study & Appreciation
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning and Practice in Media Production or Center for New Media Practicum
<b>Area of Specialization/Certificate (27 Credits)</b>		<b>Program Core Courses in Specialized Certificate</b>	
Program Requirement	COM*131: Audio Production	COM*131	Audio Production
Program Requirement	MUS*111 Fundamentals of Music	MUS*111	Fundamentals of Music
Program Requirement	MUS*117 Electronic Music	MUS*117	Electronic Music
Program Requirement	MUS*219 Electronic Music Composition & Audio Technology	MUS*219	Electronic Music Composition & Audio Technology
<b>Directed Electives</b>		<b>Directed Electives</b>	
Program Requirement	MUS*237 Princ. of Music Recording	MUS*237	Principles of Music Recording
Program Requirement	MUS*238 Adv. Mixing & Processing	MUS*238	Adv. Music Mixing & Processing
Program Requirement	MUS* 101, 104, 137 or 138	MUS*101, 104, 137 or 138	Music His & Appreciation, World Music, Jazz, or Rock
<b>Electives</b>		<b>Electives</b>	
COM*/DGA* Elective	COM*/DGA* Elective	COM/DGA Elective	COM/DGA Elective
Unrestricted Elective	100 Level or higher	Unrestricted Elective	100Level or higher
<b>TOTAL CREDITS 60/61</b>		<b>TOTAL CREDITS 60/61</b>	



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DIGITAL MEDIA PRODUCTION - CORPORATE MEDIA		NEW VIDEO PRODUCTION - CORPORATE MEDIA	
General Education		General Education	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173: Public Speaking Written Communications II	COM*111 Scriptwriting: Film/ & Video, News & Sports and Corporate Media
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowl.		Scientific Reasoning or Knowl.	
Social Phenomena		Social / Behavioral Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Prod.	Arts & Humanities	COM*129 Digital Video
One course chosen from any of the competencies:		Information Literacy:	CCS*101 College & Career Success-Media
Program Core Courses		Program Core Courses	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production
Digital Media Core Course	COM*104: Careers in Media	COM*203 or COM*154	Media Literacy or Film Study & Appreciation
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning and Practice in Media Production or Center for New Media Practicum
Program Core Courses in Specialized Certificate		Program Core Courses in Specialized Certificate	
Corporate Media Requirement	BMG*204 Managerial Comm or BES*118 Small Business Mgmt	DGA*110	Computer Graphics
Corporate Media Requirement	BMK*201 Principles of Marketing.	XXX*220	TV Studio Production
Corporate Media Requirement	COM*111: Scriptwriting	COM*120	Social Media
Corporate Media Requirement	COM/DGA* 125 New Media Production	XXX*264	Advanced Video Editing
Corporate Media Requirement	ART/COM*147 Digital Cinematography	Directed Electives	
Corporate Media Requirement	COM*264 Advanced Editing	ART/COM*147 or COM*131	Digital Cinematography or Audio Production
Corporate Media Requirement	DGA*110 Computer Graphics	BMG*204 or BES*118	Managerial Comm or Small Business Management
Corporate Media Requirement	COM*131 Audio Production	BMK*201	Principles of Marketing
Electives		COM/DGA Elective	COM/DGA Elective
Unrestricted Elective	Any Course 100 Level or higher	Unrestricted Elective	100 Level or higher
TOTAL CREDITS 60/61		TOTAL CREDITS 60/61	

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DIGITAL MEDIA PRODUCTION - DIGITAL MARKETING		NEW MEDIA PRODUCTION - DIGITAL MARKETING	
General Education		General Education	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173: Public Speaking Written Communications II	COM*111 Scriptwriting: Film/ & Video, News & Sports and Corporate Media
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowledge		Scientific Reasoning or Knowledge	
Social Phenomena		Social / Behavioral Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Prod.	Arts & Humanities	COM*129 Digital Video Prod.
One course chosen from any of the competencies:		Information Literacy:	CCS*101 College & Career Success-Media
Program Core Courses		Program Core Courses	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production
Digital Media Core Course	COM*104: Careers in Media	COM*203 or COM*154	Media Literacy or Film Study & Appreciation
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning and Practice in Media Production or Center for New Media Practicum
Program Core Courses in Specialized Certificate		Program Core Courses in Specialized Certificate	
Digital Marketing Requirement	BMK*201 Princ. of Marketing	BMK*201	Principles of Marketing
Digital Marketing Requirement	BMG*202 Princ. of Management	BMG*202	Principles of Management
Digital Marketing Requirement	ECN*101 Macroeconomics	BMK*216	Internet Marketing
Digital Marketing Requirement	DGA110 Computer Graphics	COM*120	Social Media
Digital Marketing Requirement	BMK*216 Internet Marketing	Directed Electives	
Digital Marketing Requirement	COM*120 Social Media	DGA*110	Computer Graphics
Digital Marketing Requirement	DGA*241 Internet Web Design II	DGA*241	Internet Web Design II
Film & Video Elective	COM*/DGA* Elective	Elective	Any Course in ACC/BBG/DGA/COM/ENG
Electives		Elective	Any Course in ACC/BBG/DGA/COM/ENG
Unrestricted Elective	100 Level or higher	Unrestricted Elective	100Level or higher
TOTAL CREDITS 60/61		TOTAL CREDITS 60/61	

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DIGITAL MEDIA PRODUCTION - FILM & VIDEO		NEW MEDIA PRODUCTION - FILM & VIDEO	
General Education		General Education	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173: Public Speaking Written Communications II	COM*111 Scriptwriting: Film/ & Video, News & Sports and Corporate Media
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowledge		Scientific Reasoning or Knowledge	
Social Phenomena		Social / Behavioral Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Prod.	Arts & Humanities	COM*129 Digital Video Prod.
One course chosen from any of the competencies:		Information Literacy:	CCS*101 College & Career Success-Media
Program Core Courses		Program Core Courses	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production
Digital Media Core Course	COM*104: Careers in Media	COM*203 or COM*154	Media Literacy or Film Study & Appreciation
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning and Practice in Media Production or Center for New Media Practicum
Program Core Courses in Specialized Certificate		Program Core Courses in Specialized Certificate	
Film & Video Requirement	COM*153: Film Production	COM*153	Film Production
Film & Video Requirement	COM*220: TV Studio Prod.	XXX*220	TV Studio Production
Film & Video Requirement	COM*111: Scriptwriting	XXX*228	News, Documentary & Reality Programming
Film & Video Requirement	COM*264: Advanced Editing	XXX*264	Advanced Video Editing
Film & Video Requirement	COM*228 Broadcast Journalism		
Electives		Directed Electives	
Film & Video Elective	ART*/COM*147: Cinematography OR COM*131: Audio Production	ART/COM*147 or COM131	Digital Cinematography or Audio Production
Film & Video Elective	COM*131: Audio Production OR DGA* Elective	COM*131 or DGA Elective	Audio Production or DGA Elective
Film & Video Elective	COM*/DGA* Elective	COM/DGA Elective	COM/DGA Elective
Unrestricted Elective	100 Level or higher	COM/DGA Elective	COM/DGA Elective
		Unrestricted Elective	100 Level or higher
TOTAL CREDITS 60/61		TOTAL CREDITS 60/61	

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

DIGITAL MEDIA PRODUCTION - MULTIMEDIA		NEW MEDIA PRODUCTION – MULTIMEDIA	
General Education		General Education	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173: Public Speaking Written Communications II	COM*111 Scriptwriting: Film/ & Video, News & Sports and Corporate Media
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowledge		Science Reasoning or Knowledge	
Social Phenomena		Social / Behavioral Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Production	Arts & Humanities	COM*129 Digital Video
One course chosen from any of the competencies:		Information Literacy:	CCS*101 College & Career Success-Media
Program Core Courses		Program Core Courses	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production
Digital Media Core Course	COM*104: Careers in Media	COM*203 or COM*154	Media Literacy or Film Study & Appreciation
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning and Practice in Media Production or Center for New Media Practicum
Program Core Courses in Specialized Certificate		Program Core Courses in Specialized Certificate	
Multimedia Requirement	Art*121 Two-Dimensional Design	Art*121	Two-Dimensional Design
Multimedia Requirement	DGA*110 Computer Graphics	DGA*110	Computer Graphics
Multimedia Requirement	DGA*120 Digital Image Editing	DGA*120	DGA*120 Digital Image Editing
Multimedia Requirement	DGA/COM*125 New Media Prod.	DGA*250	Interactive Multimedia
Multimedia Requirement	DGA*250 Interactive Multimedia	Directed Electives	
Multimedia Requirement	GRA*150 Intro. to Graphic Design or DGA*260 Animation	DGA*241	Internet Web Design
Electives		GRA*150 or DGA*260	Introduction To Graphic Design or Animation
ART/COM/DGA Elective		COM/DGA Elective	COM/DGA Elective
ART/COM/DGA Elective		COM/DGA Elective	COM/DGA Elective
Open Elective		Unrestricted Elective	100 Level or higher
TOTAL CREDITS 60/61		TOTAL CREDITS 60/61	

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

DIGITAL MEDIA PRODUCTION – NEWS AND SPORTS		NEW MEDIA PRODUCTION - NEWS AND SPORTS	
General Education		General Education	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173 Public Speaking or Written Comm II	COM*111 Scriptwriting: Film/ & Video, News & Sports and Corporate Media
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowledge		Scientific Reasoning or Knowledge	
Social Phenomena		Social / Beh.Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Production	Arts & Humanities	COM*129 Digital Video Production
One course chosen from any of the competencies:		Information Literacy:	CCS*101 College & Career Success-Media
Program Core Courses		Program Core Courses	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production
Digital Media Core Course	COM*104: Careers in Media	COM*203 or COM*154	Media Literacy or Film Study & Appreciation
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning & Practice in Media Production or Center for New Media Practicum
Program Core Courses in Specialized Certificate		Program Core Courses in Specialized Certificate	
News & Sports Requirement	COM*226 Journalism	COM*226	Journalism
News & Sports Requirement	COM*220 TV Studio Production	XXX*220	TV Studio Production
News & Sports Requirement	COM*228 Broadcast Journalism	XXX*228	News, Documentary & Reality Programming
News & Sports Requirement	COM*264 Advanced Editing	COM*XXX	Advanced Video Editing
News & Sports Requirement	COM101 Mass Communications	Directed Electives	
News & Sports Requirement	COM*111 Scriptwriting	ART/COM*147 or COM131	Digital Cinematography or COM131 Audio Production
Directed Electives		COM*131 or DGA Elective	Audio Production or DGA Elective
News & Sports Requirement	ART/COM*147 Digital Cinematography or COM*131 Audio Production	DGA*110 or DGA*120	Computer Graphics or Digital Imaging
News & Sports Requirement	DGA*110 Computer Graphics or DGA*120 Digital Imaging	COM/DGA Elective	COM/DGA Elective
Unrestricted Elective	100 Level or higher	Unrestricted Elective	100 Level or higher
TOTAL CREDITS 60/61		TOTAL CREDITS 60/61	

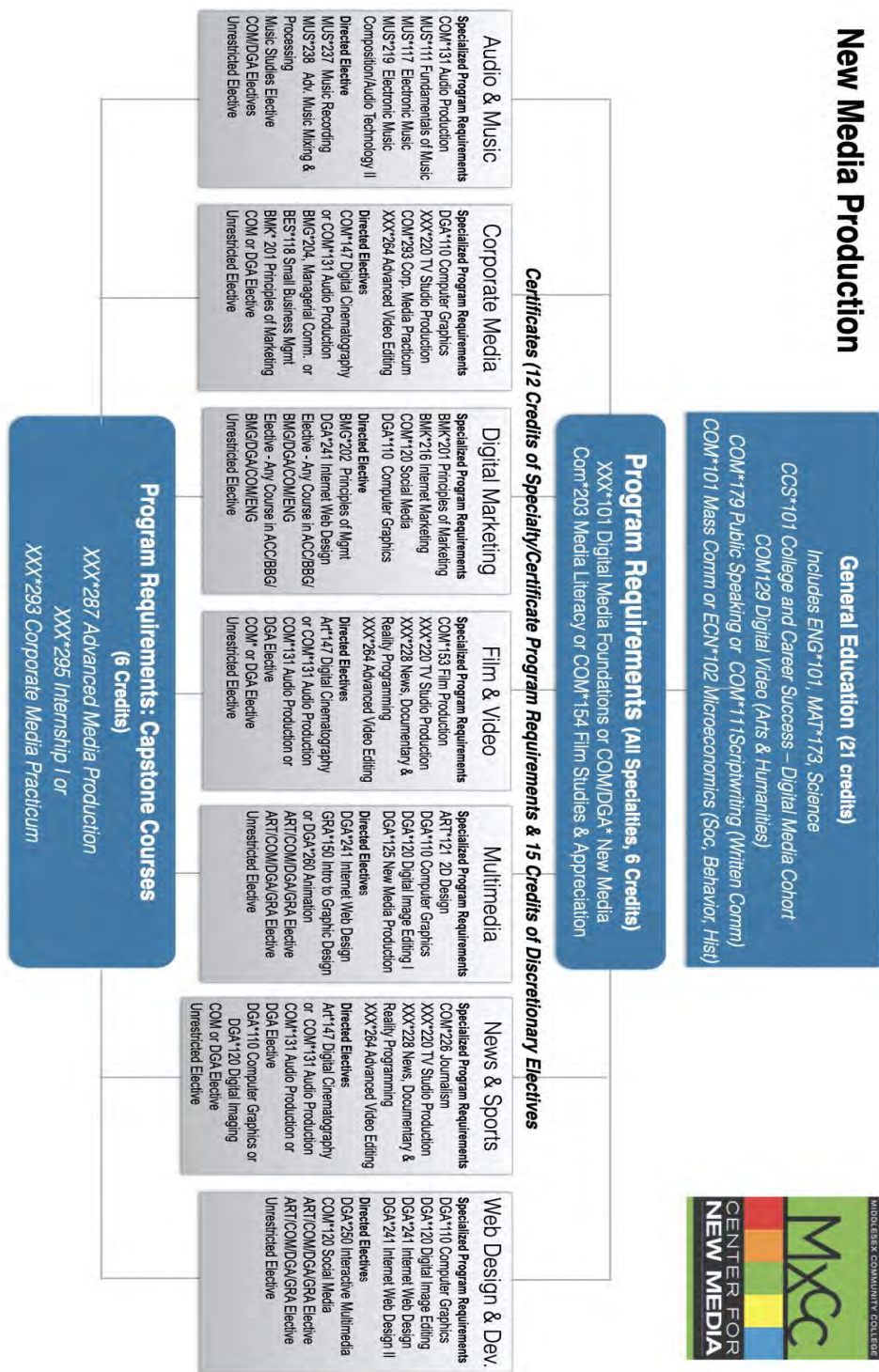
**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM*

DIGITAL MEDIA PRODUCTION-WEB DESIGN & DEVELOPMENT		NEW VIDEO PRODUCTION-WEB DESIGN & DEVELOPMENT	
<b>General Education</b>		<b>General Education</b>	
Gen Ed Requirement	ENG*101 (or ENG*101E):	ENG*101	English Composition
Aesthetic Dimensions	COM*203: Media Lit. OR COM*154: Film Study & Appreciation	Oral Communication: COM*173: Public Speaking or Written Communications II	COM*111 Scriptwriting: Film/ & Video, News & Sports and Corporate Media
Quantitative Reasoning	MAT*137 or higher	MAT*137 or higher	Intermediate Algebra
Science Reasoning or Knowledge		Scientific Reasoning or Knowledge	
Social Phenomena		Social / Behavioral Science – Historical Knowledge	COM*101 Mass Comm or ECN*102 Microeconomics
Aesthetic Dimensions	COM*129: Digital Video Production	Arts & Humanities	Arts & Humanities: COM*129 Digital Video
One course chosen from any of the competencies:		Information Literacy:	CCS*101 College & Career Success-Media
<b>Program Core Courses</b>		<b>Program Core Courses</b>	
Digital Media Core Course	DGA*101 Intro. to Digital Arts	XXX*101 or COM/DGA*125	Digital Media Foundations or New Media Production
Digital Media Core Course	COM*104: Careers in Media	COM*203 or COM*154	Media Literacy or Film Study & Appreciation
Digital Media Capstone	COM*287: Advanced Media	XXX*287	Media Production Capstone
Digital Media Capstone	COM*295: Internship	XXX*295 or XXX*293	Experiential Learning & Practice in Media Production or Center for New Media Practicum
<b>Program Core Courses in Specialized Certificate</b>		<b>Program Core Courses in Specialized Certificate</b>	
Web Design & Development	DGA*110 Computer Graphics	DGA*110	Computer Graphics
Web Design & Development	DGA*120 Digital Imaging	DGA*120	Digital Imaging
Web Design & Development	DGA*241 Internet Web Design I	DGA*241	Internet Web Design I
Web Design & Development	DGA*242 Internet Web Design II	COM*120	Social Media
Web Design & Development	DGA*250 Interactive Multimedia Production	<b>Directed Electives</b>	
Web Design & Development	COM*120 Social Media	DGA*242	Internet Web Design II
Web Design & Development	COM/DGA Elective	DGA*250	Interactive Multimedia Production
Web Design & Development	COM/DGA Elective	COM/DGA Elective	COM/DGA Elective
<b>Electives</b>		COM/DGA Elective	COM/DGA Elective
Unrestricted Elective	100 Level or higher	Unrestricted Elective	100 Level or higher
<b>TOTAL CREDITS 60/61</b>		<b>TOTAL CREDITS 60/61</b>	



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM**

**Addendum: Curriculum Map**



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM*

**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**



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



**Music Recording Control Room.**



**Music Recording**



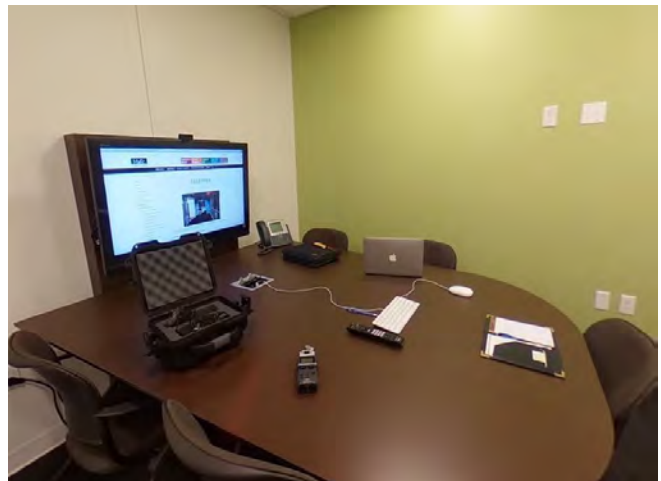
**Music Recording – Studio B / Isolation Room.**



**Radio – Podcast Studio**



**Editing Suites.**



**Green Room**



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM*

**Center for New Media.  
Classrooms**



**Chapman 605 – Lecture Classroom.**



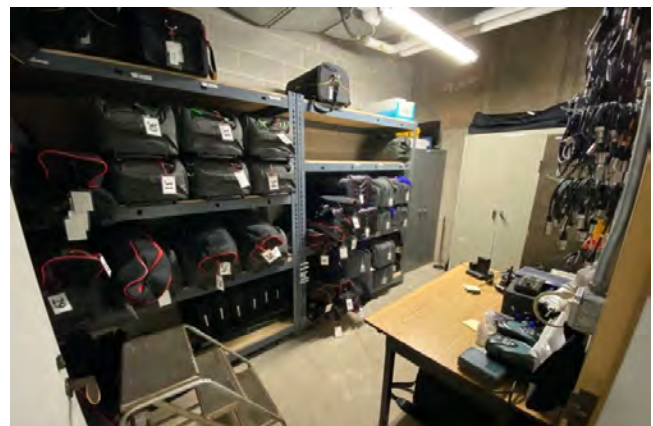
**Chapman 610 - Digital Media Production Classroom**



**Chapman 612 – Digital Audio Production Classroom. Electronic Music Production**



**Chapman 629 – Collaborative Production Classroom**



**Center for New Media – Equipment Loan Pool**

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

**Sample Class Photos**





March 12, 2021

Dr. Jane Gates  
Interim President  
Provost & Senior Vice President of Student & Academic Affairs  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

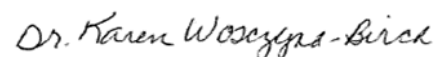
Dear Dr. Gates,

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: Energy Management A.S. degree Option and certificate at Asnuntuck Community College and Northwestern Connecticut Community College using the BOR resolution for the expedited replication of COT programs that was approved on February 1, 2018. The A.S. degree option and certificate were previously approved by the BOR and is currently offered at Tunxis Community College and fits a local need at Asnuntuck Community College and Northwestern Connecticut Community College.

The specific COT option under the Technology Studies Associate Degree that is being requested for approval for implementation at Asnuntuck Community College and Northwestern Connecticut Community College is Technology Studies: Energy Management Option and the Energy Management Certificate.

This replication was approved by the College of Technology Coordinators Council on March 12, 2021.

Sincerely,



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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to a C2 Certificate at Asnuntuck 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:

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

**ITEM**

Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to a C2 Certificate at Asnuntuck Community College.

**BACKGROUND**

Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management certificate program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Asnuntuck Community College to offer this program, the students will enroll at ACC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to ACC to complete their certificate program.

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

The Energy Management certificate program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

**RECOMMENDATION**

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

05/07/2021– BOR -Academic and Student Affairs Committee  
05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Asnuntuck Community College	<b>Date of Submission to CSCU Office of the Provost:</b>	
Most Recent NECHE Institutional Accreditation Action and Date: 2020 NECHE Interim (5 <sup>th</sup> Year) Report		
<b>Program Characteristics</b> Name of Program: Technology Studies: Energy Management Degree: Title of Award (e.g. Master of Arts) Certificate in Energy Management – C2 Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Summer 2022 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: On Campus    Off Campus <b>x Both</b>	<b>Program Credit Distribution</b> # Credits in General Education: 7-8 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>16-17</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 16-17	
<b>Replicated College of Technology Program Characteristics</b> Name of Program: Certificate in Energy Management Institution: Tunxis Community College CIP Code No. 15.0503    Title of CIP Code Energy Management and Systems Technology/Technician		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:    CIP:    OHE#:    BOR Accreditation Date: Phase Out Period    Date of Program Termination		
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Teresa Foley, PhD	<b>Title:</b> Interim Dean of Academic Affairs	<b>Tel.:</b> 860-253-3137 <b>e-mail:</b> tfoley@asnuntuck.edu
<b>Institution's Unit</b> (e.g. School of Business): STEAM Department <b>Location</b> (e.g. main campus) Offering the Program: Main Campus		
<b>Background and Rationale:</b> (Provide the context for and need for the proposed replication)		
<p>This proposal to replicate Tunxis Community College's Technology Studies: Energy Management certificate program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Asnuntuck Community College to offer this program, the students will enroll at ACC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to ACC to complete their certificate program.</p> <p>The Certificate in Energy Management offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The certificate folds seamlessly into the 2-year Technology Studies: Energy Management Option Associate Degree and allows students to</p>		



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

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

complete the required coursework needed to fulfill the duties and responsibilities of an “Energy Manager”, while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor’s Degree. This certificate path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. Successful completion of the degree program allows students to transfer to Central Connecticut State University as juniors. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses. This regional effort to offer the certificate through multiple institutions (e.g., Asnuntuck CC, Naugatuck Valley CC, Northwestern CC, and Tunxis CC) is to expand the applicant pool for a program designed to meet workforce needs at the local, state, and regional level. This regional effort further satisfies the grant funder’s desire to see this program expand throughout the state of Connecticut.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

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

#### SECTION 2: PROGRAM QUALITY ASSESSMENT

##### **Cost Effectiveness and Availability of Adequate Resources**

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

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

The Energy Management certificate program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program. At Asnuntuck CC the Energy Management certificate program will be overseen by Arben Zeqiraj, Associate Professor and Mathematics and Engineering Coordinator. Professor Zeqiraj will work closely with Paul Felici, Academic Associate in the Advanced Manufacturing Technology Center to help advise students from the Advanced Manufacturing Training Center (AMTC) who are interested in pursuing this certificate program.

At Tunxis CC this certificate will be overseen and advised by Dr. Asheka Rahman, Mathew Spinelli, and Edward Baker. Dr. Rahman serves as the Program Coordinator for Engineering and Technology Studies. Mr. Spinelli is the Program Director for STEAM and Advanced Manufacturing. Mr. Baker is an adjunct professor in the Energy program. Mr. Baker is the content expert and has many years of direct relevant knowledge in the field.

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

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

0

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

N/A

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

Current adjunct faculty will teach 100% of the Energy Management specific courses in the Energy Management Certificate. These courses represent 56% of the overall credits required for the certificate. All other courses required for the Energy Management certificate will be taught by current full-time or adjunct faculty

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

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

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

Adjunct instructors will be required to have a Master's Degree, industry certification and/or at least 3 years of hands-on industry experience in the specific discipline to be taught, e.g.: certification and/or industry experience in energy auditing, lighting retrofitting, energy analysis, and/or energy modeling. In cases where an instructor with a Master's degree can't be found, TxCC will allow an instructor with a Bachelor's degree and at least 5 years industry experience to teach, until a more qualified instructor can be found.

**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)*

Most of the required equipment for the Energy Management certificate has already been purchased through an ongoing funding relationship with CT DEEP. Tunxis has been and continues to work with corporate partners to fulfil equipment needs as industry changes rapidly and students need to be kept abreast of those changes in equipment and software.

As the courses in the Energy Management certificate following a "living laboratory" model, a close working relationship between the program coordinator, instructors, college administration and staff will need to be developed and maintained. Specifically, program instructors will need to work with facilities and administrative personnel to identify and coordinate access to the physical spaces on the campus that are to be studied as part of the program's educational needs.

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

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

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**Connecticut State Colleges & Universities**  
*APPLICATION FOR NEW **PROGRAM APPROVAL** – **REPLICATION OF A COT PROGRAM***

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
None			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Connecticut State Colleges & Universities  
APPLICATION FOR NEW **PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM**  
**PRO FORMA Budget** - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)		2						2		2				2		2		
Continuing Students progressing to credential				2				2		2				4		4		
Headcount Enrollment		2		2				4		4				6		6		
Total Estimated FTE per Year <sup>1</sup>																		
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 <sup>2</sup>		1258.00		1600.00				2580.00		3280.00				3966.00		5046.00		
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$2858.00						\$5860.00						\$9012.00					
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) <sup>4</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>																		
Faculty (Part-time, total for program) <sup>4</sup>																		
Support Staff ( lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	0.00		0.00		0.00													

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to an Associate of Science at Asnuntuck 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:

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

**ITEM**

Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to an Associate of Science at Asnuntuck Community College.

**BACKGROUND**

Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management degree program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Asnuntuck Community College to offer this program, the students will enroll at ACC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to ACC to complete their degree program.

The Technology Studies: Energy Management degree offers students a hands-on curriculum utilizing the Tunxis Community College's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level.

The Technologies Studies: Energy Management degree program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

**RECOMMENDATION**

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

05/07/2021– BOR -Academic and Student Affairs Committee  
05/20/2021 – Board of Regents



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Asnuntuck Community College	<b>Date of Submission to CSCU Office of the Provost:</b>	
Most Recent NECHE Institutional Accreditation Action and Date: 2020 NECHE Interim (5 <sup>th</sup> Year) Report		
<b>Program Characteristics</b> Name of Program: Technology Studies: Energy Management 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 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? 0 Locality of Program: On Campus    Off Campus    X Both	<b>Program Credit Distribution</b> # Credits in General Education: 36 # Credits in Program Core Courses: 28 # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above): 64</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 39	
<b>Replicated College of Technology Program Characteristics</b> Name of Program: Technology Studies: Energy Management Institution: Tunxis Community College CIP Code No.: 15.0503    Title of CIP Code: Energy Management and Systems Technology/Technician		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:    CIP:    OHE#:    BOR Accreditation Date: Phase Out Period    Date of Program Termination		
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Teresa Foley, PhD	<b>Title:</b> Interim Dean of Academic Affairs	<b>Tel.:</b> 860-253-3137 <b>e-mail:</b> tfoley@asnuntuck.edu
<b>Institution's Unit</b> (e.g. School of Business): STEAM Department <b>Location</b> (e.g. main campus) Offering the Program: Main Campus		
<b>Background and Rationale:</b> (Provide the context for and need for the proposed replication)		
<p>This proposal to replicate Tunxis Community College's Technology Studies: Energy Management degree program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Asnuntuck Community College to offer this program, the students will enroll at ACC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to ACC to complete their degree program.</p> <p>There is an on-going need for well-trained individuals in the field of commercial energy management in Connecticut and the larger northeast region. As of October 2019, Connecticut ranked 6<sup>th</sup> in the nation for its energy efficiency policies and programs by the American Council for an Energy Efficient Economy. Connecticut continues to be considered among the "leading and trending states" and is also noted for the Lamont</p>		

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

administration's work towards reducing the state government's carbon footprint. Projects that achieve those efforts typically require pre-and post-construction energy analysis, project management, and assistance through mid-level energy analysts. Those skills and education are directly correlated to the curricula in the Technology Skills: Energy Management program.

According to the 2018 Connecticut Comprehensive Energy Strategy report, commercial and industrial segments spent \$3.8 billion on 275 trillion BTU of energy in 2015—a little more than half of the Building sector's total expenditure. As is true in the residential sector, space heating and lighting are the top energy end-uses in commercial and industrial buildings, constituting about half of the total consumption nationwide, and one third of consumption in New England.

The Technology Studies: Energy Management degree offers students a hands-on curriculum utilizing the Tunxis Community College's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level. Successful completion of this degree program allows students to transfer to Central Connecticut State University as juniors. This regional effort to offer the degree through multiple institutions (e.g., Asnuntuck CC, Naugatuck Valley CC, Northwestern CC, and Tunxis CC) is to expand the applicant pool for a program designed to meet workforce needs at the local, state, and regional level. This regional effort further satisfies the grant funder's desire to see this program expand throughout the state of Connecticut.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

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

#### SECTION 2: PROGRAM QUALITY ASSESSMENT

##### **Cost Effectiveness and Availability of Adequate Resources**

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

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

The Technologies Studies: Energy Management degree program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program. At Asnuntuck CC the Technology Studies: Energy Management degree program will be overseen by Arben Zeqiraj, Associate Professor and Mathematics and Engineering Coordinator. Professor Zeqiraj will work closely with Paul Felici, Academic Associate in the Advanced Manufacturing Technology Center to help advise students from the Advanced Manufacturing Training Center (AMTC) who are interested in pursuing this degree program.

At Tunxis CC this degree will be overseen and advised by Dr. Asheka Rahman, Mathew Spinelli, and Edward Baker. Dr. Rahman serves as the Program Coordinator for Engineering and Technology Studies. Mr. Spinelli is the Program Director for STEAM. Mr. Baker is an adjunct professor in the Technology Studies: Energy Management program. Mr. Baker is a content expert and has many years of direct relevant knowledge in the field.

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

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

0

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

N/A

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

Current adjunct faculty will teach 100% of the Energy Management specific courses in the Technology Studies: Energy Management A.S. degree. These courses represent 44% of the overall Technology Studies degree. All other courses required for the Technology Studies degree will be taught by current full-time or adjunct faculty.

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

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

Adjunct instructors will be required to have a Masters Degree, industry certification and/or at least 3 years of hands-on industry experience in the specific discipline to be taught, e.g., certification and/or industry experience in energy auditing, lighting retrofitting, energy analysis, and/or energy modeling. In cases where an instructor with a Master's degree can't be found for a program specific course, TXCC will allow an instructor with a Bachelor's degree and at least 5 years industry experience to teach, until a more qualified instructor can be found.

**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)*

Thanks to an ongoing funding source (CT DEEP), most of the required equipment for the Technology Studies: Energy Management degree has already been purchased. Tunxis has been and continues to work with corporate partners to fulfil equipment needs as industry changes rapidly and students need to be kept abreast of those changes in equipment and software.

Wherever courses in the Technology Studies: Energy Management degree are held, a close working relationship between the program coordinator, instructors, college administration and staff will need to be developed and maintained. Specifically, program instructors will need to work with facilities and administrative personnel to identify and coordinate access to the physical spaces on the campus that are to be studied as part of the program's educational needs.

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

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
None			

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

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	1	1					2	2					2	2				
Continuing Students progressing to credential			1	1		2	1	1	3	3		6	2	3	4	5		9
Headcount Enrollment	1	1	1	1		2	3	3	3	3		6	4	5	4	5		9
Total Estimated FTE per Year <sup>1</sup>																		
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 <sup>2</sup>	2278.00	629.00	1899.00	629.00		1302.00	6056.00	1935.00	4537.00	1935.00	0.00	4002.00	7626.00	3305.00	5312.00	3305.00		6156.00
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$6,737.00						\$18,465.00						\$25,704.00					
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) <sup>4</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>																		
Faculty (Part-time, total for program) <sup>4</sup>																		
Support Staff ( lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	0.00		0.00		0.00													

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to a C2 Certificate at Northwestern Connecticut 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:

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

**ITEM**

Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to a C2 Certificate at Northwestern Connecticut Community College.

**BACKGROUND**

Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management certificate program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Northwestern CT Community College to offer this program, the students will enroll at NCCC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to NCCC to complete their certificate program.

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

The Energy Management certificate program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

**RECOMMENDATION**

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



05/07/2021– BOR -Academic and Student Affairs Committee  
05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Northwestern CT Community College	<b>Date of Submission to CSCU Office of the Provost:</b>	
Most Recent NECHE Institutional Accreditation Action and Date: 2018 NECHE Interim (5 <sup>th</sup> Year) Report		
<b>Program Characteristics</b> Name of Program: Technology Studies: Energy Management Degree: Title of Award (e.g. Master of Arts) Certificate in Energy Management – C2 Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Summer 2022 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: On Campus    Off Campus <b>x Both</b>	<b>Program Credit Distribution</b> # Credits in General Education: 7-8 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 16-17 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 16-17	
<b>Replicated College of Technology Program Characteristics</b> Name of Program: Certificate in Energy Management Institution: Tunxis Community College CIP Code No. 15.0503    Title of CIP Code Energy Management and Systems Technology/Technician		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:    CIP:    OHE#:    BOR Accreditation Date: Phase Out Period    Date of Program Termination		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Dr. David Ferreira	<b>Title:</b> Dean of Academic & Student Affairs	<b>Tel.:</b> 860-738-6319 <b>e-mail:</b> <a href="mailto:dferreira@nwcc.edu">dferreira@nwcc.edu</a>
<b>Institution's Unit</b> (e.g. School of Business): STEM Department <b>Location</b> (e.g. main campus) Offering the Program: Main Campus		
<b>Background and Rationale:</b> (Provide the context for and need for the proposed replication)		
<p>This proposal to replicate Tunxis Community College's Technology Studies: Energy Management certificate program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Northwestern CT Community College to offer this program, the students will enroll at NCCC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to NCCC to complete their certificate program.</p> <p>The Certificate in Energy Management offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The certificate folds seamlessly</p>		

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

into the 2-year Technology Studies: Energy Management Option Associate Degree and allows students to complete the required coursework needed to fulfill the duties and responsibilities of an “Energy Manager”, while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor’s Degree. This certificate path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. Successful completion of the degree program allows students to transfer to Central Connecticut State University as juniors. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses. This regional effort to offer the certificate through multiple institutions (e.g., Asnuntuck CC, Naugatuck Valley CC, Northwestern CC, and Tunxis CC) is to expand the applicant pool for a program designed to meet workforce needs at the local, state, and regional level. This regional effort further satisfies the grant funder’s desire to see this program expand throughout the state of Connecticut.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

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

#### SECTION 2: PROGRAM QUALITY ASSESSMENT

##### **Cost Effectiveness and Availability of Adequate Resources**

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

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

The Energy Management certificate program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program. At Northwestern CT Community College the Energy Management certificate program will be overseen by the STEM department. The STEM department along with a guided pathway advisor will work closely to help advise students who are interested in pursuing this certificate program.

At Tunxis CC this certificate will be overseen and advised by Dr. Asheka Rahman, Mathew Spinelli, and Edward Baker. Dr. Rahman serves as the Program Coordinator for Engineering and Technology Studies. Mr. Spinelli is the Program Director for STEAM and Advanced Manufacturing. Mr. Baker is an adjunct professor in the Energy program. Mr. Baker is the content expert and has many years of direct relevant knowledge in the field.

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

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

0

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

N/A

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

Current adjunct faculty will teach 100% of the Energy Management specific courses in the Energy Management Certificate. These courses represent 56% of the overall credits required for the certificate. All other courses required for the Energy Management certificate will be taught by current full-time or adjunct faculty

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

Adjunct instructors will be required to have a Master's Degree, industry certification and/or at least 3 years of hands-on industry experience in the specific discipline to be taught, e.g.: certification and/or industry experience in energy auditing, lighting retrofitting, energy analysis, and/or energy modeling. In cases where an

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

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

instructor with a Master's degree can't be found, TxCC will allow an instructor with a Bachelor's degree and at least 5 years industry experience to teach, until a more qualified instructor can be found.

**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)*

Most of the required equipment for the Energy Management certificate has already been purchased through an ongoing funding relationship with CT DEEP. Tunxis has been and continues to work with corporate partners to fulfil equipment needs as industry changes rapidly and students need to be kept abreast of those changes in equipment and software.

As the courses in the Energy Management certificate following a "living laboratory" model, a close working relationship between the program coordinator, instructors, college administration and staff will need to be developed and maintained. Specifically, program instructors will need to work with facilities and administrative personnel to identify and coordinate access to the physical spaces on the campus that are to be studied as part of the program's educational needs.

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

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
None			

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

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)		2						2		2				2		2		
Continuing Students progressing to credential				2				2		2				4		4		
Headcount Enrollment		2		2				4		4				6		6		
Total Estimated FTE per Year <sup>1</sup>																		
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 <sup>2</sup>		1258.00		1600.00				2580.00		3280.00				3966.00		5046.00		
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$2858.00						\$5860.00						\$9012.00					
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) <sup>4</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>																		
Faculty (Part-time, total for program) <sup>4</sup>																		
Support Staff ( lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	0.00		0.00		0.00													

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to an Associate of Science at Northwestern Connecticut 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:

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



**ITEM**

Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to an Associate of Science at Northwestern Connecticut Community College.

**BACKGROUND**

Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management degree program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Northwestern Connecticut Community College to offer this program, the students will enroll at NCCC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to NCCC to complete their degree program.

The Technology Studies: Energy Management degree offers students a hands-on curriculum utilizing the Tunxis Community College's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level.

The Technologies Studies: Energy Management degree program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

**RECOMMENDATION**

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

05/07/2021– BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Northwestern CT Community College	<b>Date of Submission to CSCU Office of the Provost:</b>	
Most Recent NECHE Institutional Accreditation Action and Date: 2018 NECHE Interim (5 <sup>th</sup> Year) Report		
<b>Program Characteristics</b> Name of Program: Technology Studies: Energy Management 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 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? 0 Locality of Program: On Campus    Off Campus    X Both	<b>Program Credit Distribution</b> # Credits in General Education: 36 # Credits in Program Core Courses: 28 # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above): 64</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 39	
<b>Replicated College of Technology Program Characteristics</b> Name of Program: Technology Studies: Energy Management Institution: Tunxis Community College CIP Code No.: 15.0503    Title of CIP Code: Energy Management and Systems Technology/Technician		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination		
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Dr. David Ferreira	<b>Title:</b> Dean of Academic & Student Affairs	<b>Tel.:</b> 860-738-6319 <b>e-mail:</b> <a href="mailto:dferreira@nwcc.edu">dferreira@nwcc.edu</a>
<b>Institution's Unit</b> (e.g. School of Business): STEM Department <b>Location</b> (e.g. main campus) Offering the Program: Main Campus		
<b>Background and Rationale:</b> (Provide the context for and need for the proposed replication)		
<p>This proposal to replicate Tunxis Community College's Technology Studies: Energy Management degree program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Northwestern CT Community College to offer this program, the students will enroll at NCCC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to NCCC to complete their degree program.</p> <p>There is an on-going need for well-trained individuals in the field of commercial energy management in Connecticut and the larger northeast region. As of October 2019, Connecticut ranked 6<sup>th</sup> in the nation for its energy efficiency policies and programs by the American Council for an Energy Efficient Economy. Connecticut</p>		

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

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

continues to be considered among the “leading and trending states” and is also noted for the Lamont administration’s work towards reducing the state government’s carbon footprint. Projects that achieve those efforts typically require pre-and post-construction energy analysis, project management, and assistance through mid-level energy analysts. Those skills and education are directly correlated to the curricula in the Technology Skills: Energy Management program.

According to the 2018 Connecticut Comprehensive Energy Strategy report, commercial and industrial segments spent \$3.8 billion on 275 trillion BTU of energy in 2015—a little more than half of the Building sector’s total expenditure. As is true in the residential sector, space heating and lighting are the top energy end-uses in commercial and industrial buildings, constituting about half of the total consumption nationwide, and one third of consumption in New England.

The Technology Studies: Energy Management degree offers students a hands-on curriculum utilizing the Tunxis Community College’s facilities as a “living laboratory” to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an “Energy Manager”, while still maintaining a level of General Education coursework that they could transfer to a 4-year college to expand their work to a 4-year Bachelor’s Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level. Successful completion of this degree program allows students to transfer to Central Connecticut State University as juniors. This regional effort to offer the degree through multiple institutions (e.g., Asnuntuck CC, Naugatuck Valley CC, Northwestern CC, and Tunxis CC) is to expand the applicant pool for a program designed to meet workforce needs at the local, state, and regional level. This regional effort further satisfies the grant funder’s desire to see this program expand throughout the state of Connecticut.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

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

#### SECTION 2: PROGRAM QUALITY ASSESSMENT

##### **Cost Effectiveness and Availability of Adequate Resources**

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

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

The Technologies Studies: Energy Management degree program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program. At Northwestern CT Community College the Energy Management certificate program will be overseen by the STEM department. The STEM department along with a guided pathway advisor will work closely to help advise students who are interested in pursuing this certificate program.

At Tunxis CC this degree will be overseen and advised by Dr. Asheka Rahman, Mathew Spinelli, and Edward Baker. Dr. Rahman serves as the Program Coordinator for Engineering and Technology Studies. Mr. Spinelli is the Program Director for STEAM. Mr. Baker is an adjunct professor in the Technology Studies: Energy Management program. Mr. Baker is a content expert and has many years of direct relevant knowledge in the field.

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

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

0

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

N/A

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

Current adjunct faculty will teach 100% of the Energy Management specific courses in the Technology Studies: Energy Management A.S. degree. These courses represent 44% of the overall Technology Studies degree. All other courses required for the Technology Studies degree will be taught by current full-time or adjunct faculty.

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

Adjunct instructors will be required to have a Masters Degree, industry certification and/or at least 3 years of hands-on industry experience in the specific discipline to be taught, e.g., certification and/or industry experience in energy auditing, lighting retrofitting, energy analysis, and/or energy modeling. In cases where an

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

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

instructor with a Master's degree can't be found for a program specific course, TXCC will allow an instructor with a Bachelor's degree and at least 5 years industry experience to teach, until a more qualified instructor can be found.

**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)*

Thanks to an ongoing funding source (CT DEEP), most of the required equipment for the Technology Studies: Energy Management degree has already been purchased. Tunxis has been and continues to work with corporate partners to fulfil equipment needs as industry changes rapidly and students need to be kept abreast of those changes in equipment and software.

Wherever courses in the Technology Studies: Energy Management degree are held, a close working relationship between the program coordinator, instructors, college administration and staff will need to be developed and maintained. Specifically, program instructors will need to work with facilities and administrative personnel to identify and coordinate access to the physical spaces on the campus that are to be studied as part of the program's educational needs.

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

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
None			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Connecticut State Colleges & Universities  
APPLICATION FOR NEW **PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM**  
**PRO FORMA Budget** - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	1	1					2	2					2	2				
Continuing Students progressing to credential			1	1		2	1	1	3	3		6	2	3	4	5		9
Headcount Enrollment	1	1	1	1		2	3	3	3	3		6	4	5	4	5		9
Total Estimated FTE per Year <sup>1</sup>																		
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 <sup>2</sup>	2278.00	629.00	1899.00	629.00		1302.00	6056.00	1935.00	4537.00	1935.00	0.00	4002.00	7626.00	3305.00	5312.00	3305.00		6156.00
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$6,737.00						\$18,465.00						\$25,704.00					
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) <sup>4</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>																		
Faculty (Part-time, total for program) <sup>4</sup>																		
Support Staff ( lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	0.00		0.00		0.00													



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Addiction Studies: Advanced Standing (CIP Code: 42.2899, OHE# TBD) – leading to a Master of Science at Western 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.

A True Copy:

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

**ITEM**

Establishment of a new program, Addiction Studies: Advanced Standing, leading to a Master of Science at Western Connecticut State University.

**BACKGROUND**

The MS in Addiction Studies allows WCSU undergraduates in the Psychology major (300-350 students) to move seamlessly into a graduate program that will prepare them for leadership roles in the rapidly growing area of substance use disorders treatment. The proposed Advanced Standing option will offer an accelerated pathway to degree completion for students who have already completed work in addiction studies curriculum as undergraduates at WCSU as well as the DARC programs in the Connecticut Community colleges.

Individuals with demonstrated competency in substance use disorder counseling evidenced by exemplary performance in relevant undergraduate coursework and field placements may apply for advanced standing. Such students complete the MS in Addiction Studies in 30 credits (rather than 37).

The WCSU Psychology Department four-course (16 credit) undergraduate sequence in Substance Use Counseling prepares students for certification as a Certified Drug and Alcohol Counselor (CADC) in Connecticut. Students who have completed three (3) courses of this CADC sequence at WCSU and a relevant field placement are eligible to apply for admission with Advanced Standing to the M.S. in Addiction Studies program. Applicants to the MS program who have completed a Drug and Alcohol Recovery Counselor (DARC) program at a Connecticut Community College, such as Manchester Community College, Naugatuck Valley Community College, and Gateway Community college, are also encouraged to apply for advanced Standing recognition.

MS Addiction Studies Advanced Standing Program requires no new resources. Students admitted through this option will be enrolled in courses already scheduled for the MS Addiction Studies. If enrollment continues to grow, additional faculty will be considered.

**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.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> March 3, 2021	
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> June 4, 2014		
<b>Program Characteristics</b> Name of Program: <b>Addiction Studies: Advanced Standing</b> Degree: Title of Award ( <i>e.g. Master of Arts</i> ) <b>MS</b> Degree Certificate: ( <i>specify type and level</i> ) Stand-Alone Certificate: ( <i>specify type and level</i> ) Anticipated Program Initiation Date: Anticipated Date of First Graduation: Modality of Program: <b>X Combined</b> If "Combined", % of fully online courses? <b>25%</b> Locality of Program: <b>X On-Campus</b>	<b>Program Credit Distribution</b> # Credits in General Education: n/a # Credits in Program Core Courses: <b>27</b> # Credits of Electives in the Field: n/a # Credits of Other Electives: # Cr Special Requirements: <b>6</b> (internship, masters project)  <u>Total # Cr in the Program: <b>30</b></u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30</b>	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 42.2899 Title of CIP Code Clinical, Counseling and Applied Psychology, Other.		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: N/A		
Institution's Unit Macricostas School of Arts & Sciences Location Offering the Program: Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul>		
<b>Institutional Contact for this Proposal:</b> Dr. Shane Murphy	Title: Graduate Director, MS in Addiction Studies	Tel.: (203) 837-9398 e-mail: murphys@wcsu.edu

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role and Scope**

This program aligns with WCSU's mission in the quality of the program and the professional and scholarly opportunities it supports. It also aligns with the CSCU mission, which seeks to provide an exemplary education that is affordable, innovative, rigorous, and supports economic growth.

The MS in Addiction Studies allows WCSU undergraduates in the Psychology major (300-350 students) to move seamlessly into a graduate program that will prepare them for leadership roles in the rapidly growing area of substance use disorders treatment. The proposed Advanced Standing option will offer an accelerated pathway to degree completion for students who have already completed work in addiction studies curriculum as undergraduates at WCSU as well as the DARC programs in the Connecticut Community colleges.

**Advanced Standing Policy**

Individuals with demonstrated competency in substance use disorder counseling evidenced by exemplary performance in relevant undergraduate coursework and field placements may apply for advanced standing. Such students complete the MS in Addiction Studies in 30 credits (rather than 37).

**Internal Candidates**

The WCSU Psychology Department four-course (16 credit) undergraduate sequence in Substance Use Counseling prepares students for certification as a Certified Drug and Alcohol Counselor (CADC) in Connecticut. Students who have completed three (3) courses of this CADC sequence at WCSU and a relevant field placement are eligible to apply for admission with Advanced Standing to the M.S. in Addiction Studies program. Specifically, eligible candidates must have:

- An undergraduate GPA of 3.0 or higher
- Completed three courses in the WCSU Substance Use Counseling sequence (three of: PSY 392, PSY 393, PSY 394, PSY 395) with a grade of B or better in each course
- Completed a field placement through PSY 306, or PSY 439, or the equivalent as determined by the Psychology Graduate Admissions Committee, e.g. prior work experience in the substance use field.

**External Candidates**

Applicants to the MS program who have completed a Drug and Alcohol Recovery Counselor (DARC) program at a Connecticut Community College, such as Manchester Community College, Naugatuck Valley Community College, and Gateway Community college, are also encouraged to apply for Advanced Standing recognition. The DARC program is nationally accredited through the National Addiction Studies Accreditation Commission (NASAC). In addition to the 30-credit DARC curriculum, candidates must have completed an internship in their DARC program and have a baccalaureate degree with a GPA of 3.0 or higher.

**Addressing Identified Needs**

In Connecticut, about 206,000 individuals aged 12 or older (6.8% of all individuals in this age group) per year in 2013–2014 were dependent on or misused alcohol within the year prior to being surveyed.

In Connecticut, about 88,000 individuals aged 12 or older (2.9% of all individuals in this age group) per year in 2013–2014 were dependent on or misused illicit drugs within the year prior to being surveyed. ([Behavioral Health Barometer, Connecticut, 2015](#)).

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

Connecticut is in the grip of a devastating opioid crisis. "Opioid addiction and prescription drug misuse is a disease that is impacting nearly every community and people of every background," Governor Malloy said, "Children and young adults battling substance use need sustained services for recovery to take hold because all the evidence shows relapses are common" ([CT Office of the Governor](#)).

There is an urgent need for more and better-trained clinicians and therapists to provide leadership in the field of substance use disorders treatment. The total number of current LADCs in Connecticut is 890 (Department of Public Health). Thirty-one LADCs have been certified in 2018 (as of August 31), while 46 LADCs were certified in 2017.

The website *Careers in Psychology* has this to say about job prospects in the field: "While the average rate of growth for employment in other fields is 11%, the increase in employment for Substance Use Counselors is 22%. That is [one of the highest projected growth increases](#) of any occupation listed in the *U.S. Occupational Outlook Handbook*. In 2012 there were 89,600 Substance Use Counselors employed in the United States. By the year 2022 the government has predicted there will be 117,700. A recent issue of [U.S. News & World Report](#) ran an article, "*The 100 Best Jobs*" wherein it ranked jobs according to salary and employment potential. Substance Use Counseling ranked as #38 in the nation and #22 in the category of Best Health Jobs." ([Careers in Psychology](#)).

The median salary for substance use and behavioral disorders counselors was \$41,070 in 2016, according to the U.S. Bureau of Labor Statistics (BLS), [www.bls.gov](#). Connecticut has the highest concentration of jobs and location quotients in this occupation in the nation - 2,600 jobs with an average mean wage of \$48,660.

We expect that graduates of the Master of Science in Addiction Studies will be employed in a wide variety of agencies, such as outpatient care centers, psychiatric and substance use hospitals, residential intellectual and developmental disability facilities, residential mental health and substance use facilities, general hospitals, and at schools, universities, and colleges.

Industries with the highest levels of employment in this occupation: (Source - <https://www.bls.gov/oes/current/oes211011.htm>.)

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
Outpatient Care Centers	22,250	2.67	\$20.64	\$42,930
Residential Intellectual and Developmental Disability, Mental Health, and Substance Use Facilities	18,240	2.98	\$19.08	\$39,690
Individual and Family Services	12,560	0.74	\$20.10	\$41,800
Local Government (OES Designation)	6,620	0.12	\$23.30	\$48,470
General Medical and Surgical Hospitals	5,050	0.09	\$25.31	\$52,640

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**

Top paying industries for this occupation:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
Junior Colleges	30	< .005	\$35.12	\$73,050
Scientific Research and Development Services	260	0.04	\$32.33	\$67,240
Insurance Carriers	no data	no data	\$27.17	\$56,520
Elementary and Secondary Schools	3,660	0.04	\$27.05	\$56,260
Colleges, Universities, and Professional Schools	770	0.03	\$26.81	\$55,760

**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?**

WCSU has a thriving undergraduate program in psychology, with highly qualified full- and part-time faculty. In addition, this degree was developed in consultation with practitioners in the region, ensuring the curriculum is timely and graduates will meet employer expectations. Adding an advanced standing option rewards students for prior good work and will expand enrollments in existing courses. No additional resources are required.

**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?**

The two main benefits of this advanced standing option are 1. It creates a direct pathway from community college programs, thus recruiting from a highly diverse environment, and 2. The advanced standing creates a faster path to completion, thus reducing the cost of this program for students who have done work in this area as undergraduates. Like the Advanced Standing Social Work programs, the certifications and/or accreditation of the undergraduate degree enhances affordability overall.

**Describe any transfer agreements with other CSCU institutions that will be instituted as a result of the approval of this program.**

The psychology TAP pathway lays the foundation for easy transfer into this program.

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

This is the only MS in Addiction Studies program in CT.

**Cost Effectiveness and Availability of Adequate Resources**

MS Addiction Studies Advanced Standing Program requires no new resources. Students admitted through this option will be enrolled in courses already scheduled for the MS Addiction Studies. If enrollment

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

continues to grow, additional faculty will be considered, but we have sufficient staffing at this time.

#### **Student Recruitment / Student Engagement**

With a large undergraduate program, much of our recruiting comes from within WCSU. However, additional outreach to undergraduate programs in the CSU system will add to the pipeline.

Note: The MS in Addiction Studies launched in fall 2019 with 13 students. In fall 2020, there are 20 students. This is above projections for the program at the time of approval 10 for 2019, 12 for 2020, and 15 for 2021. Adding the advanced standing option is likely to enhance enrollments further.

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

At the graduate level, these efforts focus on one-on-one guidance from the program director, with recommended supports as needed.

### SECTION 3: PROGRAM QUALITY ASSESSMENT

#### **Learning Outcomes - L.O.**

The MS in Addiction Studies will graduate professionals who can:

- Apply the diagnostic criteria for Substance Use Disorder (SUD; DSM-5) and related psychological disorders across diverse populations.
- Develop and implement treatment plans and propose risk reduction interventions.
- Apply theoretical and evidence-based principles to lead effective individual, family and group counseling for SUD.
- Employ and articulate the professional values and ethics specific to intervention and prevention in this field.
- Demonstrate the ability to apply and conduct research on addiction services and psychopharmacological treatment.

Student learning outcomes for each of these criteria and assessment methodologies to be used in measuring the outcomes are described next. Note that learning outcomes are carefully aligned with Connecticut State requirements for the [Licensed Alcohol and Drug Counselor \(LADC\) certification](#):

Learning Outcome 1: Apply the diagnostic criteria for Substance Use Disorder (SUD; DSM-5) and related psychological disorders across diverse populations.

- Evaluate prevalence rates for substance use in the United States.
- Comprehend and apply the diagnostic criteria for substance use disorders from the Diagnostic and Statistical Manual of Mental Disorders-5<sup>th</sup> Edition (DSM-5).
- Summarize the diagnostic criteria for other mental disorders from the DSM-5.
- Explain the reasons for differences in prevalence rates for mental disorders across gender, ethnic, and age groups.
- Analyze etiological explanations for substance use disorders.
- Interpret and describe psychometric instruments that specifically assess substance use disorders.
- Detail patterns of responses that identify substance use disorders on traditional psychological tests.
- Conceptualize differences among individuals with substance use disorders.

Assessment methodologies include examinations, performance assessments, oral presentations, and

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written projects, as tied to the course and program objectives. Relevant courses:

- PSY 592 Substance Use Counseling: Assessment and Counseling.
- PSY 584 Substance Use and Co-Occurring Disorders: Diagnosis and Interventions

Learning Outcome 2: Develop and implement treatment plans and propose risk reduction interventions.

- Conceptualize differences among individuals with substance use disorders.
- Evaluate therapeutic procedures with individuals with comorbid disorders (substance use and other mental disorders).
- Interpret how treatment intensity is matched to the level of clinical impairment - determining the necessary level of care.
- Conceptualize client motivation to change or motivation for treatment.
- Delineate the functions of professional interventions in conjunction with self-help groups such as Alcoholics Anonymous (AA) and Narcotics Anonymous (NA).
- Provide an explanation of Multisystemic Therapy that can be applied in a therapeutic setting
- Develop treatment plans for individual and group therapies

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, and internship projects, as tied to the course and program objectives. Relevant courses:

- PSY 592 Substance Use Counseling: Assessment and Counseling.
- PSY 584 Substance Use and Co-Occurring Disorders: Diagnosis and Interventions

Learning Outcome 3: Apply theoretical and evidence-based principles to lead effective individual, family, and group counseling for SUD.

- Integrate the nonspecific factors promoting change in counseling with those of psychotherapy
- Provide a synthesis of ambivalence for change in counseling and psychotherapy
- Redefine client resistance in counseling and psychotherapy
- Analyze the concept of commitment to change in counseling and psychotherapy
- Evaluate the active ingredients in brief interventions that result in substantial therapeutic change
- Conceptualize goals, tactics, and strategies in family counseling and psychotherapy
- Summarize the goals and methods of group counseling and psychotherapy
- Explain how the stages of change are adapted in counseling and psychotherapy
- Synthesize the goals and methods of Twelve Step Facilitation in counseling and psychotherapy
- Detail the theories and practices of group therapies
- Integrate the history of AA with that of NA and consider their importance in treatment planning for substance users
- Evaluate the therapeutic process of AA and NA – the active ingredients
- Summarize self-help interventions other than AA and NA
- Synthesize the theory, applications, and effectiveness of Behavior Therapy
- Synthesize the theory, applications, and effectiveness of Cognitive Therapy
- Relate the theory, applications, and reported effectiveness of Motivational Interviewing therapy
- Interpret the applications for Relapse Prevention, consider its theoretical foundation and applications, and evaluate its effectiveness
- Analyze the theory and applications associated with Harm Reduction therapies; evaluate the associated empirical the ethical issues
- Analyze the theories and practices of group therapies

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, and internship assessments as tied to the course and program objectives. Relevant courses:



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- PSY 594 Substance Use Counseling: Counseling Techniques
- PSY 595 Substance Use Counseling: Applied Individual and Group Counseling

Learning Outcome 4: Employ and articulate the professional values and ethics specific to intervention and prevention in this field.

- Analyze the ethical requirements for diagnosis and explore ethical perspectives regarding individual and social rights to health care.
- Interpret the familial, social and community issues related to pharmacological treatments for substance use
- Detail and understanding of an integrated model of counseling and psychotherapy
- Synthesize the issues related to ethnicity, gender, age, LGBT, and health status in counseling and psychotherapy
- Integrate standards for ethical practice in counseling and psychotherapy
- Examine the ethical standards for substance use counselors
- Provide an analysis of counseling that is consistent with the traditions of AA, NA, Rational Recovery, and Women for Sobriety.
- Examine the actions necessary to adopt sustainable lifestyles through individual, local, societal or global behavior change, and evaluate potential outcomes – understand interventions that prevent the onset and maintenance of substance use as well as practices that build behavioral competencies

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, and internship assessments as tied to the course and program objectives.

Relevant courses:

- PSY 595 Substance Use Counseling: Applied Individual and Group Counseling
- PSY 581 Development and Evaluation of SUD Intervention Programs
- PSY 582 Professional Development and Ethics
- PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment
- PSY 530 Internship in Addiction Studies

Learning Outcome 5: Demonstrate the ability to apply and conduct research on addiction services and psychopharmacological treatment.

- Evaluate the pharmacology of alcohol and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Demonstrate comprehension of the pharmacology of amphetamines and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Summarize the pharmacology of caffeine and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Explain the pharmacology of cannabis and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Evaluate the pharmacology of cocaine and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Synthesize the pharmacology of hallucinogens and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Analyze the pharmacology of inhalants and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Interpret the pharmacology of nicotine and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Detail the pharmacology of opioids and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Analyze the pharmacology of phencyclidine and describe mechanisms for tolerance and protocol

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for withdrawal and detoxification.

- Analyze the pharmacology of sedatives and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Evaluate the pharmacology of ergogenic substances such as anabolic steroids and describe mechanisms for tolerance and protocol for withdrawal and detoxification.
- Synthesize the methods of transmission, medical, psychological, and neurological effects of HIV/AIDS, and consider substance use treatment for patients with HIV/AIDS.
- Demonstrate knowledge of and ability to apply pharmacological and medication-assisted treatments for substance use
- Create appropriate hypotheses and models to describe intervention processes and outcomes
- Demonstrate skills needed for program and outcome evaluation

Assessment methodologies include examinations, performance assessments, oral presentations, written projects, team-building projects, and internship assessments as tied to the course and program objectives.

Relevant courses:

- PSY 590 Master's Project
- PSY 593 Substance Use Counseling: Drugs & Behavior
- PSY 581 Development and Evaluation of SUD Intervention Programs
- PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment

**Program Administration**

The existing Graduate Director will support this program as part of the duties already supported (3 credits of reassigned time per semester at this time. FWL will be reassessed as the enrollment patterns stabilize).

**Faculty**

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

None. We hired a new faculty member to support the full program when it launched last year. No additional faculty are necessary at this time.

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

25%

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

Minimal qualifications of such adjunct faculty are:

Ph.D. or Psy.D. in Clinical or Counseling Psychology. Must be licensed in the state of Connecticut, or able to apply for licensure immediately upon hire. Highest preference will be given to those currently working in direct patient care and/or service delivery in substance use disorders treatment, or in community prevention. Such faculty can provide the best supervision and training to our graduate students.

**Special Resources**

Resources required are already available at WCSU thanks to the long-standing course sequence designed for CADCE certification and the recent launch of the MS in Addiction Studies. Library collections, assessment materials and online resources will be allocated to the new graduate program with no immediate budgetary ramifications.

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**Curriculum:** The courses below represent the full MS in Addiction Studies. Six or seven Credits will be waived for Advanced Standing based on evaluation of the student's work at the undergraduate level and clinical experiences.

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisit e	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>			<b>16</b>	<b>Other Related/Special Requirements*</b>		<b>6</b>
PSY 592 Substance Use Counseling: Assessment and Counseling			4	PSY 530 Internship in Addiction Studies (200 hours of supervised field placement).		3
PSY 593 Substance Use Counseling: Drugs and Behavior			4	PSY 590 Master's Project		3
PSY 594 Substance Use Counseling: Counseling Techniques			4			
PSY 595 Substance Use Counseling: Applied Individual and Group Counseling			4			
<b>Additional Required Courses</b>			<b>15</b>			
PSY 581 Development and Evaluation of SUD Intervention Programs			3			
PSY 582 Professional Development and Ethics			3			
PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment			3			
PSY 584 Substance Use and Co- Occurring Disorders: Diagnosis and Interventions			3			
PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment			3			
<b>Advanced Standing Prerequisites</b>						
<b>For WCSU Undergraduates</b>						
<p>The WCSU Psychology Department four-course (16 credit) undergraduate sequence in Substance Use Counseling prepares students for certification as a Certified Drug and Alcohol Counselor (CADC) in Connecticut. Students who have completed three (3) courses of this CADC sequence at WCSU and a relevant field placement are eligible to apply for admission with Advanced Standing to the M.S. in Addiction Studies program. Specifically, eligible candidates must have:</p> <ul style="list-style-type: none"> <li>• An undergraduate GPA of 3.0 or higher.</li> <li>• Completed three courses in the WCSU Substance Use Counseling sequence (three of: PSY 392, PSY 393, PSY 394, PSY 395) with a grade of B or better in each course.</li> <li>• Completed a field placement through PSY 306, or PSY 439, or the equivalent as determined by the</li> </ul>						

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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Psychology Graduate Admissions Committee, e.g., prior work experience in the substance use field.

#### For Community College DARC Graduates

Applicants to the MS program who have completed a Drug and Alcohol Recovery Counselor (DARC) program at a Connecticut Community College, such as Manchester Community College, Naugatuck Valley Community College, and Gateway Community college, are also encouraged to apply for Advanced Standing recognition. The DARC program is nationally accredited through the National Addiction Studies Accreditation Commission (NASAC). In addition to the 30-credit DARC curriculum, candidates must have completed an internship in their DARC program and have a baccalaureate degree with a GPA of 3.0 or higher.

#### Justification

The WCSU CADC undergraduate program is unique in offering all required coursework for the certification as a Connecticut Department of Public Health Certified Alcohol and Drug Abuse Counselor (CADC) as well as for certification as a Certified Addictions Counselor (CAC) by the Connecticut Certification Board. Students who have completed at least 3 of the 4 courses in this sequence, as well as having completed an undergraduate internship, will have a substantial background in evidence-based treatment approaches for substance use disorders (SUDs) and an introduction to ethical and behavioral standards of conduct for addiction counselors. Such students will be well prepared to enter the MS in Addiction Studies graduate program with advanced standing. The graduate program prepares students with all required coursework for the certification as a Connecticut Department of Public Health Licensed Alcohol and Drug Abuse Counselor (LADC). Note that LADC candidates in Connecticut must meet all of the requirements for the CADC level certification.

The Connecticut Community College Drug and Alcohol Recovery Counselor (DARC) program is also designed to meet the academic requirement for the State of Connecticut and the CT Certification Board's certification as an alcohol and drug counselor (CADC and CAC). Graduates of this program will similarly have a substantial background in evidence-based treatment approaches for substance use disorders (SUDs) and an introduction to ethical and behavioral standards of conduct for addiction counselors. Such students will be well prepared to enter the MS in Addiction Studies graduate program with advanced standing.

#### Total Other Credits Required to Issue Credential: N/A

**Program Outline:** The MS in Addiction Studies, Advanced Standing is a 30-31 credit program that includes an internship (3 credits and 200 supervised hours) and a Master's Project (3 credits).

Courses waived for advanced standing will be established upon admission, after a review of prior work by the graduate director. Students will receive documentation of the approved program prior to the start of the program.

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### Sample Advanced Standing Program

Existing 37 credit MS Curriculum		Advanced Standing 30-31 credit Curriculum*		
<b>Course Number and Name</b>	<b>CR</b>	<b>Course Number and Name</b>	<b>C r</b>	
PSY 592 Substance Use Counseling: Assessment and Counseling	4	PSY 592 Substance Use Counseling: Assessment and Counseling	4	
PSY 593 Substance Use Counseling: Drugs and Behavior	4	**		
PSY 594 Substance Use Counseling: Counseling Techniques	4	PSY 594 Substance Use Counseling: Counseling Techniques	4	
PSY 595 Substance Use Counseling: Applied Individual and Group Counseling	4	PSY 595 Substance Use Counseling: Applied Individual and Group Counseling	4	
PSY 581 Development and Evaluation of SUD Intervention Programs	3			
PSY 582 Professional Development and Ethics	3	PSY 582 Professional Development and Ethics	3	
PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment	3	PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment	3	
PSY 584 Substance Use and Co-Occurring Disorders: Diagnosis and Interventions	3	PSY 584 Substance Use and Co-Occurring Disorders: Diagnosis and Interventions	3	
PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment	3	PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment	3	
PSY 530 Internship in Addiction Studies	3	PSY 530 Internship in Addiction Studies (required)	3	
PSY 590 Master's Project	3	PSY 590 Master's Project (required)	3	
<b>TOTAL</b>	<b>37</b>	<b>TOTAL</b>	<b>30</b>	
		* Course selection for those with Advanced Standing is individualized based on prior training and education		
		** At most one course from the core sequence (PSY 592-595) can be dropped		

**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**

<b>Faculty Name and Title</b>	<b>Institution of Highest Degree</b>	<b>Area of Specialization/Pertinent Experience</b>	<b>Other Administrative or Teaching Responsibilities</b>
Maya Aloni	Ph.D., State University of New York at Buffalo	Social Psychology: The Psychology of Close Relationships	
Dan Barrett	Ph.D. Arizona State University	Social Psychology, Social Influence/Persuasion, Cross Cultural Psychology	Department Chair
Nicholas Gallucci	Ph.D., University of Louisville	Substance Use Disorder Counseling/Community Psychology	
Bernie Gee	Ph.D. University of Rochester	Neuroscience, Biological Psychology, Psychopharmacology	
Robin Gustafson	Ph.D. Columbia University	Cognitive Psychology, Technology and Learning	
Rondall Khoo	Ph.D., Pennsylvania State University	Cognition, Thinking and Reasoning, and Cognitive Learning	
Jessica Kraybill	Ph.D., Virginia Tech University	Developmental Psychology, Statistics	
Tara Kuther	Ph.D. Fordham University	Developmental Psychology: Risk Taking behavior in adolescents	
Shane Murphy	Ph.D., Rutgers University	Health Psychology	Graduate Director
Mary Nelson	Ph.D. Iowa State University	Research and Statistics	
Patricia O'Neill	Ph.D. University of California, Riverside	Cognitive Psychology, Statistics, Evolutionary Psychology	
Janan Wyatt	Ph.D., University of Rhode Island	Addiction Studies/Cultural Diversity Treatment Issues	Internship Supervisor

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**  
**PRO FORMA Budget** - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	3	2					3	2					3	2				
Continuing Students progressing to credential			2	2	2	2		1	2	2	2	2		1	2	2	2	2
Headcount Enrollment	3	2	2	2	2	2	3	3	2	2	2	2	2	3	2	2	2	2
Total Estimated FTE per Year <sup>1</sup>	3						3.10						3.10					
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 <sup>2</sup>	\$19,879	\$3,840	\$13,253	\$3,840	\$13,253	\$3,840	\$19,879	\$5,760	\$13,253	\$3,840	\$13,253	\$3,840	\$19,879	\$5,760	\$13,253	\$3,840	\$13,253	\$3,840
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$57,905						\$59,825						\$59,825					
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> 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 = 9 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) <sup>4</sup>	0		0		0													
Faculty (Full-time, total for program) <sup>4</sup>	0		0		0													
Faculty (Part-time, total for program) <sup>4</sup>	0		0		39,000													
Support Staff (lab or grad assist, tutor)	0		0		0													
Library Resources Program	0		0		0													
Equipment (List in narrative)	0		0		0													
Other <sup>5</sup>	0		0		0													
Estimated Indirect Costs <sup>6</sup>	0		0		0													
Total Expenditures per Year																		

\*There are currently seats available in the existing program, so no additional costs are anticipated. Should there be demand beyond existing seats, we may need to add sections. Year three projects the potential for such sections, but at this time we are not planning for that level of demand.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cybersecurity Operations (CIP Code: 43.0016, OHE# TBD) – leading to an Associate of Science at Tunxis 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:

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



**ITEM**

Establishment of a new program, Cybersecurity Operations, leading to an Associate of Science at Tunxis Community College.

**BACKGROUND**

The new Cybersecurity Program at Tunxis will provide qualified cybersecurity graduates to the State of Connecticut and our nation. This will help reduce the significant number of unfilled cybersecurity positions.

A workforce study by Frost & Sullivan identified a global cybersecurity shortage of qualified professionals of 1.8 million positions. The Cybersecurity job shortage in the USA is estimated at 314,000 per a study conducted by NICE-NIST US government institution. In Connecticut alone there are an estimated 4,153 unfilled Security positions as reported in the “Connecticut Cyber Strategy” published in 2017. There will be an estimated 31% growth rate in “Security Analyst” positions between 2019 and 2029 as reported by the US Bureau of Labor Statistics.

Private and State university programs offer Cybersecurity training that focuses on traditional and often outdated technology architecture. Most organizations have moved their technology infrastructure to the Cloud introducing a new set of cybersecurity challenges for organizations. The use of a state-of-the-art CLOUD LAB ENVIRONMENT by Tunxis will help close the gap between current academic offerings from local colleges and the reality of a Cloud technology environment used by public and private entities.

Tunxis, utilizing Perkins Grant funding, secured 25 laptops in 2020 (\$56,000) and secured and approved for 2021 to pay for “Year 1” of Microsoft Cloud Lab Services (\$4,000). The revenue generated from the increase of the student population registered in the Cybersecurity Program will pay for “Years 2 and 3”. The deployment of a Cloud Lab Environment requires expertise in Cloud technology and is offered at Tunxis utilizing the working experience and cybersecurity industry knowledge from the Cybersecurity Program Lead

**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.

05/07/2021 – BOR -Academic and Student Affairs Committee

05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Tunxis Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 3/1/2021	
Most Recent NECHE Institutional Accreditation Action and Date: 3/29/2016		
<b>Program Characteristics</b> Name of Program: Cybersecurity Operations Degree: Title of Award (e.g. Master of Arts) <b>Associate Degree</b> <b>Cybersecurity Operations</b> Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program:    On ground        Online    X Combined If "Combined", % of fully online courses? 40% Locality of Program:    On Campus        Off Campus    X Both	<b>Program Credit Distribution</b> # Credits in General Education: 21-22 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 3 # Credits of Other Electives: # Cr Special Requirements (include internship, etc.): 0  <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: <b>44</b>	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 43.0016    Title of CIP Code Cyber/Computer Forensics and Counterterrorism		
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) STEAM    Location (e.g. main campus) Offering the Program: Tunxis Community College Farmington, CT		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Jorge Gonzales	Title: Assistant Professor – CIS/Cybersecurity	Tel.: 860-773-1751 e-mail: jgonzales@txcc.commnet.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)*

As noted by the Connecticut State Cyber Strategy document published in 2017, “it is in Connecticut’s interest to capitalize on its relatively large number of higher education institutions to build its contributions to cybersecurity.”

The new Cybersecurity Program at Tunxis will provide qualified cybersecurity graduates to the State of Connecticut and our nation. This will help reduce the significant number of unfilled cybersecurity positions.

The proposed Cybersecurity Operations Program aligns with the institutional mission by helping students achieve their personal and career goals in the **innovative field of Cybersecurity** which has become a major driver in **the economic growth** of the State of Connecticut, the nation, and the world.

#### 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)*
  1. There are an estimated 4,153 unfilled Security positions in the State of Connecticut as reported in the “Connecticut Cyber Strategy” published in 2017. [https://portal.ct.gov/-/media/Malloy-Archive/Connecticut-Cybersecurity-Resource-Page/Connecticut-Cyber-Security-Strategy.pdf?sc\\_lang=en&hash=119C40187215F0A75F3D560142CAA4B3](https://portal.ct.gov/-/media/Malloy-Archive/Connecticut-Cybersecurity-Resource-Page/Connecticut-Cyber-Security-Strategy.pdf?sc_lang=en&hash=119C40187215F0A75F3D560142CAA4B3)
  2. There will be an estimated 31% growth rate in “Security Analyst” positions between 2019 and 2029 as reported by the US Bureau of Labor Statistics [https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#TB\\_inline?height=325&width=325&inlineId=qf-outlook](https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#TB_inline?height=325&width=325&inlineId=qf-outlook)
  3. The Cybersecurity job shortage in the USA is estimated at 314,000 per a study conducted by NICE-NIST US government institution. <https://www.cyberseek.org/heatmap.html>
  4. A workforce study by Frost & Sullivan identified a global cybersecurity shortage of qualified professionals of 1.8 million positions. <https://www.iamcybersafe.org/s/gisws>
- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?

The faculty member responsible for the design of the new Cybersecurity Program worked as the Chief Information Security Officer (CISO) for a global company. The CISO role is the position with highest responsibility in cybersecurity for any organization. The program utilizes the strength of the first-hand knowledge this Faculty member has of all types of cybersecurity threats, challenges, and needs in the industry to build a state-of-the-art and modern cybersecurity program.
- 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?

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

Cybersecurity is part of Advanced technology training seldom offered to students who are members of ethnic and racial minority groups. The cybersecurity program at Tunxis will offer advanced technology training to underrepresented groups at affordable cost.

- Describe any transfer agreements with other CSCU 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*)  
Tunxis will discuss transfer agreements with Central and Western Connecticut State Universities.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
Capital Community College has a similar program. Tunxis, Manchester and Capital Community Colleges have met to discuss a common program for all three colleges across the system. The agreed upon content of the program is presented in this application thus avoiding the need for modifications in the future once the consolidation of Connecticut community colleges occurs.

#### 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.)

#### 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.

The following recruitment activities will be undertaken:

1. Partner with local high schools to schedule video presentations for local high-school students
2. Reach out to the State of Connecticut Chief Information Officer, schedule a video presentation of the program, and show him the state-of-the-art and modern educational approach to be used at Tunxis. The outcome of the presentation will be:
  - a. An agreement to train select members of the Technology department at the State of Connecticut in Cybersecurity to expand their professional skills transitioning them from "Traditional Technology" training to "Cybersecurity" training. This is in response to the feedback received from business leaders in the public and private sector who report that the availability of continuing education and efforts to bring cybersecurity professionals up to speed on current challenges are inadequate.
  - b. Create a partnership with the State of Connecticut CIO to consider Tunxis graduates from the Cybersecurity Program as one of the main pools of candidates for cybersecurity positions. This partnership will enhance the interest of prospective students knowing that if they successfully complete the program they will have the opportunity to be considered for cybersecurity jobs at the State of CT.
3. Reach out to private companies in CT and establish similar partnerships as the one referenced in number 2 above
4. Utilize marketing tools better aligned with the student population being targeted. This includes conducting technology education streaming sessions on Twitch, and YouTube.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The student engagement strategies to be employed include the use of state-of-the-art "Cloud Lab Technology" which is seldom offered at State Universities. In addition, the use of competitions in the form of "Hack-a-Thon" which are only offered at very specialized academic institutions.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

### SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Understand and apply fundamental concepts and methodologies related to the field of information assurance used to protect confidentiality, integrity, and availability of data.
2. Explain the alignment of security governance principles with business goals.
3. Identify and classify information and assets, cyber-attack vectors, threats and vulnerabilities.
4. Identify and describe the phases and tools used in the ethical hacking process.
5. Explain the vulnerability management life cycle and approaches and technology tools to perform vulnerability assessment.
6. Select procedural, and technical countermeasures to mitigate the risk posed by threats and vulnerabilities including network security, data encryption, computer forensics, and cloud security.
7. Identify the place and role of cryptography, demilitarized zone, routers, firewalls, and intrusion detection and prevention tools in security

**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)

Jorge Gonzales –

Education:

Master of Science in Cybersecurity Management and Policy – University of Maryland Global Campus (UMGC)

Bachelor of Business Administration in Management Information Systems – Western Connecticut State University (WCSU)

Graduate Certificate in Digital Forensics from the University of Maryland Global Campus (UMGC)

Certified Information Security Manager (CISM) – Cybersecurity industry certification from ISACA

Cybersecurity Industry Experience:

20 years in Information Technology and Cybersecurity leadership positions including Chief Information Security Officer for a global organization.

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

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

None

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

N/A

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

10%

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

Experience in Management Information Systems and/or Cybersecurity

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

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### *APPLICATION FOR NEW PROGRAM APPROVAL*

NEW MICROSOFT CLOUD LAB ENVIRONMENT - Private and State university programs offer Cybersecurity training that focuses on traditional and often outdated technology architecture. Most organizations have moved their technology infrastructure to the Cloud introducing a new set of cybersecurity challenges for organizations. The use of a state-of-the-art CLOUD LAB ENVIRONMENT by Tunxis will help close the gap between current academic offerings from local colleges and the reality of a Cloud technology environment used by public and private entities.

Tunxis, utilizing Perkins Grant funding, secured 25 laptops in 2020 (\$56,000) and secured and approved for 2021 to pay for "Year 1" of Microsoft Cloud Lab Services (\$4,000). The revenue generated from the increase of the student population registered in the Cybersecurity Program will pay for "Years 2 and 3". The deployment of a Cloud Lab Environment requires expertise in Cloud technology and is offered at Tunxis utilizing the working experience and cybersecurity industry knowledge from the Cybersecurity Program Lead

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### Curriculum

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

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

Course	Credits	Hours	Prerequisites
<b>GEN ED</b>			
Composition (ENG*101)	3		
Principles of Statistics (MAT*167)	3		
Arts & Humanities	3		
Science – (from AST*, BIO*, CHE*, EAS*, EVS*, MET*, PHY*, SCI*)	3/4		

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

**APPLICATION FOR NEW PROGRAM APPROVAL**

Social / Behavioral / History (from ANT*, HIS*, ECN*, GEO*, POL*, PSY*, SOC*)	3		
Oral or Written Communication Public Speaking (COM*173) OR Writing for Business (ENG*106) OR Interpersonal Communications (COM*172)	3		
Program - Con Learn & Info Lit - SSC <i>Introduction to Computers (CSC*101)</i>	3		
<b>SUB-TOTAL</b>	<b>21-22</b>		

	<b>REQUIRED</b>			
<b>Course</b>	<b>LO</b>	<b>Credits</b>	<b>Hours</b>	<b>Prerequisites</b>
Unix/Linux System Administration (CST*264)	6	3	3	Network Essentials I (CST*130)
Networking Security Fundamentals (CST*270)	6	3	3	Windows Server Administration (CST*163)
Introduction to MIS (CST*201)	3	3	3	C-or better in Integrated Reading/Writing II (ENG*075) or Introduction to College Reading & Writing (ENG*093) or Introduction to College English (ENG*096) or Reading & Writing VI (ESL*162, placement into Composition (ENG*101)
Ethical Hacking & Network Defense (CST*267)	4, 5, 7	3	3	Networking Security Fundamentals (CST*270)
Information Assurance & Risk Management (CST*247)	1, 2, 5	3	3	Introduction to MIS (CST*201)
Computer Forensics and Net Intrusions (CST*263)	5, 6, 7	3	3	Networking Security Fundamentals (CST*270)
Virtualization & Cloud Security (CST*XXX) *	6	3	3	Network Essentials I (CST*130)
Programming Logic & Design with Python (CSC*124) *	6	3	4	None
<b>SUB-TOTAL</b>		<b>24</b>		



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*APPLICATION FOR NEW PROGRAM APPROVAL*

OPTION - Tunxis				
Course	LO	Credits	Hours	Prerequisites
Network Essentials I (CST*130)	6	3	3	C-or better in Integrated Reading/Writing II (ENG*075) or Introduction to College Reading & Writing (ENG*093) or Introduction to College English (ENG*096) or Reading & Writing VI (ESL*162, placement into Composition (ENG*101)
Network Essentials II (CST*230)	6, 7	3	3	Network Essentials I (CST*130)
Ethical Hacking & Pen Testing II (CST*XXX) *	4, 5, 7	3	3	Ethical Hacking & Network Defense (CST*267)
Computer Crimes (CJS*224) OR Directed Elective from CSA*, CSC*, CST* *	1, 2, 3	3	3	None
Operating Systems (CST*210)	1	3	3	Co-requisite: Intro to Computers (CSC*101)
<b>SUB-TOTAL</b>		<b>15</b>		
<b>TOTAL</b>		<b>60-61</b>		

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

**NOTE:** The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*APPLICATION FOR NEW PROGRAM APPROVAL*

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jorge Gonzales – Assistant Professor – CIS Cybersecurity	Master of Science in Cybersecurity Management and Policy – University of Maryland Global Campus (UMGC)	Cybersecurity Industry Experience: 20 years in Information Technology and Cybersecurity leadership positions including Chief Information Security Officer for a global organization.	

**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)	5	10	5	5			5	5	2	3			5	5	2	3		
New Students (first time matriculating)	15	20	10	15			20	25	15	20			25	25	15	20		
Continuing Students progressing to credential			13	17			20	28	40	50			38	60	60	70		
Headcount Enrollment	20	30	28	37			45	58	57	73			68	90	77	93		
Total Estimated FTE per Year <sup>1</sup>	70.3						145.7						206					
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 <sup>2</sup>	29880	29880	45816	47808			79680	79182	109560	104580			125496	126990	149400	134460		
Tuition from Internal Transfer <sup>2</sup>	9960	14940	9960	7470			9960	7470	3984	4482			9960	7470	3984	4482		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	195714						398898						562242					
PROJECTED Program Expenditures <sup>3</sup>							<div>NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</div> <div>11 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall &amp; Spring</div> <div>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.</div> <div>2Revenues from all courses students will be taking.</div> <div>3Capital outlay costs, instructional spending for research and services, etc. can be excluded.</div> <div>4If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.</div> <div>5e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</div> <div>6Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.</div>											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) <sup>4</sup>	4,437		4,437		4,437													
Faculty (Full-time, total for program) <sup>4</sup>	135,720		135,720		135,720													
Faculty (Part-time, total for program) <sup>4</sup>			62,192		77,740													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>			45,000		55,000													
Estimated Indirect Costs <sup>6</sup>	45,004		45,004		45,004													
Total Expenditures per Year	185,161		292,353		317,901													

See notes on equipment costs covered by Perkins funding on page 5.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Forensic Studies (CIP Code: 42.0100, OHE# TBD) – leading to a C2 Certificate at Naugatuck Valley 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:

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

**ITEM**

Establishment of a new program, Forensic Studies, leading to a C2 Certificate at Naugatuck Valley Community College.

**BACKGROUND**

Creation of this certificate fills the void left with the discontinuation of the Criminal Justice/Forensic Option A.S. degree. Interest in this particular field of study is high. In 2017, NVCC averaged 62 students pursuing this degree option; in 2018, 51 students; in 2019, 53 students; and in 2020, 50 students. With this certificate, students can complete their Criminal Justice degree, completing electives relevant to those fields that are typically a part of forensic science, and complete their Forensic Studies certificate to reflect their academic interest. If program enrollment numbers for the CJ/Forensic option degree program are an indicator of student interest in this field of study, this certificate program will be a popular option with our students

Careers in law enforcement continue to be the most commonly expressed interest among our criminal justice students. Many of these students express interest in the field of forensic science as well. Completion of these certificate courses enables our students to enter the field of law enforcement with mastery of basic knowledge around the topics necessary for competent undertaking of 'forensic analysis'.

Positions as technicians in the field of forensic science generally require a Bachelor's degree and the field is expected to grow 14% between 2019 and 2029. In these cases, this certificate program would likely give our students an advantage in a successful transition to a bachelor's program in the field of science. According to the U.S. Department of Labor, in 2019 there were 17,200 forensic science technician positions. With the anticipated growth, that number will grow to 19,600 by the year 2029. Those states offering the greatest number of employment opportunities are California, Florida, Texas, New York, and Arizona.

The modification of the Criminal Justice/Public Safety degree, in concert with the discontinuation of several certificates, will result in greater cost efficiency, as the college will be less likely to run courses with low enrollment. Additionally, students in the program will have a more streamlined degree path, which may shorten their time in the program. Finally, the proposed changes may help to reduce the number of adjunct faculty hired each semester. As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run 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.

05/07/2021 – BOR -Academic and Student Affairs Committee  
05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> March 2021	
Most Recent NECHE Institutional Accreditation Action and Date: Acceptance of 5 <sup>th</sup> Year Interim Report (Fall 2019), Continued Accreditation to 2022		
<b>Program Characteristics</b> Name of Program: <b>Forensic Studies</b> Degree: Title of Award (e.g. Master of Arts) Degree Certificate: (specify type and level) <b>Certificate C2</b> Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program:    On ground        Online    X Combined If "Combined", % of fully online courses? 20% Locality of Program: X On Campus        Off Campus        Both	<b>Program Credit Distribution</b> # Credits in General Education: # Credits in Program Core Courses: 22 # Credits of Electives in the Field: 4 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.):  <u>Total # Cr in the Program</u> (sum of all #Cr above): 26 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>26</b> (all courses in this certificate meet degree requirements in the Criminal Justice, A.S. program)	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 420100    Title of CIP Code Criminal Justice and Corrections, General		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CJ/Forensic Option A.S.    CIP: 430107    OHE#: 15378    BOR Accreditation Date: 3/2006 Phase Out Period Spring 2021 through Spring 2022    Date of Program Termination Spring 2022		
Institution's Unit (e.g. School of Business) : Division of Liberal Arts and Behavioral and Social Sciences    Location (e.g. main campus) Offering the Program: Waterbury Campus		
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Earl Ormond	Title: Associate Professor/Program Coordinator	Tel.: 203-596-8605 (work) 203-727-0365  e-mail: eormond@nv.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)*

Creation of this certificate fills the void left with the discontinuation of the Criminal Justice/Forensic Option A.S. degree. Interest in this particular field of study is high- in 2017, we averaged 62 students pursuing this degree option; in 2018, 51 students; in 2019, 53 students; and in 2020, 50 students. By creating this certificate, students can complete their Criminal Justice degree, completing electives relevant to those fields that are typically a part of forensic science, and complete their Forensic Studies certificate to reflect their academic interest. If program enrollment numbers for the CJ/Forensic option degree program are an indicator of student interest in this field of study, this certificate program will be a popular option with our students

#### 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)*

Careers in law enforcement continue to be the most common expressed interest among our criminal justice students. Many of these students express interest in the field of forensic science as well. Completion of these certificate courses enable our students to enter the field of law enforcement with mastery of basic knowledge around the topics necessary for competent undertaking of 'forensic analysis'. Our students will not be prepared for a career in science by virtue of this certificate. They will, however, be better prepared for a career in criminal justice, understanding the basic principles of science, the importance of objective analysis, and the role of science in pursuit of truth, or, to pursue a four-year degree in a field of science that will enable them to pursue careers in a variety of careers relevant to forensic science. These fields would include biology, chemistry, engineering, accounting, computer science, or medicine, to name a few. Students who intend to transfer to a four-year criminal justice program, with specialization in forensic science will be served by the certificate requirements of BIO 105, and the 4 credit scientific reasoning course; University of New Haven's forensic option requires students to complete courses that constitute expertise in hard sciences.

Careers in criminal justice are found at the federal, state, county, and local levels, as well as in the private sector. According to the US Bureau of Labor Statistics, as of 2016, roughly three million workers were employed in the criminal justice field. This broader field includes subfields such as law enforcement, corrections, forensic science, homeland security, private security, academia, and legal services. Nearly 75 career profiles fall under the aforementioned broad categories.

Positions as technicians in the field of forensic science generally require a Bachelor's degree and the field is expected to grow 14% between 2019 and 2029. In these cases, this certificate program would likely give our students an advantage in a successful transition to a bachelor's program in the field of science. According to the U.S. Department of Labor\*, in 2019 there were 17,200 forensic science technician positions. With the anticipated growth, that number will grow to 19,600 by the year 2029. Those states offering the greatest number of employment opportunities are California, Florida, Texas, New York, and Arizona\*.

\* <https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm>

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

This certificate will make use of the already existing, criminal justice courses being offered as part of the Criminal Justice, A.S. degree program which generally produce consistently high enrollment at NVCC-Waterbury Campus. It will also support the use of equipment purchased in support of the creation of CJS H225 Forensic Science that equipped a forensic science laboratory.



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

- 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?  
Access and Opportunity results in Empowerment. The addition of this Forensic Studies certificate creates new pathways for students who will earn additional credentials.
- Describe any transfer agreements with other CSCU 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)*  
There are no current plans to create transfer agreements, but those options may be explored.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
No other degree or certificate programs for forensic science currently exist within the community college system. NVCC has provided the only focus of this type and it has been very popular with students in the form of the 'forensic option' to our degree program, which is being proposed for cancellation.

#### 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.)*

The modification of the Criminal Justice/Public Safety degree, in concert with the discontinuation of several certificates, will result in greater cost efficiency, as the college will be less likely to run courses with low enrollment. Additionally, students in the program will have a more streamlined degree path, which may shorten their time in the program. Finally, the proposed changes may help to reduce the number of adjunct faculty hired each semester. As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

#### 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.

The program will comprise of new/incoming students as well as current/continuing students enrolled in the various certificates and programs being proposed for discontinuation. Those current students will be advised into the newly proposed certificate and degree programs. Program-specific marketing will be used to target prospective students via social media, high school and community outreach. Campus Advisers and Admissions officers will be provided with information pertinent to the new programs.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? NVCC is acutely and collectively focused on student success and retention throughout all disciplines. Similar strategies will be engaged to ensure student success and retention in this program.

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

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

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

1. Students will demonstrate the ability to explain the basic structures and functions inherent in the American Criminal Justice system, and the broad range of roles and responsibilities of those professionals working within the field of forensic sciences, including criminal investigators. (CJS H101, CJS H225, CHS 220) Assessment includes use of exams, written assignments, and classroom learning activities.
  - i. CJS H101 This course introduces students to the criminal justice system on the local, state, and federal levels. Students will be exposed to the structure, function, and modern challenges faced by law enforcement, courts, and correctional agencies.
  - ii. CJS 225 The purpose of this course is to familiarize the student with the recognition, preservation, and collection of physical evidence at the crime scene as well as the testing and analysis of the evidence at the forensic laboratory. The student will learn through lectures, class participation and discussion, and laboratory experiments.
  - iii. CJS 220 This is an introduction to criminal investigation. Study includes the presentation of rules and procedures of preliminary investigation; art of interrogation and recording of statements and confessions; collection and preservation of physical evidence at the crime scene; methods used in scientific interpretation of evidence; and preparation of cases for trial
2. Students will demonstrate the ability to identify a range of ethical dilemmas faced by professionals within criminal justice careers, and develop possible actions/solutions to those problems that achieve the various goals inherent within a variety of ethical frameworks. (CJS H255, CJS H105) Assessment includes use of exams, written assignments, and classroom learning activities.
  - i. CJS H255 This course is designed to give the student an understanding of the necessity for high standards of ethical and moral behavior on the part of the law enforcement officer. Material will include the consequences of unethical and immoral behavior on the part of the law enforcement officer. Topics include gratuities, favoritism, temptations, dishonesty, abuse and misuse of authority.
3. Students will demonstrate a basic understanding of the principles and practices inherent within the fields of science that contribute to the endeavors of forensic science. (CJS H225, BIO 105, Scientific Reasoning elective ) Assessment includes use of exams, written assignments, and classroom learning activities.
  - i. CJS H 225 The purpose of this course is to familiarize the student with the recognition, preservation, and collection of physical evidence at the crime scene as well as the testing and analysis of the evidence at the forensic laboratory. The student will learn through lectures, class participation and discussion, and laboratory experiments.
  - ii. BIO 105 The general principles of biology are taught using a combination of multimedia lectures, discussion groups, and a laboratory component. Topics covered include cell biology, diversity, biotechnology, basic chemistry, cellular respiration and photosynthesis, ecology, genetics, behavior, and evolution. Laboratory includes an animal dissection.
4. Students will demonstrate basic understanding of the complexities involved in serving the needs of crime victims, the unique challenges inherent in victim relationships, and the importance and relevance of cultural competency. (CJS H280) Assessment includes use of exams, written assignments, and classroom learning activities.
  - i. CJS H280 This course is a study of crime, its causes, and effects from the victim's perspective. The course looks at victim precipitation, restitution, and the varied involvement in, and consequences of, crime on the victim. Major perspectives on victimization as well as patterns of victimization will be analyzed.
5. Students will demonstrate competency in computer concepts, topics, and trends. Thus, they will possess basic skills within one of the largest fields of forensic science.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

- i. CSC 101 This is an introductory course in information technology concepts and software productivity tools intended for Computer Information Systems majors and other students interested in computers and Information Technology. Areas of instruction include computer concepts, current topics and trends in information technology, the role of computer systems in business problem solving, an introduction to the major career areas of Information Technology and Microsoft Office skills that are important to all college students.

**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)*

Prof. Earl Ormond, JD, Quinnipiac University School of Law. Attorney-Admitted in CT #418330  
Admitted in CT District Court Law Enforcement Officer-POST Certification

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

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

None.

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

N/A

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

40-45%

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

Masters degree or higher, plus 6 years of professional work experience in Criminal Justice.

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

None

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

**Curriculum**

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

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
CJS 101 Intro to Criminal Justice			3	Grade of C or better in CJS 101		
CJS 220 Criminal Investigation			3			
CSC 101 Introduction to Computers			3			
CJS 255 Ethical Issues in Criminal Justice			3	Grade of C or better in CJS 255		
CJS 280 Victimology			3			
BIO 105 Intro to Biology, BIO 115 Human Biology, or BIO 121 General Bio I			4	Grade of C or better in BIO 105, BIO 115, or BIO 121		
CJS 225 Forensic Science			3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
CJS 280 requires a C or better in CJS 101						
BIO 105 Prerequisite(s): C or better in MAT* H094/MAT* H095 or an appropriate score on a college placement exam, and eligibility for ENG* H101.				Any listed Scientific Reasoning course- 4 credits		4
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						26

**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.*

A total of twenty-six credits (26) are required for the completion of this certificate. There are currently no special admission requirements, capstone or special project requirements, etc. Students are required to achieve a grade of C or better in CJS H101, BIO H105, and CJS H255 Ethical Issues in Criminal Justice.

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

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***APPLICATION FOR NEW PROGRAM APPROVAL***

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

**NOTE:** The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***APPLICATION FOR NEW PROGRAM APPROVAL***

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Beth Warriner, M.S. Professor	Florida State University	Probation Officer-Florida Department of Correction Parole Officer-Arkansas Department of Community Punishment	
Earl Ormond, J.D. Associate Professor Program Coordinator	Quinnipiac University School of Law	Attorney-Admitted in CT #418330 Admitted in CT District Court Law Enforcement Officer-POST Certification	Program Coordinator

**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)**

<b>PROJECTED Enrollment</b>	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)	15	10	15	10			20	13	20	13			25	15	25	15		
New Students (first time matriculating)	5	5	5	5			7	7	7	7			10	10	10	10		
Continuing Students progressing to credential	0	0	0	0			0	1	0	5			0	3	0	7		
Headcount Enrollment	20	15	20	15			27	21	27	25			35	28	35	32		
<b>Total Estimated FTE per Year<sup>1</sup></b>	50						69.3						90					
<b>PROJECTED Program Revenue</b>	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 <sup>2</sup>	\$269/ch	\$269/ch	\$269/ch	\$269/ch			\$269/ch	\$269/ch	\$269/ch	\$269/ch			\$269/ch	\$269/ch	\$269/ch	\$269/ch		
Tuition from Internal Transfer <sup>2</sup>	\$48,420	\$16,140	\$48,420	\$16,140			\$64,560	\$20,982	\$64,560	\$20,982			\$80,700	\$24,210	\$80,700	\$24,210		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (NEW students)	\$16,140	\$8,070	\$16,140	\$8,070			\$22,596	\$12,912	\$22,596	\$19,368			\$32,280	\$20,982	\$32,280	\$27,438		
<b>Total Annual</b>	\$177,540						\$248,556						\$322,800					

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

Program Revenue					
<b>PROJECTED Program Expenditures<sup>3</sup></b>				<p><b>NOTE:</b> 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<sup>6</sup> is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</p> <p>1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall &amp; 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.</p> <p>2 Revenues from all courses students will be taking.</p> <p>3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>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.</p> <p>5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</p> <p>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.</p>	
	First Year	Second Year	Third Year		
Administration (Chair or Coordinator) <sup>4</sup>					
Faculty (Full-time, total for program) <sup>4</sup>	172,684	182,181	192,200		
Faculty (Part-time, total for program) <sup>4</sup>	66,636	70,301	74,167		
Support Staff (lab or grad assist, tutor)					
Library Resources Program					
Equipment (List in narrative)					
Other <sup>5</sup>					
Estimated Indirect Costs <sup>6</sup>					
<b>Total Expenditures per Year</b>	<b>\$239,320</b> -	<b>\$ 252,482</b> -	<b>\$ 266,367</b> -		



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Law Enforcement (CIP Code: 42.0107, OHE# TBD) – leading to a C2 Certificate at Naugatuck Valley 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:

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

**ITEM**

Establishment of a new program, Law Enforcement, leading to a C2 Certificate at Naugatuck Valley Community College.

**BACKGROUND**

Creation of this certificate fills the void left with the discontinuation of the Criminal Justice/Law Enforcement Option A.S. degree. Interest in this particular field of study is high. In 2018, NVCC had an average of 144 students pursuing this degree program; in 2019, 121 students; and in 2020, 102 students. The declining numbers coincide with overall declining student enrollment and do not appear indicative of declining interest. With this certificate, students can complete their Criminal Justice degree, choosing law enforcement specific electives, and complete their Law Enforcement Studies certificate to reflect their academic interest.

Additionally, students who complete this certificate, will have 15 credits that can also apply to a 24 credit Criminal Justice Certificate, as well as 15 credits that can be applied toward a 26 credit certificate in Forensic Studies.

Careers in law enforcement continue to be the most commonly expressed interest among our criminal justice students. Completion of these certificate courses enables our students to enter the field of law enforcement with mastery of basic knowledge.

Careers in criminal justice are found at the federal, state, county, and local levels, as well as in the private sector. According to the US Bureau of Labor Statistics, as of 2016, roughly three million workers were employed in the criminal justice field. This broader field includes subfields such as law enforcement, corrections, forensic science, homeland security, private security, academia, and legal services. Nearly 75 career profiles fall under the aforementioned broad categories. According to the US Department of Labor\*, the number of jobs within the field of policing (sworn officers as well as park rangers, border patrol) in 2019 was 813,000 with an expected growth of 5% over the next ten years to 2029. In 2019 there were 98,300 dispatch positions, serving police, fire, and ambulance agencies; the US Department of Labor predicts a 6% increase in position over the next ten years.

As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run 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.

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> March 2021	
Most Recent NECHE Institutional Accreditation Action and Date: Acceptance of 5 <sup>th</sup> Year Interim Report (Fall 2019) and Continued Accreditation to 2022		
<b>Program Characteristics</b> Name of Program: <b>Law Enforcement</b> Degree: Title of Award (e.g. Master of Arts) Degree Certificate: (specify type and level) <b>Certificate C2</b> Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program: On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 20% Locality of Program: <input checked="" type="checkbox"/> On Campus    Off Campus    Both	<b>Program Credit Distribution</b> # Credits in General Education: # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 0 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.):  <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>24</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>24</b>	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number: 430107    Title of CIP Code: Criminal Justice/Police Science		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Criminal Justice/Law Enforcement Option A.S.    CIP: 430107    OHE#: 07647    Accreditation Date: 9/2000 Phase Out Period: Fall 2021 to Spring 2022    Date of Program Termination: Spring 2022		
Institution's Unit (e.g. School of Business) : Division of Liberal Arts and Behavioral and Social Sciences    Location (e.g. main campus) Offering the Program: Waterbury Campus		
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Earl Ormond	Title: Associate Professor/Program Coordinator	Tel.: 203-596-8605 (work) 203-727-0365  e-mail: eormond@nv.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)*

Creation of this certificate fills the void left with the discontinuation of the Criminal Justice/Law Enforcement Option A.S. degree. Interest in this particular field of study is high- in 2018, we had an average of 144 students pursuing this degree program; in 2019, 121 students; and in 2020, 102 students. (the declining numbers coincide with overall declining student enrollment and do not appear indicative of declining interest.) By creating this certificate, students can complete their Criminal Justice degree, choosing law enforcement specific electives, and complete their Law Enforcement Studies certificate to reflect their academic interest.

Additionally, students who complete this certificate, will have 15 credits that can also apply to a 24 credit Criminal Justice Certificate, as well as 15 credits that can be applied toward a 26 credit certificate in Forensic Studies.

#### 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)*

Careers in law enforcement continue to be the most common expressed interest among our criminal justice students. Many of these students express interest in the field of forensic science as well. Completion of these certificate courses enable our students to enter the field of law enforcement with mastery of basic knowledge around the topics necessary for competent undertaking of ethical and legal enforcement of law. The courses required for this certificate ensure that students will be better prepared for a career in criminal justice by understanding the basic principles at work in forensic science, the importance of Constitutional limits on police powers, the challenges of sound ethical decision making, and the complex consequences faced by survivors of crime.

Careers in criminal justice are found at the federal, state, county, and local levels, as well as in the private sector. According to the US Bureau of Labor Statistics, as of 2016, roughly three million workers were employed in the criminal justice field. This broader field includes subfields such as law enforcement, corrections, forensic science, homeland security, private security, academia, and legal services. Nearly 75 career profiles fall under the aforementioned broad categories. According to the US Department of Labor\*, the number of jobs within the field of policing (sworn officers as well as park rangers, border patrol) in 2019 was 813,000 with an expected growth of 5% over the next ten years to 2029. In 2019 there were 98,300 dispatch positions, serving police, fire, and ambulance agencies; the US Department of Labor predicts a 6% increase in position over the next ten years.

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

The fulltime and adjunct faculty are the strength of this program. All instructors are appropriately credentialed, and all of the CJS faculty have life experience in Law Enforcement and Criminal Justice.

- 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? Access and Opportunity results in Empowerment. The addition of this Law Enforcement certificate creates new pathways for students who will earn additional credentials.

- Describe any transfer agreements with other CSCU 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)*

There are no current plans to create transfer agreements, but those options may be explored.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

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

The Criminal Justice/Law Enforcement A.S. degree option is being proposed for discontinuation. This certificate will enable students interested in pursuing education specific to law enforcement issues to undertake that at NVCC. This certificate ensures that students within the geographical area served by NVCC have similar educational options as those students who attend the many other college degree and certificate programs in law enforcement offered in the state.

#### **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.)*

As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

#### **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.

The program will comprise of new/incoming students as well as current/continuing students enrolled in the various certificates and programs being proposed for discontinuation. Those current students will be advised into the newly proposed certificate and degree programs. Program-specific marketing will be used to target prospective students via social media, high school and community outreach. Campus Advisers and Admissions officers will be provided with information pertinent to the new programs.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? NVCC is acutely and collectively focused on student success and retention throughout all disciplines. Similar strategies will be engaged to ensure student success and retention in this program.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

### SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Students will demonstrate the ability to explain the basic structures and functions inherent in the American Criminal Justice system, and the broad range of roles and responsibilities of American law enforcement.(CJS H101, CJS H105) Assessment includes use of exams, written assignments, and classroom learning activities.  
CJS H101 This course introduces students to the criminal justice system on the local, state, and federal levels. Students will be exposed to the structure, function, and modern challenges faced by law enforcement, courts, and correctional agencies.  
CJS 105 An introduction course that covers the basics of law enforcement, evolution of the police function, the police in the criminal justice system, and the social and psychological stresses and their effects on police work, health, and the family. The course also includes the study and analysis of the problems of law enforcement as they relate to the community.
2. Identify the protections guaranteed in the first, fourth, fifth, sixth, eighth, and fourteenth amendments and demonstrate an understanding of the U.S. Supreme Court's rulings that outline the specifics of those protections. (CJS H217 or CJS H 210) Assessment includes use of exams, written assignments, and classroom learning activities.  
CJS H217 This course studies the process through which justice is administered and the history of the American legal system. Also examined are the Constitution of the United States as it applies to police forces. Rules of evidence with attention given to judicial notice, presumptions, the nature of real and circumstantial evidence, burden of proof, documentary evidence, hearsay evidence, confessions and admissions will also be studied. Particular emphasis will be given to evidence, arrest procedures, as well as search and seizure.  
CJS H210 This course traces the history and development of the U.S. Constitution. Topics will include the Commerce Clause, procedural due process, states' rights and civil liberties, the concept of federal supremacy, and state constitutions.
3. Students will demonstrate the ability to explain the various forms of law, the legal elements of crime, and successfully apply legal criteria to complex cases. (CJS H211) Assessment includes use of exams, written assignments, case briefs, and classroom learning activities.  
CJS H211 This course is an introduction to the history, theory, and practice of substantive criminal law. Major elements of statutory offenses are discussed. Reference to the Connecticut Penal Code is included.
4. Students will demonstrate the ability to identify a range of ethical dilemmas faced by professionals within criminal justice careers, and develop possible actions/solutions to those problems that achieve the various goals inherent within a variety of ethical frameworks. (CJS H255, CJS H105) Assessment includes use of exams, written assignments, and classroom learning activities.  
CJS H255 This course is designed to give the student an understanding of the necessity for high standards of ethical and moral behavior on the part of the law enforcement officer. Material will include the consequences of unethical and immoral behavior on the part of the law enforcement officer. Topics include gratuities, favoritism, temptations, dishonesty, abuse and misuse of authority.
5. Students will demonstrate basic understanding of the principles and practices inherent in sound criminal investigation practices. (CJS H220) Assessment includes use of exams, written assignments, and classroom learning activities.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

CJS H211 This is an introduction to criminal investigation. Study includes the presentation of rules and procedures of preliminary investigation; art of interrogation and recording of statements and confessions; collection and preservation of physical evidence at the crime scene; methods used in scientific interpretation of evidence; and preparation of cases for trial.

6. Students will demonstrate a basic understanding of the principles and practices inherent within the fields of science that contribute to the endeavors of forensic science. (CJS H225) Assessment includes use of exams, written assignments, and classroom learning activities.

CJS H 225 The purpose of this course is to familiarize the student with the recognition, preservation, and collection of physical evidence at the crime scene as well as the testing and analysis of the evidence at the forensic laboratory. The student will learn through lectures, class participation and discussion, and laboratory experiments.

7. Students will demonstrate basic understanding of the complexities involved in serving the needs of crime victims, the unique challenges inherent in victim relationships, and the importance and relevance of cultural competency. (CJS H280) Assessment includes use of exams, written assignments, and classroom learning activities.

CJS H280 This course is a study of crime, its causes, and effects from the victim's perspective. The course looks at victim precipitation, restitution, and the varied involvement in, and consequences of, crime on the victim. Major perspectives on victimization as well as patterns of victimization will be analyzed.

**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)*

Prof. Earl Ormond, JD, Quinnipiac University School of Law. Attorney-Admitted in CT #418330  
Admitted in CT District Court Law Enforcement Officer-POST Certification

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

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

None

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

N/A

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

40-45%.

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

Masters degree or higher, plus 6 years of professional work experience in Criminal Justice.

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

None

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

### Curriculum

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

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
CJS 101 Intro to Criminal Justice			3	Grade of C or better in CJS 101		
CJS 220 Criminal Investigation			3			
CJS 105 Intro to Law Enforcement			3			
CJS 255 Ethical Issues in Criminal Justice			3	Grade of C or better in CJS 255		
CJS 280 Victimology			3			
CJS 217 American Legal Systems or CJS 210 Constitutional Law			3			
CJS 225 Forensic Science			3			
CJS 211 Criminal Law			3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
CJS 210 requires a C or better in CJS 101						
CJS 280 requires a C or better in CJS 101						
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p><b>Program Outline</b> (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. For example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")</p> <p>A total of twenty four credits (24) are required for the completion of this certificate. There are currently no special admission requirements, capstone or special project requirements, etc. Students are required to achieve a grade of C or better in CJS H101 and CJS H255 Ethical Issues in Criminal Justice.</p>						

**\*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.

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application



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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Beth Warriner, M.S. Professor	Florida State University	Probation Officer-Florida Department of Correction Parole Officer-Arkansas Department of Community Punishment	
Earl Ormond, J.D. Associate Professor Program Coordinator	Quinnipiac University School of Law	Attorney-Admitted in CT #418330 Admitted in CT District Court Law Enforcement Officer-POST Certification	Program Coordinator

**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)	15	10	15	10			20	13	20	13			25	15	25	15		
New Students (first time matriculating)	5	5	5	5			7	7	7	7			10	10	10	10		
Continuing Students progressing to credential	0	0	0	0			0	1	0	5			0	3	0	7		
Headcount Enrollment	20	15	20	15			27	21	27	25			35	28	35	32		
Total Estimated FTE per Year <sup>1</sup>	50						69.3						90					
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 <sup>2</sup>	\$269/ch	\$269/ch	\$269/ch	\$269/ch			\$269/ch	\$269/ch	\$269/ch	\$269/ch			\$269/ch	\$269/ch	\$269/ch	\$269/ch		
Tuition from Internal Transfer <sup>2</sup>	\$48,420	\$16,140	\$48,420	\$16,140			\$64,560	\$20,982	\$64,560	\$20,982			\$80,700	\$24,210	\$80,700	\$24,210		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (NEW students)	\$16,140	\$8,070	\$16,140	\$8,070			\$22,596	\$12,912	\$22,596	\$19,368			\$32,280	\$20,982	\$32,280	\$27,438		
Total Annual Program Revenue	\$177,540						\$248,556						\$322,800					
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> 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) <sup>4</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>	172,684	182,181	192,200															
Faculty (Part-time, total for program) <sup>4</sup>	66,636	70,301	74,167															
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	\$239,320 -	\$ 252,482 -	\$ 266,367 -															

- 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.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in General Studies (CIP Code: 24.0102, OHE# TBD) – leading to a Bachelor of General Studies at Central 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.

A True Copy:

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

**ITEM**

Establishment of a new program, General Studies, leading to a Bachelor of General Studies at Central Connecticut State University.

**BACKGROUND**

The Bachelor of General Studies (BGS) degree is a pathway for a variety of students including incoming transfer students, adult learners, and/or veterans who have accumulated credits at other institutions. A personalized pathway, manifest as themes within a BGS, may be particularly attractive to adult learners, who are expected to increasingly pursue baccalaureate degrees at a rate of 0.7% per year through 2027 (National Center for Education Statistics).

The BGS will also serve students who are stalled in a professional program (i.e., Nursing, education, business, engineering, athletic training) and are looking to earn a baccalaureate degree. For various reasons, such students have limited options when they cannot meet the GPA requirements and/or cannot complete certain gateway requirements for professional programs. These students have often accumulated credits within a particular program but either cannot pass a specific required course, or due to time constraints, cannot take a required course. A BGS would offer these students a more efficient pathway to success and avoid additional debt.

We expect that the BGS will advance several elements of CCSU's Strategic Plan 2030, including:

**Goal 1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy.**

2. *Develop educational foundations that strengthen student learning.* The learning outcomes of the BGS are designed to ensure strength in critical thinking, written communication, and information literacy.
3. *Promote a student-centered environment to ensure success.* The BGS has been designed with a strong advising model to help students make progress towards their degree.

**Goal 2. Increasing Access to Higher Education and Ensuring Student Success.**

1. *Develop a culture of accessibility.* The BGS is designed to appeal to transfer students and adult learners. Not only can a BGS attract nontraditional students seeking more flexible interdisciplinary opportunities, but it could increase our ability to better serve transfer students who look for schools where they can apply most if not all of the credits they have earned elsewhere.

Having a bachelor's degree increases employability and earnings. A Bachelor of General Studies provides a pathway to a bachelor's degree for those whose education within a disciplinary degree program has been stalled or derailed.

Some adult learners within the CT community have attended some college and have never completed their degree. These adults are unable to move forward on a career path that requires a

college degree, yet they are not able (for a variety of reasons) to complete a more traditional, discipline-based major. A BGS would benefit not only students seeking to complete their degree in a timely manner, but their employers in CT who want these employees to advance into positions that require a baccalaureate credential.

Additionally, we have students who begin their journey at CCSU with a clear discipline-based major, but for various reasons are unable to complete it. Often, they meet the prerequisites but then struggle to maintain the grade point average for required courses. These students still want to focus on the area of interest, but are unable to complete the traditional program. The BGS with themes gives them this opportunity.

Advising is a key to success in the BGS. Professional advisors and a subset of faculty advisors will receive professional development over Summer 2021 to ensure knowledge of the curriculum and requirements for admission. Further, Dean's Office staff will receive professional development to support initial advising for students interested in the BGS and for students who are on academic probation. Once admitted to the BGS program, the Director of the BGS serves as an additional point of contact for students. The Director will connect students with supports as appropriate.

The BGS capitalizes on already existing courses and instructional resources. Any additional instructional costs will scale directly with enrollment. All facilities, technology, and library resources are already in place. Academic support services are also largely in place, although additional support for advisor training and program direction is needed to maximize success in the program. The primary expense will be program coordination.

Assuming that enrollment targets are met, no new resources are required to implement or sustain 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.

05/07/2021 – BOR -Academic and Student Affairs Committee  
05/20/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/21	
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019		
<b>Program Characteristics</b> Name of Program: <b>Bachelor of General Studies</b> Degree: Title of Award (e.g. Master of Arts) <b>Bachelor of General Studies</b> Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2022 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	<b>Program Credit Distribution</b> # Credits in General Education: 42-44 # Credits in Program Core Courses: # Credits of Electives in the Field: 30# Credits of Other Electives: 46-48 # Cr Special Requirements (include internship, etc.): 0  <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:120	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 24.0102    Title of CIP Code General Studies		
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)                      Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Wolff	Title: Dean of the Ammon College of Liberal Arts and Social Sciences	Tel.: 860.832.2807 e-mail: wolffr@ccsu.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)*

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

The Bachelor of General Studies (BGS) degree is a pathway for a variety of students including incoming transfer students, adult learners, and/or veterans who have accumulated credits at other institutions. A personalized pathway, manifest as themes within a BGS, may be particularly attractive to adult learners, who are expected to increasingly pursue baccalaureate degrees at a rate of 0.7% per year through 2027 (National Center for Education Statistics).

The BGS will also serve students who are stalled in a professional program (i.e., Nursing, education, business, engineering, athletic training) and are looking to earn a baccalaureate degree. For various reasons, such students have limited options when they cannot meet the GPA requirements and/or cannot complete certain gateway requirements for professional programs. These students have often accumulated credits within a particular program but either cannot pass a specific required course, or due to time constraints, cannot take a required course. A BGS would offer these students a more efficient pathway to success and avoid additional debt.

We expect that the BGS will advance several elements of CCSU's Strategic Plan 2030, including:

- **Goal 1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy.**
  2. *Develop educational foundations that strengthen student learning.* The learning outcomes of the BGS are designed to ensure strength in critical thinking, written communication, and information literacy.
  3. *Promote a student-centered environment to ensure success.* The BGS has been designed with a strong advising model to help students make progress towards their degree.
- **Goal 2. Increasing Access to Higher Education and Ensuring Student Success.**
  1. *Develop a culture of accessibility.* The BGS is designed to appeal to transfer students and adult learners. Not only can a BGS attract nontraditional students seeking more flexible interdisciplinary opportunities, but it could increase our ability to better serve transfer students who look for schools where they can apply most if not all of the credits they have earned elsewhere.

##### Addressing Identified Needs

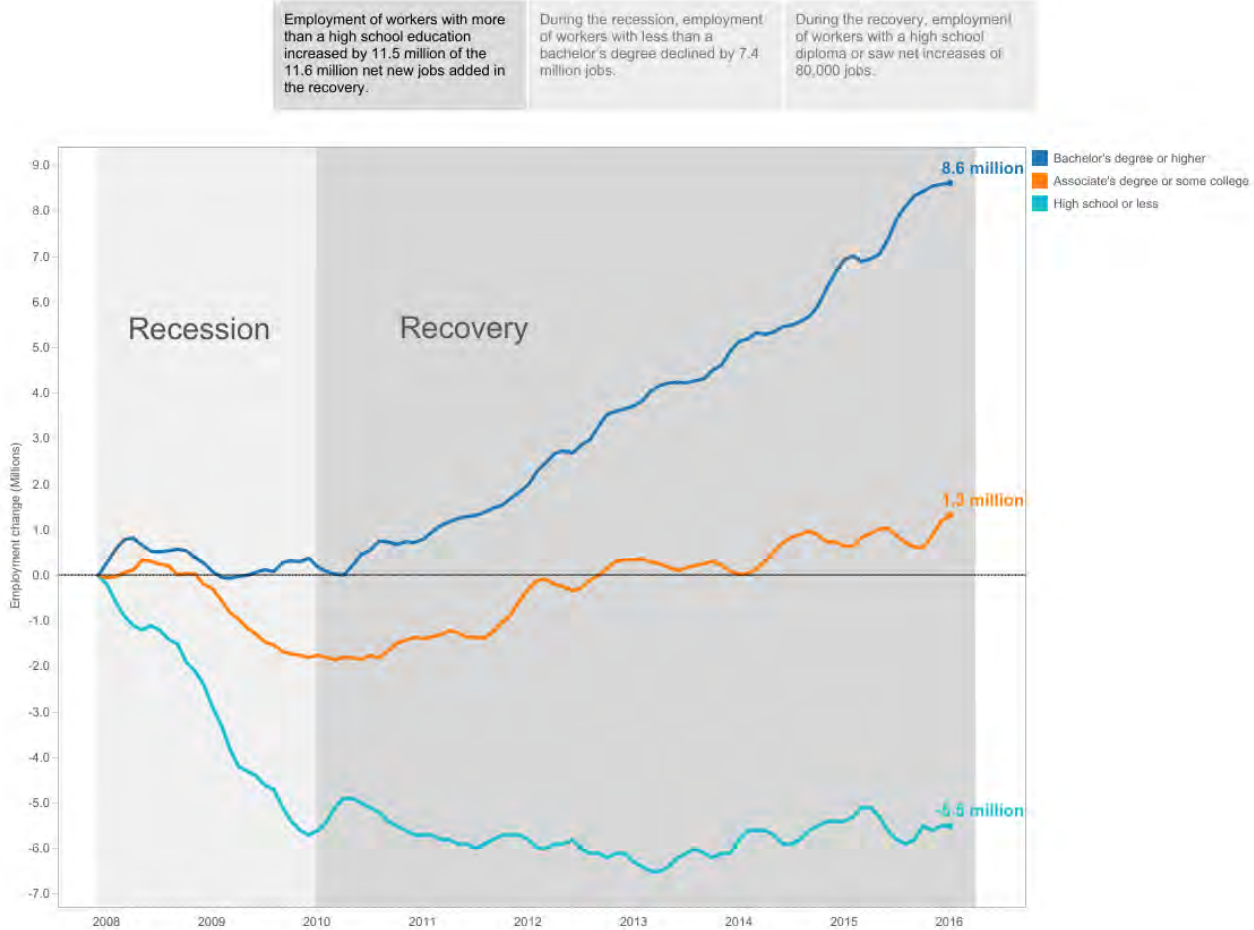
- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Georgetown University's Center on Education and the Workforce tracked employment during the last economic recession and recovery in the United States. Employment for workers without a baccalaureate degree declined by 7.4 million jobs. Further, the employment of individuals with at least a baccalaureate degree recovered much faster than the employment of individuals with less educational attainment:

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL



In addition to better prospects for employment, the US Bureau of Labor Statistics reports that in 2019 people with bachelor's degrees earned more than 40% higher median weekly earnings (\$1248) than those with associates degrees (\$887) or some college, but no degree (\$833).

Having a bachelor's degree increases employability and earnings. A Bachelor of General Studies provides a pathway to a bachelor's degree for those whose education within a disciplinary degree program has been stalled or derailed.

Some adult learners within the CT community have attended some college and have never completed their degree. These adults are unable to move forward on a career path that requires a college degree, yet they are not able (for a variety of reasons) to complete a more traditional, discipline-based major. A BGS would benefit not only students seeking to complete their degree in a timely manner, but their employers in CT who want these employees to advance into positions that require a baccalaureate credential.

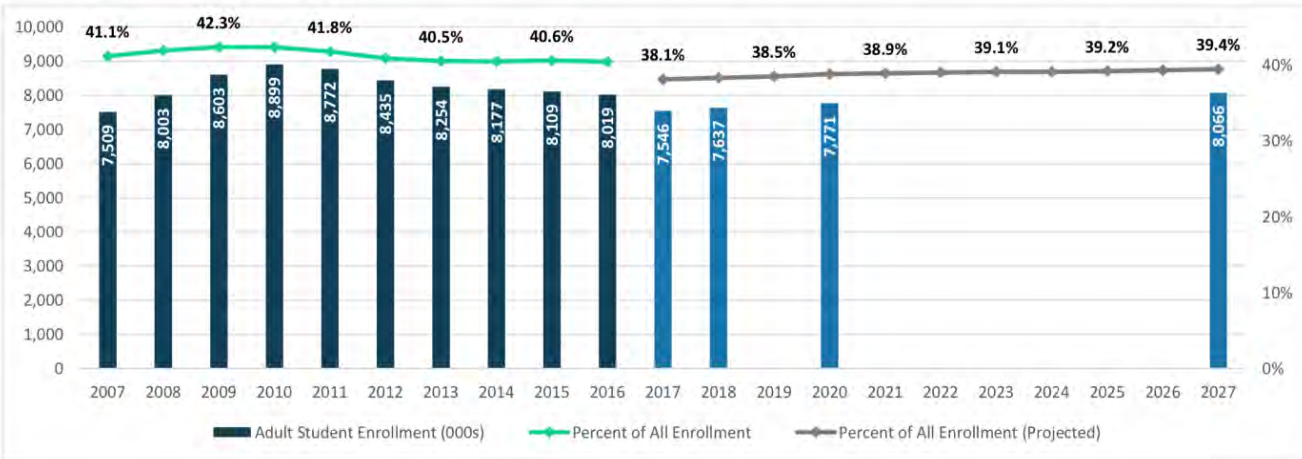


# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

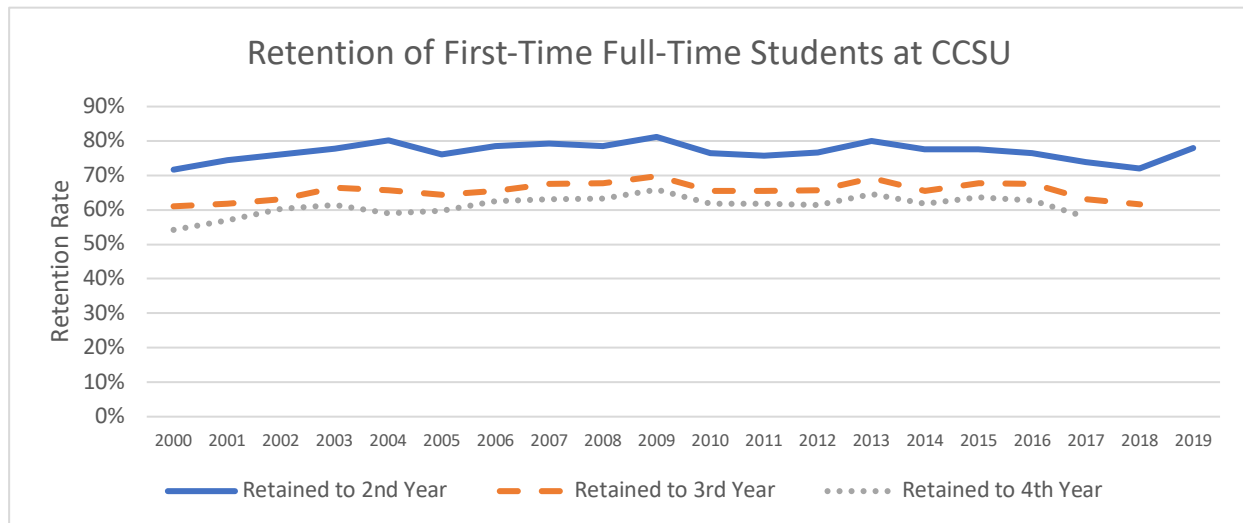
### APPLICATION FOR NEW PROGRAM APPROVAL

While overall enrollments in baccalaureate education are expected to decline, adult learners are expected to increase. Indeed, the National Center for Education Statistics predicts that enrollment among adult students will increase by over 500,000 students by 2027, amounting to an average increase of 0.7% per year:



Additionally, we have students who begin their journey at CCSU with a clear discipline-based major, but for various reasons are unable to complete it. Often, they meet the prerequisites but then struggle to maintain the grade point average for required courses. These students still want to focus on the area of interest, but are unable to complete the traditional program. The BGS with themes gives them this opportunity.

Our retention data indicate that we lose on average 11% of our first-time full-time students between their second and third year, in part because students are getting stalled within a traditional program.

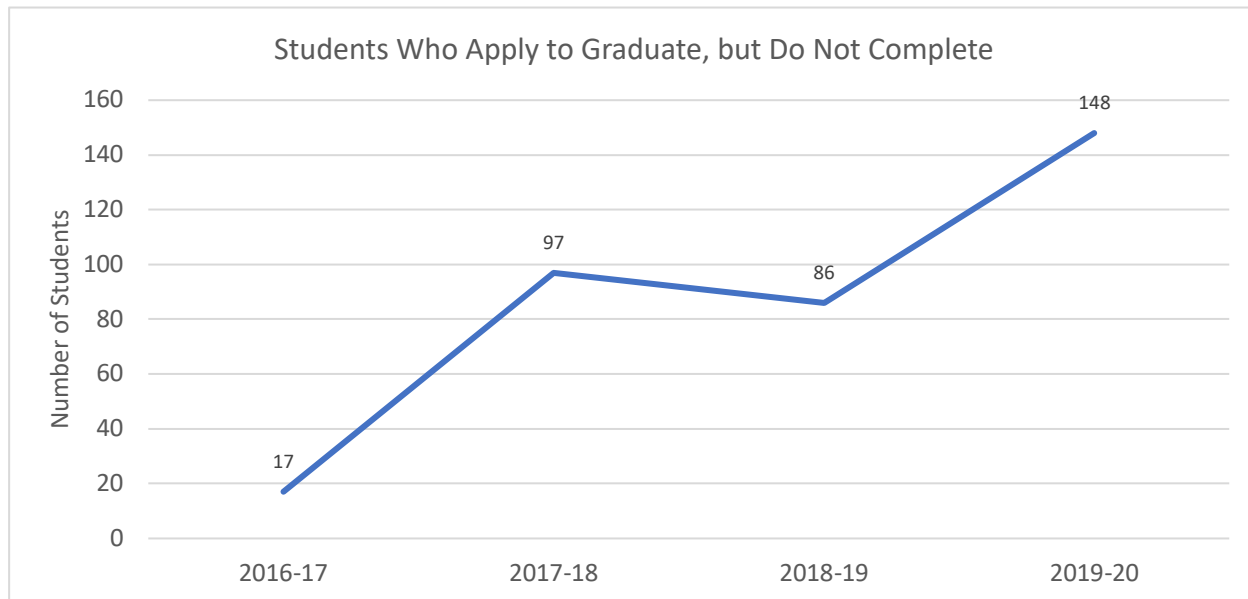


## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

Further, CCSU has students who apply for graduation but then do not complete requirements and leave the university. These numbers are increasing:



These students have likely accumulated debt for an education they never completed. There is little doubt that these students would benefit from having the option of a BGS.

The BGS, by its nature, would be more interdisciplinary than the traditional majors CCSU offers. For example, we have specific science majors, yet a student who has a general interest in science or who might find themselves stalled in a particular scientific discipline might want to pursue a BGS with a theme in STEM instead. With a BGS, a student could build on the credits they have already earned and pursue a path aligned with their career plans and interests. Further, students could benefit from interacting with more faculty across disciplines.

- 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?

Based on our central location in the state, we believe we could address the needs of members of the community in the Hartford, New Britain, and even Waterbury region.

The BGS draws entirely on existing curriculum, faculty, and facilities.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

- 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?

Implementing the BGS in and of itself is an act of equity. Based on our retention data, students from underrepresented and marginalized backgrounds appear to be particularly vulnerable between their second and third year:



In the past 20 years, Black and/or Hispanic students were often not retained to equal or greater degrees than White students. The cumulative gap is approximately 3% and has widened since 2016.

Additionally, the advising structure for the BGS will ensure that students do not fall through the cracks. They will speak first with the Director of the BGS to confirm it is the right option for them, then speak to the appropriate Associate Dean (based on their interests and credits), and then receive a faculty advisor to work with to complete their program.

- Describe any transfer agreements with other CSCU 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*)

Existing TAPs align with the BGS. The BGS maximizes transferability of previous coursework.

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

ESCU has a successful Bachelor of General Studies program, having produced approximately 110 conferrals on average over the past 5 years. SCSU's General Studies program operates as a Bachelor of Arts under the CIP code 24.0101 (Liberal Arts and Sciences/Liberal Studies). It is similar to our proposed BGS in that studies pursue a theme such as Social Sciences or STEM that connects to a career path.

We believe that considering our location in the state, we could offer this program to many adults in the larger community who seek the opportunity to complete their baccalaureate studies, particularly to students who have already earned credits at CCSU. As such, we are avoiding unnecessary duplication and fulfilling a relatively localized need.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### 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.)*

The BGS capitalizes on already existing courses and instructional resources. Any additional instructional costs will scale directly with enrollment. All facilities, technology, and library resources are already in place. Academic support services are also largely in place, although additional support for advisor training and program direction is needed to maximize success in the program. The primary expense will be program coordination.

Assuming that enrollment targets are met, no new resources are required to implement or sustain this program.

<sup>i</sup>Because students cannot enroll in the BGS unless they have at least 60 credits (12 of which need to be earned at CCSU), projected enrollments do not include newly matriculated first-time students. Further, graduation is accounted for within cohorts.

<sup>ii</sup>Tuition revenues are based on AY 2020 in-state undergraduate rates and include tuition per semester (\$3,081) plus the University General Fee less accident insurance and parking (\$1,983). We assume that PT students will take 7 credits per semester, which would result in \$4,027 of revenue (\$567 per credit; \$257 tuition, \$310 General Fee per credit). No tuition increases are assumed.

<sup>iii</sup>A program coordinator from the full-time faculty will receive up to three credits of reassigned time per Fall and Spring semester for managing the program. For full-time faculty, 75% of salary and fringe (73.28%) is assumed for credit load activities. Based on the coordinator's salary and fringe, the cost per credit is estimated to be \$5,415. Thus, 6 credits over an academic term would cost \$32,490.

<sup>iv</sup>The BGS curriculum is dispersed across multiple disciplines. Consequently, marginal increases in instructional costs are unlikely. Nevertheless, out of an abundance of caution, we include estimates for 3 full-time instructional credits (at 75% of salary and fringe) and 3 part-time instructional credits (Lecturer C rate of \$1,833 per credit with 35% fringe) across each semester starting in Year II of the program.

<sup>v</sup>We anticipate the following marginal increases in marketing costs: \$5,000 in Year 1, and \$4,000 in Years 2 and 3. For the first year, the Provost's Office will support these costs. In subsequent years, we will seek support for these costs through the university's typical budget request process if the costs can no longer be supported by the Provost's Office. We also expect up to \$15,000 of marginal compensation expenses in the first year of implementation. The faculty program director could receive up to the equivalent of three load credits this summer to support development of the program's infrastructure. Further, a subset of full-time faculty who have been identified to serve as faculty advisors would receive training over the summer. These marginal expenses will be funded by the operating budget within the Provost Office.

#### 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.*

Our projected enrollments are based on conservative estimates of our retention data from second to third year and the number of students who apply for graduation but do not complete (as reported above).

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

Our enrollment estimates also align with conferral rates for institutions that offer a similar degree with the proposed CIP code (24.0102):

	2014-15	2015-16	2016-17	2017-18	2018-19
Albertus Magnus College	4	4	9	12	9
Charter Oak State College*	424	420	314	278	249
Eastern CT State University	113	110	111	107	118
Fairfield University	10	14	8	10	5
Sacred Heart University	26	28	15	23	20
Southern CT State University*	232	219	145	44	25
University of Bridgeport	72	69	65	66	54
University of Connecticut	262	186	148	132	136
University of Hartford	24	14	29	22	26

\*Charter Oak and Southern's programs are not under the 24.0102 CIP, but conceptually they are similar to the proposed BGS.

Although UConn, Southern, and Charter Oak have reported declines in conferrals, ESCU has reported consistently high conferrals. We expect enrollment growth in our BGS because we will initially tap into continuing CCSU students as well as inactive students who have completed some but not all of their degree at CCSU and who would qualify for graduation with a BGS. Further, if we continue to offer more online courses, we could attract additional adult learners.

We intend to send an e-mail and a physical mailer about the BGS to students who have "paused" their education at CCSU and have not requested transcripts which signal an intention to transfer.

CCSU's Office of Recruitment and Admissions will recruit students in several meaningful ways. CCSU will target transfer students by visiting community colleges and engaging via email and direct mail with community college graduates. CCSU will advertise the General Studies program through the Google network as well as social media and will promote the program through other channels like billboards, radio, and print advertisements.

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

Advising is a key to success in the BGS. Professional advisors and a subset of faculty advisors will receive professional development over Summer 2021 to ensure knowledge of the curriculum and requirements for admission. Further, Dean's Office staff will receive professional development to support initial advising for students interested in the BGS and for students who are on academic probation.

Once admitted to the BGS program, the Director of the BGS serves as an additional point of contact for students. The Director will connect students with supports as appropriate.

Institutionally, we also offer multiple supports designed to advance retention and completion. In addition to tutoring, The Learning Center offers academic coaching to support students in all disciplines. Success Central is a peer mentoring program that students can voluntarily access and develop a support network with matched peer mentors. Using our Early Alert system, faculty can connect students who are struggling with appropriate academic and wellness supports. Our Early Opportunity Program (EOP) helps prepare conditionally admitted students over the summer for full-time college-level academic work in the Fall. The program follows its students throughout their time at Central requesting academic progress

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

reports from faculty and providing support services. EOP could prove instrumental in drawing back students who have paused their education.

#### 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. Students who graduate with a BGS will be able to think critically and state clearly and describe comprehensively an issue or problem. They will be able to provide evidence and state a clear position as well as provide evidence to support an issue or problem.
2. Students who graduate with a BGS will be able to provide written communication that demonstrates a context and purpose for their writing. They will be able to provide context, support and evidence for their arguments.
3. Students who graduate with a BGS will be able to demonstrate competence in information literacy. They will be able to access needed information, evaluate the sources and information, and use the information effectively to accomplish a specific purpose.

**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)*

A full-time faculty member will receive up to three reassigned time credits per semester to direct the program (.25 FTE). The projected cost is \$18,411 per semester, or \$36,822 annually. We assumed a salary of \$100,000 with 73.28% fringe. We also assumed that 85% of the salary + fringe would be attributable to load credit. Thus, the cost per load credit would be \$6,137.

This faculty member will be identified by the end of the Spring 2021 semester.

In accordance with article 10.12.1 of the CBA, compensation may occur over intersession and Summer session as needed. We anticipate up to 3 load credits being assigned over Summer 2021. At the Associate Professor level, one load credit is \$2,086 in salary. We apply a 35% fringe rate to summer. Thus, the per credit cost would be \$2,816 for a total of \$8,448. This work will be funded through the operating budget of the Provost's Office.

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

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

None.

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

n/a

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

~30%

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

The large majority of adjunct faculty will have earned at least a Master's level or equivalent degree. In some cases, instructors with specialized skills (e.g., dance, criminal investigation) may not have master-level degrees.



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**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)

The BGS curriculum is comprised of existing courses. No special equipment, technology, or library resources are required to implement or sustain this program.

During Summer 2021, we anticipate that a subset of full-time faculty will be identified as advisors to support BGS students. These faculty will require some training and will be compensated in accordance with article 10.12.1 of the CBA. The funding source will be the operating budget within the Provost's Office.

(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. # <sup>1</sup>	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>			<b>0</b>	<b>Other Related/Special Requirements*</b>		<b>0</b>
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
				30 credits from a variety of disciplines currently offered at CCSU	1-3	30
				Note: At least 15 credits must be at or above the 300 Level		
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						<b>90</b>

**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.

All students who graduate with a BGS will:

- Choose one theme either from the following list or will create a theme in coordination with a faculty advisor;
  - Social and Behavioral Sciences (Ammon College of Liberal Arts and Social Sciences)
  - Arts and Humanities (Ammon College of Liberal Arts and Social Sciences)
  - STEM (School of Engineering, Science, and Technology)
  - People and Industry (School of Business)
  - Professional Studies (School of Education and Professional Studies)
- Complete 15 credits in 300-400 level classes within the theme.
- Complete at least 30 credits in residency at CCSU.
- Complete CCSU's general education program.

Students must meet all academic requirements of the University, as well as all course requirements, including prerequisites and have a cumulative grade-point average of at least 2.00 to graduate.

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### *APPLICATION FOR NEW PROGRAM APPROVAL*

Students must have accumulated 60 credits or more and have completed the equivalent of one semester, full-time, before they can apply for admission to the BGS program.

Student will speak first with the Director of the BGS to confirm it is the right option for them and submit their application. Then they will speak to the appropriate Associate Dean (based on their interests and credits), and then receive a faculty advisor who will help them plan their program.

Students may elect to complete a minor, but a minor is not required.

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

**NOTE:** The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.



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

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

All full-time faculty at CCSU could potentially teach within this program.

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities

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

PROJECTED Enrollment <sup>i</sup>	2021-22						2022-23						2023-24					
	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)	5	2	2	1	0	0	10	2	3	1	0	0	10	2	3	1	0	0
New Students (first time matriculating)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Continuing Students progressing to credential	0	0	5	2	0	0	6	3	15	5	0	0	10	5	20	6	0	0
Headcount Enrollment	5	2	7	3	0	0	16	5	18	6	0	0	20	7	23	7	0	0
<b>Total Estimated FTE per Year<sup>1</sup></b>	13.7						37.7						47.7					
PROJECTED Program Revenue	2021-22						2022-23						2023-24					
	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 <sup>2ii</sup>	\$0	\$0	\$25,283	\$8,054	\$0	\$0	\$30,381	\$12,081	\$75,848	\$20,135	\$0	\$0	\$50,635	\$20,135	\$101,130	\$24,164	\$0	\$0
Tuition from Internal Transfer <sup>2</sup>	\$25,318	\$8,054	\$10,113	\$4,027	\$0	\$0	\$50,635	\$8,054	\$15,170	\$4,027	\$0	\$0	\$50,635	\$8,054	\$15,170	\$4,027	\$0	\$0
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
<b>Total Annual Program Revenue</b>	<b>\$80,848</b>						<b>\$216,330</b>						<b>\$273,948</b>					
PROJECTED Program Expenditures <sup>3</sup>	2021-22						2022-23						2023-24					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
Administration (Chair or Coordinator) <sup>4iii</sup>	\$32,490		\$32,490		\$32,490													
Faculty (Full-time, total for program) <sup>4iv</sup>	\$0		\$32,490		\$32,490													
Faculty (Part-time, total for program) <sup>4iv</sup>	\$0		\$22,546		\$22,546													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5v</sup>	\$20,000		\$4,000		\$4,000													
Estimated Indirect Costs <sup>6</sup>																		
<b>Total Expenditures per Year</b>	<b>\$52,490</b>		<b>\$91,526</b>		<b>\$91,526</b>													

**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 = 15 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.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Promotions and Tenures

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the 2021 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

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

**ITEM**

Approval of the 2021 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.

05/07/2021 – BOR Academic & Student Affairs Committee


05/20/2021 – Board of Regents



Central Connecticut State University

## MEMORANDUM

**TO:** Dr. Jane Gates, Interim President  
Connecticut State Colleges and Universities System

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

**DATE:** April 20, 2021

**SUBJECT:** Promotion and Tenure Recommendations

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2021-22:

### To Professor

Kuan-Pin Chiang, Marketing  
Stacy Christensen, Nursing  
Mathew Foust, Philosophy  
Susan Koski, Criminology & Criminal Justice

### To Associate Professor

Christina Barmon, Sociology  
Michael Bartone, Literacy, Elementary & Early Childhood Education  
Julia Blau, Psychological Science  
Cassandra Forsythe, Physical Education & Human Performance  
Tan Leng Goh, Physical Education & Human Performance  
Steven Johnson, Engineering  
Yejin Kim, Communication  
Kerri Langevin, Nursing  
Byung Lee, Criminology & Criminal Justice  
Maria Mongillo, Educational Leadership, Policy & Instructional Tech.  
Michael North, Communication  
Thomas Rein, Anthropology  
Felice Russell, Educational Leadership, Policy & Instructional Tech.  
Samantha Schenck, Economics  
Carolyne Soper, Economics  
Roger Vogeler, Mathematical Sciences  
Samuel Zadi, World Languages, Literature & Cultures

(Continued)

The following will be granted Tenure

Christina Barmon, Sociology  
Michael Bartone, Literacy, Elementary & Early Childhood Education  
Julia Blau, Psychological Science  
Cassandra Forsythe, Physical Education & Human Performance  
Tan Leng Goh, Physical Education & Human Performance  
Steven Johnson, Engineering  
Yejin Kim, Communication  
Jeffrey Kreeger, Geography  
Kerri Langevin, Nursing  
Byung Lee, Criminology & Criminal Justice  
Michael North, Communication  
Rachel Rachler, Biology  
Thomas Rein, Anthropology  
Samantha Schenck, Economics  
Carolyne Soper, Economics  
Samuel Zadi, World Languages, Literature & Cultures

/sjm





EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

*Office of the President*

Date: April 19, 2021

TO: Dr. Jane Gates  
President, Connecticut State Colleges and Universities

FROM: Dr. Elsa M. Núñez *ENM*  
President

SUBJECT: Recommendations for Promotion and Tenure

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May 2021 meeting. The effective date for all actions is August 23, 2021.

**For Tenure:**

Dr. Ana Funes-Maderey, Department of Political Science, Philosophy, and Geography  
Mr. Robert Greene, Department of Art and Art History  
Dr. Scott Moore, Department of History  
Dr. Steve Muchiri, Department of Economics and Finance  
Dr. Vijay Veerappan, Department of Biology  
Dr. Patrick Vitale, Department of Political Science, Philosophy, and Geography

**For Promotion to the rank of Professor:**

Dr. Garrett Dancik, Department of Computer Science  
Dr. Susan DeRosa, Department of English  
Dr. Mehdi Khorami, Department of Mathematical Sciences  
Dr. Meredith Metcalf, Department of Environmental Earth Science  
Dr. Niti Pandey, Department of Management and Marketing

**For Promotion to the rank of Associate Professor:**

Dr. Alex Citurs, Department of Accounting and Business Information Systems  
Dr. Michelle Ferrer, Department of Kinesiology and Physical Education  
Dr. Ana Funes-Maderey, Department of Political Science, Philosophy, and Geography  
Mr. Robert Greene, Department of Art and Art History  
Dr. Scott Moore, Department of History  
Dr. Steve Muchiri, Department of Economics and Finance  
Ms. Anya Sokolovskaya, Department of Performing Arts  
Dr. Vijay Veerappan, Department of Biology  
Dr. Patrick Vitale, Department of Political Science, Philosophy, and Geography



EASTERN CONNECTICUT STATE UNIVERSITY

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President Jane Gates

April 19, 2021

**For Promotion to the rank of Associate Librarian:**

Ms. Angela Walker, J. Eugene Smith Library





Southern Connecticut  
State University

Office of the Provost and Vice President of Academic Affairs

April 13, 2021

Dr. Jane Gates  
Interim President, Board of Regents for Higher Education  
Connecticut State Colleges and Universities  
61 Woodland Street  
Hartford, CT 06105-2237

Dear Dr. Gates:

The following are my recommendations for Promotion and Tenure, which will be effective August 23, 2021:

### **TENURE**

Mr. James Aselta, M.B.A. (Accounting)  
Dr. Sara Baker Bailey (Communication, Media, and  
Screen Studies)  
Dr. Laurie Bonjo (Counseling and School Psychology)  
Dr. Christopher Budnick (Psychology)  
Dr. Raymond Cotrufo (Recreation, Tourism and Sport  
Management)  
Dr. Carmen Coury (History)  
Dr. Denver Fowler (Educational Leadership)  
Mr. Alexander Girard, M.F.A. (Art)  
Dr. Mohammad Islam (Computer Science)  
Dr. Dushmantha Jayawickreme (Earth Science)

Ms. Carrie Michalski, M.S.N., J.D. (Nursing)  
Dr. Khoa Huu Nguyen (Finance)  
Dr. Jason Patalinghug (Economics)  
Dr. Melanie Savelli (Communication, Media, and Screen  
Studies)  
Dr. Jason W. Smith (History)  
Dr. Natalie Starling (Counseling and School  
Psychology)  
Dr. Alev Yildirim (Finance)  
Dr. Jia Yu (Economics)  
Dr. Victoria Zigmont (Public Health)

### **PROMOTION**

#### **From Assistant to Associate Professor:**

Dr. Andrea Adimando (Nursing)  
Dr. Meghan Barboza (Biology)  
Dr. Laurie Bonjo (Counseling and School Psychology)  
Dr. Christopher Budnick (Psychology)  
Dr. Ray Cotrufo (Recreation, Tourism, and Sport  
Management)  
Dr. Carmen Coury (History)  
Dr. Kara Faraclas (Special Education)  
Dr. Michael Fisher (Biology)  
Mr. Alexander Girard, M.F.A. (Art)  
Dr. Steven Hoffler (Social Work)  
Dr. Mohammad Islam (Computer Science)

Dr. Rachel Jeffrey (Biology)  
Dr. Kimberly Lacey (Nursing)  
Mr. Paul Levatino, M.F.T. (Social Work/MFT)  
Dr. Jason Patalinghug (Economics)  
Dr. Jason W. Smith (History)  
Dr. Natalie Starling (Counseling and School  
Psychology)  
Dr. Christopher Trombly (Educational Leadership)  
Dr. Binlin Wu (Physics)  
Dr. Jia Yu (Economics)  
Dr. Victoria Zigmont (Public Health)

Page 2  
Promotion & Tenure  
April 13, 2021

**From Associate to Full Professor**

Dr. Sousan Arafeh (Educational Leadership)  
Dr. Kelly Bordner Blake (Psychology)  
Dr. Nicholas Edgington (Biology)  
Dr. Jess Gregory (Educational Leadership)  
Dr. Klay Kruczek (Mathematics)  
Dr. Kelly Mabry (Communication Disorders)

Dr. James MacGregor (Recreation, Tourism, and Sport Management)  
Dr. David Petroski (Communication, Media, and Screen Studies)  
Dr. Debra Risisky (Public Health)  
Dr. Todd Schwendemann (Physics)  
Dr. Stephen Monroe Tomczak (Social Work)

**From Athletic Trainer I to Athletic Trainer II**

Michael Ruiz

**From Coach A to Coach I**

Robert Eggerling

I request that the Board of Regents act on these recommendations at its May 20, 2021 meeting. Please let me know if you have any questions.

Sincerely,



Joe Bertolino  
President

cc: R. Prezant, T. Tyree

JB/meh



OFFICE OF THE PRESIDENT  
DR. JOHN B. CLARK

**To:** Dr. Jane McBride Gates  
Interim President, Provost & Senior V.P. Academic & Student Affairs  
Connecticut State Colleges & Universities

**From:** Dr. John B. Clark

**Date:** April 19, 2021

**Re:** 2<sup>nd</sup> Revised 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. Ethan Balk, Health Promotion & Exercise Science Department  
Dr. Daniel Baluha, Chemistry Department  
Dr. Diane Bennett, Nursing Department  
Dr. Dan Coffman, Computer Science Department  
Dr. Justin Cowan, Theatre Arts Department  
Dr. Nicole DeRonch, Education & Educational Psychology Department  
Ms. Christine DiCarro, Library Services  
Dr. Kristin Giamanco, Biology & Environmental Sciences Department  
Dr. Jackie Guzda, Communication & Media Arts Department  
Dr. Greg Haynes, Music Department  
Ms. Joni Lerner, Theatre Arts Department  
Ms. Sabrina Marques, Art Department  
Dr. Karen McLean, Social Work Department  
Dr. Manoj Misra, Social Sciences Department  
Mr. John Roche, Writing, Linguistics & Creative Process Department  
Ms. Sharon Yamen, Division of Justice & Law Administration

Dr. Jane McBride Gates  
April 19, 2021  
Page 2

***Promotion to Professor***

Mr. Jamie Begian, Music Department  
Dr. Jim Boyle, Physics, Astronomy & Meteorology Department  
Dr. Neeta Connally, Biology & Environmental Sciences Department  
Dr. Xiaowen Jiang, Accounting Department  
Dr. Monica Sousa, Nursing Department  
Dr. Trisha Stewart, Education & Educational Psychology Department  
Dr. Xiaodi Wang, Mathematics Department  
Ms. Sharon Yamen, Division of Justice & Law Administration

***Promotion to Associate Professor***

Dr. Ethan Balk, Health Promotion & Exercise Science Department  
Dr. Daniel Coffman, Computer Science Department  
Dr. Justin Cowan, Theatre Arts Department  
Dr. Kristin Giamanco, Biology & Environmental Sciences Department  
Dr. Greg Haynes, Music Department  
Ms. Krista Heybruck, Health Promotion & Exercise Science Department  
Dr. Stephanie Kuhn, Education & Educational Psychology Department  
Ms. Joni Lerner, Theatre Arts Department  
Mr. Aaron Lin, Finance Department  
Ms. Sabrina Marques, Art Department  
Mr. John Roche, Writing, Linguistics & Creative Process Department  
Dr. Michael Shoshani, Mathematics Department

***Promotion to Associate Librarian***

Ms. Christine DiCarro, Library Services

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2021-22 program year.

A True Copy:

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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 2021-22 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of \$17,859 in residual funds from previous years is available for distribution this year. A grand total of \$1,032,812 is available for research projects to be recommended for funding during the 2021-22 program year.

The CSU institutions received a total of 194 proposals from a total of 212 individual faculty members; requesting funds totaling \$931,563, \$101,249, or almost 10%, less than what is available for distribution. 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 206 faculty members receive grants totaling \$841,676. Its recommendations are contained in the attached roster by CSU institution.

05/07/2021 – BOR Academic and Student Affairs Committee

05/20/2021 – Board of Regents



**CCSU 2021 Roster of Faculty Research Grants for BOR**

<b>Faculty Rank</b>	<b>Last Name</b>	<b>First Name</b>	<b>Department</b>	<b>Grant Title</b>	<b>Funded Amount</b>
Professor	Abadiano	Helen	Literacy, Elementary, and Early Childhood Education	Program Completers' Impact on P-12 Student Learning	\$5,000.00
Assistant Professor	Abbas	Syed	Biology	Does prolonged exposure to blue light cause aggression in female crayfish?	\$5,000.00
Assistant Professor	Albayram	Yusuf	Computer Science	Investigating the effectiveness of personalized cybersecurity education	\$5,000.00
Professor	Barr	Burlin	English	Fragments from a Discourse on Masculinity	\$5,000.00
Professor	Barrington	Candace	English	Watching the Watcher: John Lydgate's "The Temple of Glas"	\$2,500.00
Assistant Professor	Barriteau Phaire	Candace	Literacy, Elementary and Early Childhood Education	Educating in Emergencies: What can early childhood educators learn from the classrooms that never closed during the Covid-19 pandemic?	\$4,090.00
Associate Professor	Bragg	Caleb	Psychological Science	Work-Family Balance Intervention Through Family Goal Setting	\$3,200.00
Assistant Professor	Bray	Alicia	Biology	Invasive Japanese Beetle Management with Tiphia Wasps in Connecticut	\$5,000.00

Professor	Burkholder	Thomas	Chemistry and Biochemistry	The Role of Race, Gender, and Preparation on Student Learning in General Chemistry	\$5,150.00
Associate Professor	Chakraborty	Sourav	Chemistry and Biochemistry	Determination of pheromones such as heneicosane, tricosane and pentacosane using solid phase micro-extraction (SPME) coupled with hyphenated mass spectrometry techniques (LC-MSn and GC-MS)	\$4,826.00
Associate Professor	Chase	Daniel	Biomolecular Sciences	Subcellular localization of dopamine receptors DOP-1 and DOP-3 in the DA9 neuron of C. elegans	\$5,000.00
Associate Professor	Chen	Sixia	Computer Science	Fixing Reordering Anomalies in CRDTs for Collaborative Text Editing	\$4,500.00
Professor	Cohen	Diana	Political Science	Wheels of Change: Women's Cycling on the International Stage	\$3,762.00
Professor	Crundwell	Guy	Chemistry and Biochemistry	Palladium complex formation with heterocyclic aromatic ligands - How studying stable palladium-ligand intermediates can help us understand the degradation of commercial palladium catalysts over time	\$4,953.00



Professor	Dharavath	Haji Naik	Computer Electronics & Graphics Technology	G7 Master Compliance through a Color Managed Digital Printing Workflow (CMDPW)	\$5,000.00
Professor	Dowling	Robert	English	A Place in Time: The Life and Work of Sam Shepard	\$5,000.00
Assistant Professor	Edwards	Jessica	Literacy, Elementary and Early Childhood Education	Using Diverse Picture Books to Strengthen Social and Emotional Skills	\$1,600.00
Associate Professor	Efremoff	Theodore	Art	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	\$5,000.00
Associate Professor	Flinn	Brian	Art	Digital Landscapes	\$3,250.00
Assistant Professor	Garbovskiy	Yuriy	Physics & Engineering Physics	Modeling and Measuring Ionic Phenomena in Liquid Crystal Materials	\$5,000.00
Associate Professor	Gilmore	Susan	English	"Language of the Unheard": Riot on the American Cultural Stage	\$2,500.00
Assistant Professor	Goh	Tan Leng	Physical Education and Human Performance	The Effects of Before School Physical Activity on Social and Emotional Learning, Physical Fitness and Physical Activity	\$10,000.00
Professor	Gotchev	Ivan	Mathematical Sciences	Cardinal Functions on T1-topological Spaces	\$5,000.00
Assistant Professor	Gu	Shijie	Mathematics	On Z-compactifiability of manifolds	\$5,000.00

Professor	Halkin	Sylvia	Biology	Changes over Time and Space in the Song Repertoires of Northern Cardinals, "Cardinalis cardinalis"	\$3,000.00
Professor	Hammad	Khaled	Engineering	Inflow Conditions and the Flow Behavior of Submerged Annular Viscoplastic Jets	\$5,000.00
Associate Professor	Hapeman	Paul	Biology	Assessment of Methods for Detecting Everglades Mink (Neovison vison evergladensis) in Fakahatchee Strand State Preserve	\$5,000.00
Associate Professor	Hartwig	Heidi	English	Tracing Conversion in the Notebooks, Journals, and Novels of J.-K. Huysmans	\$5,000.00
Professor	Hoopengardner	Barry	Biomolecular Sciences	RNA editing as a character for phylogenetic relationships in velvet worms	\$4,800.00
Associate Professor	Hughes	Heidi	Management & Organization	Generation Z: Workplace values, attitudes, experiences and expectations	\$3,500.00
Assistant Professor	Johnson	Steven	Engineering	Analysis of the Surface Oxide Layer on Light Metal Alloy Powders Towards Enhanced Powder Consolidation	\$5,000.00
Assistant Professor	Kim	Eunhye Grace	Geography	Creative MICE (Meetings, Incentives, Conventions/conferences, and Exhibitions) Tourism: Building Synergies with Cultural Heritage Tourism	\$4,999.00
Professor	King	Thomas	Biomolecular Sciences	Making a genetic assignment for the spontaneous "squiggle tail" (squig) mutation in mice	\$5,000.00

Professor	Kurkovsky	Stan	Computer Science	Cross-Platform Mobile Application Development: Frameworks and Analysis	\$5,000.00
Professor	Kusaila	Michelle	Accounting	Corporate Social Responsibility and Juror Auditor Liability Decisions	\$5,000.00
Assistant Professor	Liu	Yan	Educational Leadership, Policy and Instructional Technology	School Principal Qualifications, Leadership Emphases, and School Outcomes: A Lens of Educational Equity	\$5,000.00
Associate Professor	Maurer	Sarah	Chemistry and Biochemistry	Condensation of amino acids and alcohols to form primitive cell membranes for the origins of life	\$4,640.00
Associate Professor	Melendez-Rhodes	Tatiana	Counselor Education and Family Therapy	Comparison of relationship quality of couples who are married and couples who cohabitate	\$3,900.00
Associate Professor	Meng	Yunliang	Geography	COVID-19 Death Rates and County Subdivision Level Contextual Characteristics: A Connecticut Case Study	\$3,000.00
Professor	Merenstein	Beth	Sociology	Implementing Curriculum: How Race and Racism are Taught in History Classes	\$4,934.00
Professor	Mitrano	John	Sociology	American Indians and Route 66: Collecting the Stories of The Mother Road's Indigenous People	\$4,150.00

Professor	Naoumov	Viatcheslav	Engineering	Hybrid Propellant Rocket Engine Test Facility Upgrade, Improvement of the Technology of Temperature Measurements and Fabrication of Solid Propellant Grains and Study of the Combustion of Papaffine-Based Fuel at Wide Range of the Equivalence Ratios	\$4,931.00
Associate Professor	Olson	Elizabeth	English	Embedded Access: Using Course Structure to Benefit Students with Disabilities in Composition Courses	\$2,500.00
`	Park	Sangho	Computer Electronics and Graphics Technology	Sensor-based Intelligence for Smart Environment	\$4,850.00
Assistant Professor	Patterson	Yvonne	Social Work	Examining Cultural Relevance in Baccalaureate Social Work Education	\$2,500.00
Professor	Penniman	Clayton	Biology	Temporal, Spatial, and Life Stage Variability in Community Physiological Profiles of Heterotrophic Prokaryotes in the Biofilm Attached to the Thalli of "Fucus vesiculosus", an Ecologically Important Mid-Intertidal Brown Seaweed	\$5,000.00
Professor	Perdomo	Oscar	Mathematics	Search for new periodic solutions of the n-body problem	\$10,000.00
Professor	Pope	Cynthia	Geography	The Gendered Impacts of COVID-19 in Belize, Central America	\$5,000.00

Assistant Professor	Potter	Christopher	Biology	Development of a C3H/HeJ mouse model colony and associated laboratory technologies needed to conduct clinical studies in the treatment of Alopecia Areata	\$5,000.00
Professor	Reeder	Linda	Manufacturing & Construction Management	Mary Colter's Design Processes and Construction Techniques	\$2,035.00
Professor	Saha	Krishna	Mathematical Sciences	Testing the Equality of the Risk Difference in the Analysis of Correlated Binary Data	\$5,000.00
Professor	Sharma	Nimmi	Physics and Engineering Physics	Illuminating Atmospheric Dynamics and Aerosol Transport with Lasers	\$5,000.00
Assistant Professor	Singh	Gurbakhshash	Mathematical Sciences	Extending Log-Binomial Model and Log Cumulative Probability Model for correlated data	\$5,000.00
Assistant Professor	Smith	Jessica	Biomolecular Sciences	Mechanisms of Extracellular Electron Transfer by strains of "Geobacter sulfurreducens"	\$5,000.00
Professor	Snyder	Jason	Marketing	Attack of the Podcasts: Assessing the Use of Humor in Podcast Ads	\$5,000.00
Professor	Sommers	Brian	Geography	World War II Memorialization as it is Impacted by Modern Balkan Politics	\$5,000.00
Assistant Professor	Stewart	Alicia	Special Education & Interventions	Investigating Teacher Knowledge and Preparedness of Implementing Evidence-Based Reading Instruction Across Content Areas for Students with Inattention	\$2,500.00

Assistant Professor	Takemae	Natsuko	Special Education & Interventions	Autobiographical Memory Study: Systematic Applications of Universal Design for Learning to Teacher Candidates' Reflective Cycle, Learning Process, and Embedded Support	\$7,500.00
Professor	Westcott	Barry	Chemistry and Biochemistry	Molecular Structure of Models for Metal Impurities in Petroleum	\$4,975.00
Professor	Wizevich	Michael	Geological Sciences	Tracing Sediment Sources for the Mesozoic Hartford Basin by Dating of Detrital Zircons	\$5,000.00
Assistant Professor	Zalewski	Sarah	Counselor Education and Family Therapy	The experiences of burnout and self-care in school counseling students	\$7,900.00
Associate Professor	Zalewski	Leanne	Art	Book Project: "American Women Shaping Art History: Late Nineteenth-Century Authors, Clara Erskine Clement and Clara Stranahan"	\$1,693.00
Professor	Zlatareva	Neli	Computer Science	Building Natural Language to SPARQL Interfaces for Semantic Web Applications	\$4,000.00
Total					\$292,638

**ECSU 2021 Roster of Faculty Research Grants for BOR**

Principal Investigator		Grant Information	
Name	Department	Grant Title	Amount Funded
Michele Bacholle	World Languages	From “Bad Girl” to Harki’s Wife and The Invisible Woman	5,000
Thomas Balcerski	History	“The Party of No: When Democrats Were Conservative”	4,500
Tao Chen	Art & Art History	Sequoia-the Diminishing Giant	5,000
Timothy Cochran	Music	The Musical Construction of Bernard Herrmann’s Reputation	4,338
Brian Day	Theatre	Dreamers: An original episodic streaming series	5,000
Daniel Donaghy	English	The Price of Building a City; A Collection of Original Poems	4,000
Maeve Doyle	Art & Art History	On-Site Research for "Modeling Networks in Gothic Manuscripts"	5,000
Okon Hwang	Music	Nanta: Korean Percussion Music Genre	5,000
Stefan Kamola	History	Iran under Mongol rule	4,500
Raouf Mama	English	The Good Samaritan and Burning Candles	4,500
Kristen Morgan	Theatre	Paper Presentation at the 16th International Conference on Design Principles & Practices	3,676
Jamel Ostwald	History	Applying Computer Vision to Historical Images	2,000
Afarin Rahmanifar	Art & Art History	“The Women of the Wings”	5,000
Allison Speicher	English	Fictions of Age: A Literary History of Aging in Nineteenth-Century America	2,024
Christopher Torockio	English	Murmurs: A Novel	4,000
Anthony Aidoo	Mathematical Science	Morphological pyramids and wavelets on the quincunx lattice approach to improving X-ray images	5,000
Bryan Connolly	Biology	Updating Herbarium Records in the State of Connecticut	3,500

Peter Drzewiecki	Environmental and Earth Science	Developing a Geological Model for Recognition of Ancient Playa Deposits Based on the Lower Jurassic East Berlin and Portland Formations, Central Connecticut	4,376
Amy Groth	Biology	Expression and function of important developmental genes in <i>C. elegans</i>	1,000
Joshua Idjadi	Biology	Are all degraded reefs the same? How algal communities might influence parrotfish behavior and reef recovery.	3,975
Syed Islam	Physical Science	Application of Surface Enhanced Raman Spectroscopy (SERS) for Trace Analysis in Forensics and Art Conservation	5,000
Kurt Lucin	Biology	Characterizing Bacteria Within the Brain	4,500
Barbara Murdoch	Biology	Further characterization of the scorpion microbiome	4,000
Bryan Oakley	Environmental and Earth Science	Publication of a manuscript in the Journal of Marine Science and Management and	5,000
		persistence of sorted bedforms on a microtidal wave-dominated shoreface	
Vijay Veerappan	Biology	Forward genetics of symbiotic nitrogen fixation and regulation of flavonoid pigmentation in the	4,500
		model legume plant <i>Medicago truncatula</i>	
Sarah Baires	Sociology	The Materiality of Culture: an analysis of ceramics from the Native American City of Cahokia	2,000
Sukeshini Grandhi	Accounting and BIS	Insights for the design of digital tools for managing and sharing personal genomics information:	4,124
		Exploration of the impacts and sharing practices of Direct-to-Consumer genomic information	
Brianna Halladay	Economics and Finance	Anchoring in the Domain of Political Preferences	4,500
Hao 'Alan' He	Accounting and BIS	Task Types and Incentives in a Sequential Multi-Task Context	4,000



Kwangwon Lee	Education	Evaluating the Effectiveness of an Alternative Practicum in Early Childhood Special Education	7,884
Xing Liu	Education	Bayesian Analysis of Ordinal Response Variables in Educational Research: A Comparison of Noninformative and Informative Priors	7,424
Sarah Nightingale	Sociology	Sexual Assault Response Efforts and Institutional Courage on College Campuses	3,309
Fatma Pakdil	Management and Marketing	IMPLEMENTING STATISTICAL PROCESS CONTROL IN MONITORING LENGTH OF STAY, READMISSION RATE, AND DISCHARGE COST AT HOSPITALS WITH LEAN MANAGEMENT PERSPECTIVE	9,000
Racheal Pesta	Sociology	Underrepresented: Exploring the Barriers to Police Work among Potential Female Recruits	1,260
Theresa Severance	Sociology	Familial Incarceration and Young Adults: Exploring Risks and Outcomes Among College Students	3,159
Megan Stanton	Sociology	Co-Production in HIV Service Organizations: A community-based participatory study	5,000
Caitlin T. Vasquez-O'Brien	Psychological Science	Developing an Understanding of Childhood Knowledge (D.U.C.K.)	4,000

**SCSU 2021 Roster of Faculty Research Grants for BOR**

Applicant's Information				Grant Proposal Information	Amount Funded
Faculty Rank	Last Name	First Name	Department	Grant Title	
Professor	Heidkamp	Christian Patrick	Environment, Geography, & Marine Sciences	Assessing the Just Transition Potential of an Ocean Cluster based Economic Development Approach in Greenland	\$4,974
Professor	Liu	Yan	Information and Library Science	Urban Library Services to Mobile Users	\$5,000
Associate Professor	Smoyer	Amy	Social Work	Women's Lived Experience of Incarceration in Alabama	\$5,000
Professor	Yang	Charlie	Management/IB	Healthcare Professionals' Attitudes Towards Mindfulness-Based Interventions	\$5,000
Associate Professor	Roe	Sarah	History	The History of Female Medicine and the Rise of Technology: how norms and values have shaped the way we understand women	\$5,000
Professor	Serchuk	Camille	Art	Mapping by Eye: Cartographies of Direct Observation in Medieval and Early Modern Western Europe	\$5,000
Assistant Professor	McPherson	Casey	Counseling and School Psychology	Determining the Effectiveness of a Literacy Toolkit for Informal Educators	\$4,924
Assistant Professor	Zigmont	Victoria	Public Health	2 Years Later: A Follow-Up Study to Understand Changes in Student Food Insecurity	\$5,000
Associate Professor	Groffman	Joshua	Music	Creation of live electronics for Halcyon: an Opera	\$4,938

Professor	Marsoobian	Armen	Philosophy	The Khachkars of Djulfa: Challenging Genocide Denial by Virtually Recovering Armenia's Lost Cultural Heritage	\$5,000
Assistant Professor	Baker Bailey	Sara	Communication, Media, and Screen Studies	"It's a lot of Labor Just to Exist": An Understanding of Workplace Diversity	\$5,000
Associate Professor	Risky	Deb	Public Health	Academic Outcomes and Campus Engagement Among Students in Living Learning Communities	\$5,000
Assistant Professor	Richmond	Andrew	English	Reading in Place: Contextualizing Medieval Reactions to Climate Change through Digital Models	\$5,000
Professor	Abe	Jo Ann	Psychology	Habits, Goals, and Self-Regulation	\$5,000
Assistant Professor	Axon	Stephen	Environment, Geography, & Marine Sciences	The visibility, feasibility, and practicality of tiny house construction in New England	\$4,050
Assistant Professor	Kelly	Miriah	Environment, Geography, & Marine Sciences	Assessing the Similarities and Differences of Coastal Conflict Concerns among United Nations Framework Convention on Climate Change (UNFCCC) Constituents	\$4,950
Professor	Michael	Rogers	Anthropology	Late Pleistocene and Holocene Archaeology at Gona, Ethiopia	\$5,000
Associate Professor	Njoku	Anuli	Public Health	Barriers and Facilitators to Seasonal Influenza and COVID-19 Vaccination Uptake among Black and Latinx New Haven Residents: A Mixed Methods Study	\$5,000
Associate Professor	Walters	Kenneth	Psychology	Sluggish Cognitive Tempo, ADHD, and Functional Impairment among College Students	\$2,500
Professor	Brownell	Mia	Art	Zoonotic Tonic	\$5,000

Professor	Irwin	Julia	Psychology	Norming the Hearing Assessment in Response to Noise Screener (HeARS)	\$5,000
Professor	Schmitt	Elena	World Languages and Literatures	A Longitudinal Approach to the Study of Heritage Language in Young Adults	\$5,000
Associate Professor	Barboza	Meghan	Biology	Description of solitary chemosensory cells in the Florida manatee using archived histology tissue samples	\$5,000
Professor	Coca	Adiel	Chemistry	Novel Catalysts in the Synthesis of Tetrazole Derivatives and Antibacterial Studies of Tetrazole Compounds	\$5,000
Assistant Professor	Reyes	Loida	Social Work	Examining Students' Perceptions of Culturally Inclusive Content in the Baccalaureate Social Work Curriculum	\$3,760
Assistant Professor	Bode	Patricia	Art	The Remember Love Recovery Project	\$3,750
Associate Professor	Kalbfleisch	Elizabeth	English	Anti-Scientism and the Politics of Literacy Instruction in America	\$3,750.00
Associate Professor	Al Seesi	Sahar	Computer Science	Computational Pipeline for Gene Allele Specific Expression (ASE) Prediction	\$3,600
Assistant Professor	Cooper Boemmels	Jennifer	Earth Science	Understanding the Timing and Regional Significance of Cretaceous Crustal Deformation in Northern New England	\$3,675
Associate Professor	Edgington	Nicholas	Biology	Comparative & Functional Genomics of Tandem Gene Duplication in Actinobacteria viruses	\$3,750
Associate Professor	Acri	Mary	Social Work	Exploring the effects of Non-Directive Equine-Facilitated Play Therapy on children with anxiety	\$3,750.00

Associate Professor	Kim	Younjun	Economics	Does Technological Change Increase the Poverty Rate?	\$1,875.00
Professor	Prince	Melvin	Marketing	Threat and Coping Appraisal in Response to Availability of COVID-19 Vaccine	\$7,500.00
Professor	Cardone	Resha	World Languages and Literatures	Art, Activism, and Chile's Feminist Uprising from 2018 through the Covid-19 Pandemic	\$3,750.00
Professor	Palma	Pina	World Languages and Literatures	Pontano and the Renaissance at the Court of Aragon	\$3,750.00
Professor	Slomba	Jeff	Art	Return to Materiality: 3D printing modls for clay casting and modeling of relief sculpture	\$3,750.00
Professor	Vu	Thuan	Art	Translating Vietnamese Imagery	\$3,750.00
Professor	Antonios	Imand	Computer Science	Modeling measurement and time alignment errors in electrical smart grids	\$3,750
Assistant Professor	Brady	Steven	Biology	Wood frog population geonomics in polluted landscapes	\$3,750
Assistant Professor	Cross	Emma	Environment, Geography, & Marine Sciences	Does multi-species ocean farming improve meat and shell quality of farmed shellfish compared to shellfish-only aquaculture?	\$3,747
Associate Professor	Weinbaum	Jonathan	Biology	Continued Excavation and Interpretation of a Late Triassic fossil site in the southwestern United States	\$3,750

Assistant Professor	Wang	Zheni	Management/IB	Dealing with the Work Scheduling Challenges: A complete temporal analysis of employees' situational work motivation and well-being	\$7,125.00
Associate Professor	Wieland	Alice	Management	Role of Gendered Social Cognitions in Organizations	\$3,750.00
Associate Professor	Weng	Miaowei	World Languages and Literatures	History and Memory in Contemporary Spain	\$3,750.00
Assistant Professor	Hwang	Candy	Chemistry	Reducing Biofilm Formation in Implanted Medical Devices by Disrupting Quorum Sensing in <i>Pseudomonas aeruginosa</i>	\$3,750
Associate Professor	Ryder	Todd	Chemistry	Virtual Screening to Identify Novel Inhibitors of SARS-CoV-2	\$3,750
Associate Professor	Permubilly	Sebastian	Social Work/MFT	Impact of COVID-19 on the Personal Wellbeing of Members of Higher Education in Connecticut During Campus Closures: Perspectives of Faculty, Students, and Non-Teaching Staff	\$3,306.75
Professor	Chevan	David	Music	A Klezmer Purim Spiel	\$3,750.00
Professor	Coron	Cynthia	Earth Science	Ash Fall-Induced Climate Change: Archival Lake Records, Meriden, CT	\$3,668
Associate Professor	Kearns	James K.	Chemistry	Can Liquid Chromatography Mass Spectrometry be used to identify new natural products/antibiotic molecules for the treatment of <i>Borrelia burgdorferi</i> (the Lyme Infection)?	\$3,750

Associate Professor	Barnes	Ericka	Chemistry	Quantum Chemical Calculations of Reference Benchmark Energies for Atoms, Molecules, and Ions	\$2,453
Associate Professor	Hossain	Md	Computer Science	Effectiveness of Deep Features in Serial Fusion Based Biometric Systems	\$2,500.00
Professor	Chandler	Jeremy	Art	Spotted at First-Light: Creating and Exhibiting Photographic Artwork	\$2,500.00
Assistant Professor	Jeffrey	Rachel	Biology	Modification of dopamine system with enriched environment exposure in adolescents	\$2,500
Professor	Olney	Patricia	Political Science	Donald Trump and Mexico's Perception of the United States: Surviving the Binational Caciquismo	\$1,700.00
Associate Professor	Abd El-Raouf	Amal	Computer Science	A Cost-Effective Real Time People Counting System	\$2,500
Professor	Crawford	Sarah	Biology	Use of Drosophila melanogaster as a Research Model to Investigate Environmental Factors Linked to Autism Spectrum Disorder	\$2,500
Associate Professor	Pang	Jiong Dong	Chemistry	Creating a Welcoming Classroom Environment	\$1,250
Total					

**WCSU 2021 Roster of Faculty Research Grants for BOR**

Applicant's Information				Grant Proposal Information	
Faculty Rank	Last Name	First Name	Department	Grant Title	Funded
Professor	Astrup	Margaret	Music	CD Recording of Abridges Opera <i>Hansel and Gretel</i> by Engelbert Humperdinck	\$10,000
Associate Professor	DeRonck	Nicole	Education	Diversity Matters: Attracting and Retaining School Counselors of Color	\$10,000
Associate Professor	Stewart	Tricia	Education	Social Justice, Community Supported Agriculture, and Other Grassroots Support Address Food Insecurity in Connecticut	\$10,000
Associate Professor	Aloni	Maya	Psychology	Are People Reluctant to Date Those Who Adhere to a Gluten-Free Diet? Examining the Causes of People's Dating Decisions	\$4,992
Associate Professor	Boyle	James	Physics, Astronomy and Meteorology	Deployment of Surface Drifting Salinity Buoys in Polar Regions as Part of an International High-Latitude Salinity Field Campaign	\$5,000
Assistant Professor	Cordeira	Joshua	Biology	Evaluating the Reward of Very High-Fat Diet	\$4,739
Assistant Professor	D'Aries	Anthony	Creative & Professional Writing	Still River Writers: An Anthology of Unheard Connecticut Voices	\$5,000
Professor	Eckstein	Jessica	Communication & Media Arts	Psychometrics and Utility of the Technology-Mediated Abuse (TMA) Scale: Extending Reliability and Validity to Diverse Samples and Expert-Validating IPN Stakeholders, II	\$4,947
Professor	Gadkar-Wilcox	Wynn	History	An Intellectual History of the Buddhist Movement in Vietnam 1946-1966	\$2,500
Assistant Professor	Giamanco	Kristin	Biology	Towards Understanding of the Cellular Conditions Needed for Perineuronal Nets to Form	\$5,000



Professor	Han	Xiaoqi	Marketing	The Virginity of Novelty: How Consumers' Perceptions of Virginity Shape Their Preference for New Products	\$5,000
Professor	Hawkins	Stacey Alba	World Languages & Cultures	Poetry Translations	\$5,000
Associate Professor	Huang	Carol	Finance	Impacts of Corporate Social Responsibility Activities on Firm Financial Performance: Evidence from the Airline Industry	\$4,995
Professor	Jordan	Kathleen Casey	Justice & Law Administration	Guru-Rapist Typology: Identification of Variables and Isolation of Causal Factors Significant to Cult-Related Sexual Abuse	\$5,000
Assistant Professor	Krell	Rayda	Biology	Effect of Native Plant Meadow Restoration on Insect Biodiversity	\$5,000
Associate Professor	Marino	Kim	Justice & Law Administration	Coronavirus Behind Bars: The Effect of the Pandemic on Connecticut Prisons	\$0
Associate Professor	McLean	Karen	Social Work	Examining Cultural Relevance in Baccalaureate Social Work Education	\$3,760
Associate Professor	Monette	Michelle	Biology	The Impact of Climate-Change Related Stressors on the Gill Transcriptome of Atlantic Killifish	\$5,000
Professor	Nelson	Mary	Psychology	The Effect of Differentiated Messages on Student Learning in Statistics	\$5,000
Professor	Owoye	Oluwole	Social Sciences	The Economic Consequences of the United States-China Trade Wars and the Global Pandemic	\$5,000
Professor	Pinou	Theodora	Biology	Is Lunar Illumination Associated with Abundance of Sea Turtle Nesting?	\$5,000
Associate Professor	Prieto	Judith	Chemistry & Biochemistry	Analytical Approaches for the Study of Infectious Disease	\$5,000
Professor	Qi	Shouhua	English	The Reception of Western Modernist Drama in Contemporary China	\$5,000

Assistant Professor	Reynolds	Hannah	Biology	Improving Detection of White-Nose Syndrome Fungus with LAMP	\$5,000
Associate Professor	Robertson	Forest	Chemistry & Biochemistry	Synthesis of 2-Substituted Tetrahydrothiophenes, 2-Substituted Thietanes, and 1, 3-Dihydrobenzo[c]thiophenes	\$5,000
Assistant Professor	Santibanez-Lopez	Carlos	Biology	Venom Gland Transcriptomic Analyses of Neglected Neotropical Scorpion Families	\$4,977
Assistant Professor	Schofield	Jessica	Social Sciences	Justice for All? Examining the Selection Process of the International Criminal Court	\$4,972
Professor	Sharma	Divya	Justice & Law Administration	Visual Criminology and Police Wellness	\$0
Assistant Professor	Stankus	Brian	Chemistry & Biochemistry	Photolysis Kinetics of Atmospherically Relevant Molecules	\$4,000
Professor	Waldbuesser	Caroline	Communication & Media Arts	Are They Still Looking? The Influence of COVID-19 and Virtual Learning on Teacher Experiences	\$3,720
Associate Professor	Wong	Edwin	Biology	Relationship Between Water Quality Parameters and Toxic Cyanobacterial Blooms	\$4,100
					<b>\$152,702</b>
<b>TOTALS</b>					

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Mission and Vision for ~~the Community College of Connecticut~~  
CONNECTICUT STATE COMMUNITY COLLEGE

May 20, 2021

WHEREAS: Section 10a-1c of the Connecticut General Statutes requires the Board of Regents to develop and implement distinct missions for the constituent units of the Connecticut State Colleges and Universities System; and

WHEREAS: The Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State Colleges and Universities System into a singularly structured and accredited College with 12 campuses; and

WHEREAS: The Board of Regents seeks approval via a Substantive Change from the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges (NEASC) for accreditation of the consolidated College; and

WHEREAS: It is a critically important and requisite step that the governing body develops a statement of mission and purposes for the consolidated College in seeking its accreditation, per the NEASC Standards for Accreditation; and

WHEREAS: The Board of Regents, at the March 9, 2018 meeting, approved the proposed mission and vision prior to naming the College, and

WHEREAS: The Board of Regents, at the May 14, 2020 meeting, named the single accredited College: Connecticut State Community College, therefore, be it

RESOLVED: That the Board of Regents approve the addition of the name of Connecticut State Community College to the previously approved mission and vision statement:

***The ~~Community College of Connecticut~~ CONNECTICUT STATE  
COMMUNITY COLLEGE Mission***

***The ~~Community College of Connecticut~~ CONNECTICUT STATE COMMUNITY  
COLLEGE provides access to academically rigorous and innovative education***

*and training focused on student success. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities, and industries it serves.*

***The ~~Community College of Connecticut~~ CONNECTICUT STATE  
COMMUNITY COLLEGE Vision***

*The ~~Community College of Connecticut~~ CONNECTICUT STATE COMMUNITY COLLEGE will be recognized for exceptional student success, educational leadership, and transformative collaboration with business and industry, government, educational, and key stakeholders while advancing diverse opportunities for Connecticut's citizens and communities.*

A True Copy:

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

**ITEM**

Update to the Connecticut State Community College mission and vision statements, specifically the addition of the BOR approved name of the college, Connecticut State Community College.

**BACKGROUND**

At its December 14, 2017 meeting, the Board of Regents approved the plan to consolidate the 12 community colleges of the Connecticut State Colleges and Universities into a single, accredited community college. As part of that consolidation, the Board was required to develop a statement of mission and purposes for the consolidated College in seeking its accreditation, per the Standards for Accreditation of the regional accreditation agency.

The Students First Academic and Student Affairs Consolidation Committee, established by the CSCU System Office, examined each of the 12 community college mission statements for commonality and researched best practices for the construction of mission and vision statements. The committee reviewed the mission statements of similar sized institutions and reached consensus in agreement with a prominent researcher that “...more recent planning practice limits the mission to its primary function. The mission statement is stripped down to a very short, basic statement of purpose.” The committee finalized such statements for the mission and vision of the proposed consolidated college and widely distributed them to the Community College Council of Presidents, Faculty Advisory Committee, Student Advisory Committee and others on the campuses for review and feedback. After considering and incorporating select feedback, the committee submitted the proposed mission and vision statements to the Board of Regents for its consideration at its March 9, 2018 meeting. The Board of Regents approved the mission and vision.

Since that approval, at its May 14, 2020 meeting, the Board of Regents approved the official name of the single community college, namely Connecticut State Community College. This resolution asks the Board of Regents to approve modification of the mission and vision to incorporate the official name of the College.

The current resolution indicates, by strike through and capitalization, the replacement of the original language of the resolution with the name of the college.

**RECOMMENDATION**

That the Board of Regents approve this revision of the mission and vision of Connecticut State Community College to accurately reflect the name of the College.

05/07/2021 – BOR Academic and Student Affairs Committee

05/20/2021 – Board of Regents

April 14, 2021

Mr. Matt Fleury, Chair of the Board of Regents for Higher Education  
Dr. Jane Gates, Interim President of the Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105  
*Sent only via email to [jgates@commnet.edu](mailto:jgates@commnet.edu) and [mfleury@ctsciencecenter.org](mailto:mfleury@ctsciencecenter.org)*

Dear Chair Fleury and President Gates:

It is my distinct honor and pleasure to recommend that the Board of Regents confer emeritus status to Pamela Frost, with the title Professor Emerita of Mathematics. I offer this nomination under the process found in the Congress collective bargaining agreement (Article X, Section 6.O).

Professor Frost will be retiring at the end of the Spring 2021 semester after a 40-year career in public education. She has spent the vast majority of that time doing what she loves most: teaching and working with community college students. Pam has served the CSCU System for nearly 32 years – the first four as Math Development Center Coordinator at Greater Hartford (now Capital) Community College, and since 1993, as Professor of Mathematics at Middlesex Community College.

Pam is a respected leader who has served in the capacities of Division Chair, Discipline Coordinator, Phi Theta Kappa advisor, chair of numerous campus and systemwide committees, and Faculty Liaison to the Center for Prison Education, a joint partnership among MxCC, Wesleyan University, and the State Department of Correction.

Pam's unique combination of skills, knowledge, leadership abilities, "can-do" attitude, creativity, and kind spirit will be nearly impossible to replace at our college and in the CSCU system. What makes Pam extraordinarily special is her unwavering dedication to student success. She demonstrates this every day in her classrooms, office hours, hallway conversations with students, and tutoring sessions she holds for any student who's having difficulty with math. She also demonstrates this through her approach to continuous improvement of the curriculum through supervising and coaching adjunct faculty members, writing the mathematics discipline review, implementing changes to developmental education mandated by Public Act 12-40 or researching and adopting of open educational resources (OERs).

On a personal note, I'll add that Pam and I first met when we both worked at Capital Community College -- which means, I've known her for all 32 years she's worked in Connecticut. The two of us remember working many hours over a three-year period to create an eight-part video series entitled *Learning to Learn*. These learning strategies videos were used for many years in the community college system. Looking back on it now, I believe they stand as a timeless statement of Pam's essential philosophies for teaching and learning.

Several of Professor Frost's colleagues have written a letter supporting this nomination which provides greater detail. I've attached this letter for your reference.

In conclusion, I am delighted to nominate Professor Pamela Frost for emeritus status. If you need any additional information, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven Minkler". The signature is fluid and cursive, with the first name "Steven" written in a larger, more prominent script than the last name "Minkler".

Steven Minkler, Ed.D.

Chief Executive Officer

[sminkler@mxc.edu](mailto:sminkler@mxc.edu) • 860-343-5706



March 30, 2021

Steven Minkler, Ed.D.  
Chief Executive Officer  
Middlesex Community College  
100 Training Hill Road  
Middletown, CT 06457

Dear CEO Minkler:

With over 28 years of service to Middlesex Community College, Professor Pamela Frost is worthy of receiving Professor Emeritus. In all that she has done for her discipline, the Math Department, our college, and, most importantly, for her students, Professor Frost has helped shape the very landscape of Middlesex Community College with her commitment to student success.

#### **Academic Excellence**

Throughout her years at MxCC, Professor Frost has taught a range of courses from developmental to advanced levels. Through these years, she has contributed to course designs and redesigns to meet her students' evolving needs. To support her students even more, Professor Frost has long tutored her students both individually and in groups. To support her teaching and her students, Professor Frost participated in numerous professional development activities. While she is extraordinary in the traditional classroom, she evolved into teaching fully online to reach more students. In the past year, Professor Frost also teaches with the LRON modality. She is part of the Transitional Year Program and served on the original Transitional Year Taskforce that led to the creation of this program for first-semester developmental students. Essentially, Professor Frost never stopped evolving and developing her knowledge of teaching and learning.

#### **Contributions to Students**

Over the years, Professor Frost has been long known for the assistance and support that she provides her students. In fact, Professor Frost has been active in trying to engage her students in such a way that they develop an appreciation for math.

Her colleague Professor Leonel Carmona, Math Department Coordinator, finds especially noteworthy:

From start to finish, the unspoken message and philosophy that Professor Pam Frost communicates to her students is that she enjoys teaching mathematics, wants them to like the subject, and believes that every student in her classes can excel. She shares with them the power of mathematics and encourages and supports them. She carefully plans and executes lessons to meet the students' skills in mathematics and attitudes and builds them up to achieve at a higher level, which is admirable and much needed by our mathematics students at all levels,



but especially those in remedial courses. Her classroom management skills and the ability to keep her students motivated and focused on the task at hand are outstanding. The students in her classes are always engaged, interested, and successful in achieving the courses' outcomes.

Indeed, Professor Frost is an extraordinary educator, and her colleagues certainly witness firsthand the level of engagement she brings to all her classes.

### **Contributions to Fields/Discipline**

In addition to her outstanding teaching, Professor Frost has served in several significant roles. Professor Frost has served as both Department Chair (2006-09 and 2011-13) and Discipline Coordinator (2014-15, 2018-19) of the Mathematics Department. In her service, Professor Frost demonstrated a range of skills that kept her department responsive to the needs of the students and the program curricula that needed varying levels of math courses for graduation and transfer. On the state-wide level, Professor Frost has served on MATYCONN, Math Basic Skills, CMAC, Math Issues Steering Committee, and PA12-40. With her broad range of knowledge, Professor Frost worked with her department on two outstanding disciplines reviews with the most recent demonstrating her department's commitment to address equity gaps. She has worked on and received grants for her department and their work with their students.

### **Contributions to College**

Since she has started at MxCC, there are very few committees and task forces, if any, that Professor Frost has not given in service. In more recent years, Professor Frost has been working with sustainability and with the retention task forces because of her commitment to see students succeed in all disciplines and programs. Especially noteworthy is her work with the implementation of midterm grades. The goal was to identify students who were at risk and provide immediate outreach. To help support students' skills across the curriculum, Professor Frost even hosted or co-hosted college success workshops. Throughout the years, Professor Frost was a long-time advisor of PTK, ensuring that students were recognized for their academic achievements. During her tenure, Professor Frost has contributed significantly to different committees either as chair or as an active member. Some of these committees, teams, or taskforces include: Academic Affairs, Curriculum, Sustainability, Teaching and Learning, Student Success, Faculty Forum, College Council, Retention, S.A.R.C., faculty-staff searches, Promotions, and the Center for Teaching Steering Committee.

### **Contributions to Community/Society**

Professor Frost's dedication to student success reached into the community. Currently, Professor Frost is serving as the liaison for the CPE Center for Prison Education with Wesleyan University. Most certainly, the program benefitted from Professor Frost's excellent organizational skills and keen understanding of curriculum development and scheduling. She herself has taught in this program to understand firsthand what she was coordinating and even hosted study halls at Cheshire Correctional. As part of this program, Professor Frost served on the advisory board that reviewed and recommended curricula. This was also one more significant way Professor Frost positively impacted students' lives. In addition, Professor Frost was active in the North End Action Team, a nonprofit in Middletown. For a brief period, Professor Frost served on the Lawrence Elementary School's Governance Council as a community member. Even more, Professor Frost has maintained partnerships with high schools and was

the contact person for Math in the Career Pathways Program. She has served on the Legislative Outreach Committee. The scope of Professor Frost's work is far reaching.

### **Innovation/Creativity/Originality**

Professor Frost has undertaken a number of activities to move her department and teaching forward. During her sabbatical leave (Spring 2016), Professor Frost explored teaching pedagogies to establish a series of best practices and resources that she could bring back to her department. She researched and developed OER resources for MAT 095I Elementary Algebra Intensive, MAT 137E Intermediate Math Intensive MAT137E, and MAT137 Intermediate Algebra. She provided training and implementation and has hosted presentations for the college. In addition to her work with discovery-based learning, Professor Frost and her department were able to impact student success rates in math and begin significant work in addressing equity gaps.

### **Colleagues**

While she has assumed many roles at MxCC, Professor Frost is also valued as a colleague. One of her colleagues in the Math Department, Sarah Leone, especially had something to share:

I have had nothing but positive experiences with Pam from the time I was hired 16 years ago. Pam has been a support for me throughout these years. She has encouraged me when I need it, and pushed me to be the best teacher I can be. Pam inspires me all the time. Her level of involvement in the college is extraordinary to me. As a department chair for many years, Pam gave the math department direction and guidance. She is abreast of everything going on in the college all the time! I have never heard a single negative thing from her students. Pam puts her students above all else, and she gives them the same support and encouragement she so kindly gives me.

Professor Frost's dedication is extraordinary, as she mentors and encourages all educators.

Professor Frost is, indeed, worthy of Emeritus status. Over the years, Professor Frost has received numerous well-deserved awards and accolades for her service and contributions. However, her proudest accomplishment rests with the thousands of students whose lives have been forever enriched.

Sincerely,



Leonel J. Carmona, Professor of Mathematics and Mathematics Discipline Coordinator



Sarah B Leone, Adjunct Instructor of Mathematics



Donna Bontatibus, Ph.D., Interim Associate Dean of Academic Affairs



April 19, 2021

Dr. Jane Gates  
Interim President  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear Dr. Gates:

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. Peggy Gallup – Professor of Public Health

Sincerely,

Joe Bertolino  
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

**To:** Interim CEO Rose Ellis  
**From:** Academic Affairs Division  
**Date:** 03/08/2021  
**In Re:** Nomination of Annie Joly to Professor Emerita of Art status

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This petition is being forwarded to formally nominate Annie Joly for the honor of emeritus status as Professor Emerita of Art.

Annie began her career with the Connecticut Community College System as a part-time instructor at Quinebaug Valley Community College before advancing to a fulltime instructor position in 2006. She held many positions at QVCC over her tenure. Based upon her exemplary teaching and commitment to the institution, she was promoted to Assistant Professor in 2011, to Associate Professor in 2013, and to the rank of full Professor of Art in 2015. Annie was awarded tenure in 2010 and served as the Program Coordinator for the Art Department from 2015 through her retirement in the summer of 2020. Under her leadership, QVCC developed its Visual Arts A.A. Degree program and later participated in launching the CSU system-wide Art Transfer and Articulation Program (TAP) degree.

During her tenure at QVCC, Annie was deeply involved in many committees college committees, served on numerous search committees for both faculty and staff, was part of two accreditation teams, and served on the Academic Affairs divisions planning and curriculum committees. She was a longtime member of the Tenure Committee.

Annie regularly represented QVCC in her many outside endeavors, routinely joining her college and Putnam community art colleagues, showing off her own artwork as she worked to stay current in the art world. She had her own art show in the Spirol Gallery where she was able to showcase her work as an illustrator of children's books and her extensive work studying how art could be used for healing, which was a passion of hers and was the focus of her sabbatical study a few years ago.

Annie used her artistic talents year after year to facilitate the production of QVCC's annual greeting cards, which were designed by her students. She also led students at Baugstock, Earth Day Celebration, and other events to create community murals and other public displays. Annie also helped organize the annual Student Art Show Dinner, and co-edited the *Scraps* art newsletter.

Over the years, Annie maintained absolute commitment to her students and colleagues. Every year, Annie would take students to other colleges to see their art programs and have the student art adjudicated by the other college's faculties. For her colleagues, Annie organized the Adjunct Appreciation dinners held regularly each semester since Annie became an instructor in 2006. In that role, Annie created a warm working environment for the hundreds of adjuncts who served QVCC over the years. As part of her effort to assist teachers with teaching, Annie served for many years as a valued member of QVCC's Center for Teaching chapter.

Annie always served our students at a high level, working to welcome newcomers at the college's Open House events, promoting student achievements at the Dean's List ceremonies, and was one of the facilitators for the student art shows and an ambassador of the Art Program at art show openings at the college's Spirol Art Gallery. She was also a longtime judge of the Sokenu Poetry Awards, and she served as the advisor of the Art Club for many years.

In recognition of her commitment, energy, service, and extensive contributions to this institution over many years, we, the undersigned, promote and request that Annie Joly be awarded the honor of emeritus status with the title **Professor Emerita of Art**.

Respectfully submitted,

O. Brian Kaufman, Professor of English

Denise Walsh, Professor of Mathematics and Department Chair – Mathematics

Jessica Porzuczek

Instructor of Visual Arts and Interim Program Coordinator of Visual Arts

**To:** Interim CEO Rose Ellis  
**From:** Academic Affairs Division  
**Date:** 03/08/2021  
**In Re:** Nomination of Mark Szantyr to Professor Emeritus of Art status

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This petition is being forwarded to formally nominate Mark Szantyr for the honor of emeritus status as Professor Emeritus of Art.

Mark began his career with the Connecticut Community College System as an instructor at Quinebaug Valley Community College and at UCONN. He held many positions at QVCC during his twenty-year tenure and was hired full-time as an assistant professor to direct the Art Program in 2003. Mark was promoted to Associate Professor in 2007, and the next year to rank of full Professor of Art (2008) for revising the art curriculum and increasing the program's enrollment. He was awarded tenure in 2009 and continued to serve as the program coordinator of the Fine Arts Program through 2015. For the program, Mark developed several courses including Intro to Studio Art, Color Theory, Digital Photo 2, and Advanced Art Studio, and created the Arts Entrepreneur Certificate. He also fostered partnerships with art galleries and communities outside of the college and chaired the state's One Percent for Art Committee for many years. In addition, Mark served as Director of the Spirol Art Gallery, managing four professional art exhibits and two student shows each year since the facility opened in 2006 and until his retirement in June 2020.

During his tenure at QVCC, Mark was deeply involved in many councils and committees, including Division Council (the early Academic Senate), and both its Policy and Planning Committee and Academic Issues Committee. When he retired, he had just completed his latest term in governance serving on the Curriculum and Instructional Planning Committee. In addition to governance committees, Mark served on the Environmental Health and Safety Committee, Credit for Prior Learning Assessment Committee, Campus Climate Committee, Community Engagement Committee, Institutional Planning Committee, Strategic Planning Committee, Center for Teaching Committee, and Israel Putnam Awards Committee. His college service record is extensive, and includes participating in three NEASC accreditation self-studies, enlisting students to come to QVCC at college Super Saturday and Open House events, and working as an advisor for many open registration events in Danielson or Willimantic.

Mark will long be remembered for fostering a creative environment for all students at the college. He co-founded Lunchtime Jams, and played his signature bass guitar in that forum and as part of the generically-named House Band, which included both faculty and students, playing at Earth Day celebrations, in the Putnam Holiday Dazzle Parade, and at Orientation and Open House events. Mark was also co-founder of Baugstock, QVCC's annual musical concert, he created and ran the Waiting for Yoko poetry events each semester, and served each year as judge of the Sokenu poetry awards. He also arranged bus trips so students could visit museums in New York City and Boston. Always concerned with showcasing student talent, he helped organize the annual Student Art Show Dinner, co-edited the *Scraps* art newsletter, and co-edited *Hybrid*, QVCC's art and literary journal from 2006-2014.

Mark was selected to serve on numerous search committees throughout his tenure, most notably a QVCC Presidential Search, as well as searches for math and science faculty, and, most recently on the Counselor/Disability Service Specialist search committee. In addition, Mark was well recognized in the educational community, receiving the college's Merit Award in 2006 and also its Best Practices and Innovation In Teaching Award (2006).

Most recently, Mark resurrected an Ornithology course which ran in summer 2018 and 2019, and served as a college ambassador teaching in the Killingly Parks and Rec Children's Summer Program in 2019.

In recognition of his commitment, energy, service, and extensive contributions to this institution over many years, we, the undersigned, promote and request that Mark Szantyr be awarded the honor of emeritus status with the title **Professor Emeritus of Art**.

Respectfully submitted,

O. Brian Kaufman  
Professor of English

Jon Andersen  
Professor of English

Jakob Spjut  
Professor of Engineering Science

Jessica Porzuczek  
Instructor of Visual Arts and Interim Program Coordinator of Visual Arts

**To:** Interim CEO Rose Ellis  
**From:** Academic Affairs Division  
**Date:** 03/08/2021  
**In Re:** Nomination of Joy Mark to Professor Emerita of Mathematics status

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This petition is being forwarded to formally nominate Joy Mark for the honor of emeritus status as Professor Emerita of Mathematics.

Joy began her career with the Connecticut Community College System as an instructor at Quinebaug Valley Community College and at UCONN. She held many positions at QVCC over her twenty-year tenure after rising to a full-time faculty position as Instructor of Mathematics (2003). Joy, a favorite instructor for students, demonstrated exemplary teaching and a most dedicated commitment to the institution. She was promoted to Assistant Professor in 2007, to Associate Professor in 2009, and to the rank of full Professor of Mathematics in 2012. Joy was awarded tenure in 2010 and served as the chair of the combined Mathematics/Science Department, and then Math Department, from 2006 through 2012.

During her tenure at QVCC, Joy was deeply involved in many councils and committees including Division Council (before it became the Academic Senate), and both its Policy and Planning Committee and Academic Issues Committee. When she retired, she had just completed her latest term in governance serving on the Curriculum and Instructional Planning Committee. Joy was a long-time standing member of the Credit for Prior Learning Assessment Committee, and for the greater college was involved with the Institutional Planning Committee, Strategic Planning Committee, and Student Success and Retention Committee. She served many times on the Graduation Speaker Committee, Israel Putnam Award Committee, and, most recently, on the Campus Life Committee.

Joy was selected to serve on numerous search committees for Math and Engineering Science faculty, served on the Minority Fellow Search Committee, and participated with similar distinction on searches for Academic Support Services and Clerk/Typist positions. The list of her college service is most extensive, and included participating in three NEASC accreditation self-studies, administering several CCSSE surveys, and enlisting students to come to QVCC at college Super Saturday and Open House events. She could always be counted on as volunteer for any open registration events in Danielson or Willimantic.

Arguably her most notable achievement was her work helping students overcome learning challenges, serving them as a developmental education specialist. In this work, Joy was instrumental in the work of the college's Development Ed Task Force, and was one of the drivers implementing PA12-40 legislative requirements. To that end, she helped create the Math 085: Pre-Algebra and Elementary Algebra course that runs throughout the CSU system.

Joy also regularly represented QVCC and its math department in Connecticut with her involvement in the MatConn and CACG workgroups. This work led to early articulation agreements between QVCC and Eastern Connecticut State University, pre-dating the Transfer and Articulation Program (TAP) alignments that followed.

In addition, Joy was well-recognized in the educational community and honored as the recipient of numerous awards including *CSU's 2006 Best Practices, Innovations, and Teaching Excellence: Access to Achievement Award*, and the college system's *2007 Merit Award*.



In recognition of her commitment, energy, service, and extensive contributions to this institution over many years, we, the undersigned, promote and request that Joy Mark be awarded the honor of emeritus status with the title **Professor Emerita of Mathematics**.

Respectfully submitted,

O. Brian Kaufman  
Professor of English

Denise Walsh  
Professor of Mathematics and Department Chair – Mathematics

Kudzai Zvoma  
Professor of Mathematics

Debora Rinkus  
Assistant Professor of Mathematics

Norly Germain, PhD  
Instructor of Mathematics

October 26, 2020

Dear, CEO Rose Ellis and QVCC Community,

It is with great pleasure to write this letter recommending Emerita status for Professor Susan Spencer. She retired Fall 2020 after building a strong Early Childhood Education Associate Degree Program from three students in 2005 to fifty-seven enrolled students Fall 2020. In the past three years the program graduated forty-one students. During her time as Program Coordinator she has successfully completed two National Association of Young Children (NAEYC) reports, validation visits, and maintained yearly annual reports. This NAEYC accreditation status validates the high-quality learning experiences and course content students need to transfer to four-year universities or enter the work force. In addition, students graduating from QVCC's NAEYC accredited Early Childhood Associate Degree Program are eligible to apply for the Connecticut Early Childhood Teaching Credential (ECTC). This credential is needed to work at state and federal funded programs.

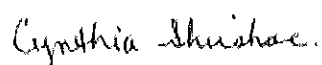
Susan worked diligently to recruit students by talking with high school guidance counselors, being a strong presence at QVCC open houses and building strong relationships with area early childhood programs and public preschools. These relationships provide programs and schools an opportunity to enquire about the early childhood associate degree program for staff needing to complete their degree to keep their employment or move up the career ladder. In addition, these relationships with high-quality programs and schools are necessary for students to complete their observation and practicum hours.

She provided up-to-date content related to early childhood education in all her courses. She had a myriad of teaching strategies that supported all the needs of her students as well as making courses exciting and relevant.

She has been a great mentor to me and has made me a better teacher. She always was a great role model in and out of the classroom. She would involve me in all aspects of the program and believed in the team approach. The QVCC Early Childhood Associate Degree Program has a stellar reputation in the community and with-in the school. I am honored to have worked with her all these years. I will forever be grateful for what she has taught me about being a high-quality teacher, mentor, advisor, and team member.

"In light of her commitment, and her energy, in recognition of her many accomplishments, her exemplary years of service, and her extensive contributions to this institution, we, the undersigned, promote and request that Susan Spencer be awarded the honor of Emeritus status with the title of: **Professor of Early Childhood Education – Emerita.**"

Sincerely,



Cynthia Shirshac

Professor Early Childhood Education



April 12, 2021

Dr. Jane Gates  
Interim President  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear Dr. Gates:

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. George Anthony Rosso– Professor, Department of English

Sincerely,

Joe Bertolino  
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

**CHIEF EXECUTIVE OFFICER**  
Dwayne Smith, Ph.D



p. 203.332.5222  
f. 203.332.5247  
DSmith@Housatonic.edu

April 23, 2021

Jane Gates, Ph.D.  
Interim President  
Connecticut State Colleges & Universities

Dear Dr. Gates:

As stated in the Collective Bargaining Agreement between The Board of Regents for Higher Education and The Congress of Connecticut Community College, Emeritus status maybe awarded to a professional staff member by the Board of Regents upon recommendation of the President or President of the Connecticut State Colleges and Universities, as appropriate. Persons eligible for emeritus status must have retired from state service with at least fifteen years of service to the college/system.

I write to recommend Emeritus status to Anthony J. Vitola, former Director of Information Technology, who retired from Housatonic Community College on January 1, 2021 after having served the College under honorable circumstances for 22 years. Mr. Vitola was a credit to the College and the System as a whole. His visionary thoughts placed the College in a position envied by other colleges within the system. His dedication to the College benefited both the students and employees of Housatonic.

Thank you for considering this request to name Anthony J. Vitola as Director of Information Technology Emeritus in recognition of his honorable contributions to Housatonic Community College.

If approved, I have enclosed for your signature an Emeritus certificate that will be sent to Mr. Vitola.

Sincerely,

A handwritten signature in black ink, appearing to read "Dwayne Smith", is written over a faint, larger signature.

Dwayne Smith, Ph.D.  
Chief Executive Officer

DS/cc  
Enclosure





Be it known  
that by the authority delegated to  
the President by the  
Board of Regents for Higher Education  
Connecticut State Colleges and Universities

*Anthony J. Vitola*  
*Director of Information Services*

Who retired on January 1, 2021  
is hereby granted  
Emeritus Status  
for his 22 years of service to  
Housatonic Community College

---

Attest:

Jane Gates, Ph.D., Interim President  
Connecticut State Colleges and Universities

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> MCC	<b>Date of Submission to CSCU Office of the Provost:</b>
Most Recent NECHE Institutional Accreditation Action and Date: 2012	
<b>Original Program Characteristics</b> CIP Code No. 500402    Title of CIP Code Commercial and Advertising Art Name of Program: Graphic Design A.S. Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated:                    OHE#: 002616 Modality of Program:    On ground    Online   x Combined If "Combined", % of fully online courses? 99 percent during Covid 19 Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 24 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 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: <b>60-61</b>
<b>Modified Program Characteristics</b> Name of Program: Graphic Design A.S. Degree: Title of Award (e.g. Master of Arts) <b>A.S.</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date:                    over 30 years ago? Modality of Program:    On ground    Online   x Combined If "Combined", % of fully online courses? 99 percent during Covid-19 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60-61 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 24 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 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: <b>60-61</b>
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	
<b>Rationale for Modification</b> We have changed the designator and number on a course that will be the new designator and number when the program is aligned.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) none	
<b>Institutional Contact for this Proposal:</b> Maura O'Connor                    Title: Professor    Tel.: x2692    e- mail: moconnor@manchestercc.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Liberal and Creative Arts Division	

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
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**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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
GRA* 156 (now ART* 207) History of Graphic Design (this course is the Gen Ed ARTS and a Core Program Course)		Eligibility for <a href="#">ENG* 101</a>	3	ART* 292 Coop or elective studio (see below)		3
GRA*151 Graphic Design I		none	3			
DGA* 111 Introduction to Computer Graphics		none	3			
ART* 111 Drawing I or DGA* 113 Draw for Animation and Games		Eligibility for <a href="#">ENG* 096</a> or permission of the instr Or None	3			
GRA* 221 Illustration I		none	3			
GRA* 252 Graphic Design II		GRA* 151	3			
DGA* 212 Advanced Computer Graphics		DGA* 111	3			
GRA* 222 Illustration II or DGA* 224 Digital Painting		GRA* 221 or ART* 111 or DGA* 113	3			
DGA* 289 Motion Graphics		COM* 166 or DGA* 111	3			
DGA* 240 Web Page Design: UX		DGA* 111	3			
CST* 114 Web Essentials		none	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
CST* 150 Web Design and Development I ENG* 101 or Eligibility for ENG* 096			3	Optional elective studios in place of ART* 290: ( <a href="#">ART* 121</a> 2D Design, <a href="#">ART* 151</a> Painting I, <a href="#">ART* 250</a> Digital Photography, <a href="#">ART* 167</a> Animation Foundation, <a href="#">DGA* 220</a> Visual Storytelling or <a href="#">DGA* 271</a> 3D Modeling		3

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

<b>Total Other Credits Required to Issue Modified Credential</b>				
<b>Learning Outcomes - L.O.</b> <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"><li>1. Demonstrate an understanding and appreciation of graphic design as a form of communication and art.</li><li>2. Demonstrate an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.</li><li>3. Demonstrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.</li></ol>				



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> Feb. 2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> 1/27/2012 (5 <sup>th</sup> year report: 6/31/2015)	
<b>Original Program Characteristics</b> CIP Code No. 520901 Title of CIP Code: Hotel-Tourism Management Name of Program: Hotel-Tourism Management Degree: Title of Award (e.g. Master of Arts) Associate in Science Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#:000284 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 21 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # 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: 60
<b>Modified Program Characteristics</b> Name of Program: Hotel-Tourism Management Degree: Title of Award (e.g. Master of Arts): <b>Associate in Science</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): Other: 62	<b>Modified Program Credit Distribution</b> # Credits in General Education: 21 # Credits in Program Core Courses: 41 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # 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: 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	
<b>Rationale for Modification</b> See next page for details.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) Adjunct faculty with a specialty in meeting planning, possessing certification as a Certified Meeting Planner(CMP), or Certified Special Events Professional (CSEP) or a Events Planning Specialist (CEPS) and institutional membership in either Meeting Professionals International (MPI), or Professional Convention Management Association (PCMA), appropriate textbook support from library resources for students unable to purchase text for personal use.	
<b>Institutional Contact for this Proposal:</b> William Williams Title: Assistant Professor Tel.: 860) 512-2777 e- mail: <a href="mailto:wwilliams@mcc.commnet.edu">wwilliams@mcc.commnet.edu</a>  Institution's Unit: Social Science, Business & Professional Careers Location Offering the Program: Main Campus	

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**PROGRAM MODIFICATION**

**Rationale for Modification (continued from page one):**

Description of Change:

1. Replace ACC\* 115 (4 credits) with ACC\* 113 (3 credits).
2. Add CCS \*101 College Career Success (3 credits).
3. Replace GEO 204 (3 Credits) with HSP 244 (3 credits).

Justification for Change:

1. ACC\* 115 is being replaced with ACC\* 113 through community college system.
2. CCS\* 101 to meet the requirement for the 60-62 credit program degree, excess of credit pre-approved to exceed program limits of 60 credits.
3. HSP 244 Meeting, Conventions & Special Event Management brings Hotel Program in line with One College alignment recommendations (GEO 204 Geography & Tourism Development not offered at any other community colleges).

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**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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
HSP 100 Introduction to Hospitality Industry	10,	ENG 101	3	ACC 113 Financial Accounting	8,12	3
HSP 101 Principles of Food Production	1,3,4	MAT 109	3	BIO 111 Introduction to Nutrition	1,2,4	3
HSP 109 Food Safety Certification	5,8	ENG 101	1	GEO 111 World Regional Geography	11,14	3
HSP 112 Advanced Food Preparation	1,2,4,8,10,	HSP 109/HSP101	4	CCS 101 College Career Success		3
HSP 135 Service Management	6,8,9	ENG 101	3			
HSP 211 Food & Beverage Cost Controls	12	HSP 101	3			
HSP 233 Hospitality Human Resources Mgt.	7,8,13	HSP 100	3			
HSP 237 Hospitality Marketing	11	HSP 100	3			
HSP 238 Relationship Marketing	7,8,10,	ENG 101	3			
HSP 242 Hotel Management	8, 13,15	HSP 100	3			
HSP 244 Meeting, Convention & Event Mgt.	8,10,14	HSP 100	3			
HSP 296 Hospitality Coop / Work Experience	4,6,7,8,15	none	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
English 095 / English 101						
Math 095 / MAT 109						
<b>Total Other Credits Required to Issue Modified Credential</b>						

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**PROGRAM MODIFICATION**

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

Upon successful completion of all Hotel-Tourism Management degree program requirements, graduates will:

1. Analyze theory and techniques of food preparation and presentation.
2. Prepare menus incorporating costs, acquisition and inventory controls.
3. Summarize basic principles and concepts of the hospitality industry.
4. Prepare basic foods in quantity, including various regional foods.
5. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation, including Hazard Analysis Critical Control Point and State of Connecticut law.
6. Setup and operate the 'front of the house.'
7. Summarize managerial techniques and human resources management practice.
8. Demonstrate appropriate problem-solving techniques in addressing management problems.
9. Evaluate equipment design and layout for a foodservice facility.
10. Apply knowledge of computers to the hospitality industry.
11. Differentiate styles of marketing, sales analysis and planning for the hospitality industry.
12. Demonstrate the practical approach to the various aspects of food and beverage cost control and purchasing.
13. Outline the legal responsibilities and rights of guests and employees.
- 14. Interpret hospitality sales practices and market analysis from sales to actual activity.**
15. Apply office procedures and forms necessary to room guests and control cash.

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

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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> Feb. 2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> 1/27/2012 (5 <sup>th</sup> year report: 6/31/2015)	
<b>Original Program Characteristics</b> CIP Code No. 120504    Title of CIP Code: Foodservice Management Name of Program: Foodservice Management Degree: Associate in Science Stand-Alone Certificate: <i>(specify type and level)</i> Date Program was Initiated:    OHE#: 000309 Modality of Program: On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> <b>21-22</b> Credits in General Education <b>33</b> Credits in Program Core Courses: <b>0</b> Credits of Electives in the Field: <b>0</b> Credits of Free Electives: <b>7</b> Cr Special Requirements <i>(include internship, etc.):</i> <b>61-62 Cr in the Program</b> <i>(sum of all #Cr above):</i> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
<b>Modified Program Characteristics</b> Name of Program: Foodservice Management Degree: Title of Award <i>(e.g. Master of Arts)</i> : <b>Associate in Science</b> Certificate <sup>1</sup> : <i>(specify type and level)</i> 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>(i.e. include program credits, GenEd, other)</i> : Other:	<b>Modified Program Credit Distribution</b> <b>21-22</b> Credits in General Education: <b>33</b> Credits in Program Core Courses: <b>0</b> Credits of Electives in the Field: <b>0</b> Credits of Free Electives: <b>6</b> Cr Special Requirements <i>(include internship, etc.):</i> <b>60-61 Total # Cr in the Program</b> <i>(sum of all #Cr above):</i> 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	
<b>Rationale for Modification</b> See next page for details.	
<b>Description of Resources Needed</b> <i>(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)</i> <b>NONE</b>	
<b>Institutional Contact for this Proposal:</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">           Ricardo Aragon            Tel.: 860) 512-2766             Katherine Kern            Tel.: 860) 512-2794         </div> <div style="width: 45%;">           Title: Associate Professor            e- mail: <a href="mailto:raragon@mcc.commnet.edu">raragon@mcc.commnet.edu</a>             Title: Assistant Professor            e- mail: <a href="mailto:kkern@mcc.commnet.edu">kkern@mcc.commnet.edu</a>             Institution's Unit <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i>            Offering the Program: Main Campus         </div> </div>	

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**PROGRAM MODIFICATION**

**Rationale for Modification (continued from page one):**

Description of Change:

1. Replace ACC\* 115 (4 credits) with ACC\* 113 (3 credits).

Justification for Change:

1. ACC\* 115 is being replaced with ACC\* 113 through community college system.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
HSP 109 Food Safety	1,5,7	Eligibility ENG 101 or ENG93 concurrently	1	BIO 111 Introduction to Nutrition (Required Gen Ed Course for Program)	1	3
HSP 135 Service Management	8,9,11	Eligibility ENG 101 or ENG93 concurrently	3	COM 172 Interpersonal Communication or COM 173 Public Speaking or COM 278 Group Communication (Required Gen Ed Course for Program)	8,10	3
HSP 101 Principles of Food Prep	1,5,7	HSP109 Concurrently Eligibility MAT 109 or MAT 95 and concurrently	3	ACC 113	9,10 13	3
HSP 100 Intro to Hospitality	3,10,13	Eligibility ENG 101 or ENG93 concurrently	3	GEO 111 World Regional Geography (Required Gen Ed Course for Program)	3,	3
HSP 112 Advanced Food Prep	1,4,5,7	HSP 101 C- / HSP 109 C- or higher	4	HSP296 Cooperative Education	1-13	3
HSP211 Food and Beverage Cost Control	2,12,13	Completion HSP101 and HSP103 C- or higher	3			
HSP 230 Sustainable Food	3	HSP 100 C- or higher	3			
HSP 237 Hospitality Marketing	10, 13	HSP 100 C- or higher	3			
HSP 233 Hospitality Human Resource Marketing	9,10	HSP100 C- or Higher	3			
HSP210 Buffet Catering or HSP201 International Foods	1,4,5,6,7	HSP112 and HSP135 C- or higher	4			
HSP 238 Relationship Marketing Cross listed as BMR 260	9,10,13	ENG101	3			

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**PROGRAM MODIFICATION**

<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG101				3		
<b>Total Other Credits Required to Issue Modified Credential</b>						



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**PROGRAM MODIFICATION**

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

Upon successful completion of all Foodservice Management degree program requirements, graduates will:

1. Analyze theory and techniques of food preparation and presentation.
2. Prepare menus incorporating costs, acquisition and inventory controls.
3. Summarize basic principles and concepts of the hospitality industry.
4. Create and cater events.
5. Prepare basic foods in quantity, including various regional foods.
6. Prepare ethnic cuisine in quantity.
7. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation, including Hazard Analysis Critical Control Point and State of Connecticut law.
8. Setup and operate the 'front of the house.'
9. Summarize managerial techniques and human resources management practice.
10. Demonstrate appropriate problem-solving techniques in addressing management problems.
11. Evaluate equipment design and layout for a foodservice facility.
12. Apply knowledge of computers to the hospitality industry.
13. Differentiate styles of marketing, sales analysis and planning for the hospitality industry.

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

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

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 3.31.21
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Music, Technology, and Media Type of Offering (e.g. Grad Certificate) Minor Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	<b>Credit Distribution of the Offering</b> # Credits in General Education: # Credits in Program Core Courses: 12 # Credits of Electives in Field: 6 # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 18
CIP Code No. 50.0913    Title of CIP Code Music Technology	
<p><b>Description of Offering, Context and Justification</b> <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i></p> <p><b>Proposed offering:</b> The Music, Technology, and Media minor is being proposed by the music program (MUS), in collaboration with Communications (COM) and Media Studies (MDS) programs, as a way to capitalize on student interest in music technology, provide enhanced degree outcomes, and take advantage of unique resources at Southern. The minor combines a core set of studies in music technology, in which students are introduced to foundational concepts in composing, recording, and editing music and sound, with a set of elective courses largely drawn from COM and MDS. Via interdisciplinary coursework, project-based learning, and creative engagement, students will gain a broad perspective and hands-on experience in creating their own musical works and effectively integrating them with other forms of media.</p> <p><b>Learning objectives:</b> During completion of this minor, students will: A) compose music and sound productions using computer technology; B) record, edit, manipulate, and mix digitally-based sound; C) analyze overlapping and distinct uses of music/sound technology as employed in the disciplines of Music, Communications, and Media Studies; and D) create and assemble a portfolio of works that use music in a variety of contexts as an integral component of contemporary media content.</p> <p><b>Need and anticipated benefit:</b> The Music, Technology, and Media minor responds to the growth of digitally-based music and multimedia applications for music production in the global media industry. Colleges across the country have shown interest in growing programs in music technology, music industry, and interdisciplinary programs that emphasize digital technologies, project-based learning, and creativity. In developing our own program in these areas, SCSU has the benefit of an excellent digital music facility in the Stutzman Family Foundation Electronic Music Studio and a core of full- and part-time faculty with a wide range of experience in music composition, production, recording, and industry. Consistent strong enrollment in music technology classes, particularly MUS 117 (Introduction to Music Technology), reflects that students often chose to engage with music and creativity via</p>	

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
  - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.

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computers and other technological applications; this minor seeks to capitalize on that interest and provide a formal credential for students who enter college with a passion for creating digital music. Finally, this minor could be used to enhance a student's job prospects upon graduation. Recent graduates from Southern who engaged in significant music technology studies have found work with Dropbox, ESPN, and Off Broadway theaters, served as part of a team that won an Emmy for sound editing of a National Geographic special, and sold original hip-hop beats as freelance producers.

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

No new resources or expenditures are needed to create the Music, Technology, and Media minor. All required and elective courses are offered regularly and are taught by current SCSU faculty members.

<b>Institutional Contact for this Proposal:</b> Trudy Milburn	<b>Title:</b> AVP Academic Affairs	<b>Tel.:</b> (203) 392-5761 <b>e-mail:</b> milburnt1@southernct.edu
<b>Institution's Unit:</b> <i>(e.g. School of Business)</i> and <b>Location</b> <i>(e.g. main campus)</i> Offering the Program: College of Arts & Sciences, SCSU		

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

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

**Curriculum**

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Core Courses</b>				<b>Other Requirements—six credits from the following course list:</b>		
MUS 117 – Introduction to Music Technology	1,2		3	COM 212 – Visual Communication	3	3
MUS 428 – Electronic Music	1,2	MUS 117	3	COM 274 – Experimental Media Production	3	3
MUS 429 – Producing Music for Visual Media	1,2,3	MUS 117	3	COM 357 – Advanced Audio Production and Sound	1,2,3	3
MUS 420 - Advanced Audio Recording, Editing, and Sound Manipulation	1,2	MUS 117	3	MDS 350 – Hip-Hop, Rap, and Signifyin(g)	3	3
				MDS 370 – Music & Sound in Media	1,2,3	3
				MUS 230 – Introduction to Music Improvisation	1,3	3
<b>Prerequisites</b>						
<b>Total Other Credits Required to Issue Credential</b>					<b>18</b>	

**Other Details**

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

1. Students will compose music and sound productions using computer technology [assessed via portfolio of original compositions, productions, and recordings]
2. Students will record, edit, manipulate, and mix digitally-based sound [assessed via portfolio of original compositions, productions, and recordings]
3. Students will analyze overlapping and distinct uses of music/sound technology as employed in the disciplines of Music, Communications, and Media Studies [assessed via oral and written analysis, critique, and discussion of repertoire covered in coursework]

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 3.31.21	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: M.S. Recreation and Leisure Studies -- Child Life Type of Offering (e.g. Grad Certificate) <b>Concentration</b> Anticipated Initiation Date: 01-26-22 Anticipated Date of First Completion (if applicable) : Spring 2023 Modality of Program: On ground Online <b>x</b> Combined If "Combined", % of fully online courses? 50% Locality of Program: <b>X</b> On Campus Off Campus Both	<b>Credit Distribution of the Offering</b> # Credits in General Education: 21 # Credits in Program Core Courses: 9 # Credits of Electives in Field: 6 # Credits of Electives: # Credits Special Requirements (e.g. internship): 3 Total # Credits the Institution Requires to Award the Credential 36	
CIP Code No. 31.0101 Title of CIP Code Parks, Recreation and Leisure Studies		
<b>Description of Offering, Context and Justification</b> (Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering) <p>According to the American Academy of Pediatrics, "Child life programs are an important component of pediatric hospital-based care; they address the psychosocial concerns that accompany hospitalization and other health care experiences. Child life specialists focus on the optimal development and well-being of infants, children, adolescents, and young adults while promoting coping skills and minimizing the adverse effects of hospitalization, health care encounters, and/or other potentially stressful experiences." Romito, Jewel &amp; Jackson, 2021. There are currently no college or universities in Connecticut offering this program which leads to national certification. Upon completion of this concentration, students will be eligible for national certification and will meet the entry level requirements as a Child Life Specialist. To meet these objectives, students will be taking the following courses: Death, Dying and Bereavement, Topics in Family Therapy, Concepts in Child Life Practice, and Topics in Therapeutic Play &amp; Family Systems. Students will also be taking three recreation therapy classes related to documentation ((REC 534), therapeutic interventions (REC 543), and understanding different medical conditions and diagnoses (REC 585). Students will also be completing a 600-hour internship after their core classes have been completed as a culminating experience of their learning.</p>		
<b>Cost Effectiveness and Availability of Adequate Resources</b> (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) <p>This program shares all but four courses with the existing Recreation Therapy Concentration. Two of the additional courses will be offered by other departments within the college of Health &amp; Human Services. The two new courses, REC 520 &amp; REC 522 will only be offered one time a year. As this is a high demand program in our state enrollment will support the additional courses.</p>		
<b>Institutional Contact for this Proposal:</b> MaryJo Archambault	<b>Title:</b> Associate Professor	<b>Tel.:</b> 2-7053 <b>e-mail:</b> archambaultm2@southernct.edu

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
  - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

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***BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM***

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

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

## Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Core Courses</b>				<b>Other Requirements</b>		
REC 520 Topics in Therapeutic Play & Family Systems	*		3	REC 574 Park & Recreation Management		3
REC 522 Concepts in Child Life	*	X	3	REC 575 Operational Research		3
REC 534 Advanced Practice in TR Programming			3	REC 577 Leadership Development		3
REC 585 Clinical Aspects of TR			3	REC 583 Practicum		3
MFT 658 Topics in Family Therapy			3	REC 588 Special Project		3
REC 543 Advanced Interventions in Recreation Therapy			3	PCH 450 Death & Dying		3
<b>Prerequisites</b>						
REC 311 Introduction to Child Life Therapy			3			
<b>Total Other Credits Required to Issue Credential</b>						

## Other Details

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

1. Students will understand the psychosocial concerns that accompany childhood hospitalization and other health care experiences.
2. Student will meet the requirements for national certification as a Child Life Specialist through the Child Life Certification Commission
3. Students will be prepared to take the Child Life Professional Certification Examination.



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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> March 2021
Most Recent NECHE Institutional Accreditation Action and Date: Acceptance of 5 <sup>th</sup> Year Interim Report in Fall 2019, with continued accreditation to 2022	
<b>Original Program Characteristics</b> CIP Code No. 231303 Title of CIP Code Professional, Technical, Business, and Scientific Writing Name of Program: <b>Technical Communication</b> Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 9/1994 OHE#: 02853 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): n/a <u>Total # Cr in the Program</u> (sum of all #Cr above): 15 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>15</b>
<b>Modified Program Characteristics</b> Name of Program: <b>Same</b> Degree: Title of Award (e.g. Master of Arts) <b>Same</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? Varies Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): n/a <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>18</b>
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: n/a CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
1. <b>Rationale for Modification</b> The rationale for the modification is to have the program reflect the current courses. DAT course modifications were approved 12/2020, and the COM course modifications were applied 1/2021. Additionally, the modifications will enable the NVCC Catalog and Degree Works work together to represent the same program requirements.	
<b>Description of Resources Needed</b> (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 or unique resources are needed.	
<b>Institutional Contact for this Proposal:</b> Prof. Amy Lenoce Title: Professor, Communication Tel.: 203-596-8614 e- mail: alenoce@nvcc.commnet.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Division of Liberal Arts and Behavioral & Social Sciences	



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**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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
COM 100 - Introduction to Communication	1, 2	ENG 101 placement	3			
DAT 101 – Introduction to Digital Art	3	CSA 105 or equivalent	3			
DAT 106 – Digital Design	3	DAT 101	3			
GRA 150 – Introduction to Graphic Design	3	n/a	3			
ENG 202 – Technical Writing	1	ENG 101	3			
CSA 105 – Introduction to Software Applications. OR, CSC 101 – Introduction to Computers	3	CSA 105: Successful completion of ENG 063 and MAT 095.; OR, CSC 101: no prerequisite	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> <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"> <li>utilize conventions of format and structure in documents</li> <li>develop responsive strategies for drafting, revising, editing and proof-reading</li> <li>apply appropriate standards, ethics, policies and accepted practices for the use of a variety of technologies</li> </ol>						

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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> March 2021
Most Recent NECHE Institutional Accreditation Action and Date: Acceptance of 5 <sup>th</sup> Year Interim Report in 2019, with continued accreditation	
<b>Original Program Characteristics</b> CIP Code No. 440000 Title of CIP Code Human Services, General Name of Program: <b>Human Services</b> Degree: Title of Award (e.g. Master of Arts) <b>AS</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 3/1970 OHE#: 01658 Modality of Program: <b>X On ground</b> Online Combined If "Combined", % of fully online courses? Locality of Program: <b>X On Campus</b> Off Campus Both	<b>Original Program Credit Distribution</b> # Credits in General Education: <b>31</b> # Credits in Program Core Courses: <b>21</b> # Credits of Electives in the Field: <b>3</b> # Credits of Free Electives: <b>3</b> # Cr Special Requirements (include internship, etc.): <b>3</b> <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>61</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
<b>Modified Program Characteristics</b> Name of Program: Degree: Title of Award (e.g. Master of Arts) <b>AS</b> Certificate <sup>1</sup> : (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:	<b>Modified Program Credit Distribution</b> # 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	
<b>Rationale for Modification <u>Change to program outcomes.</u></b> In 2019 the Institutional Research Department instructed the program coordinator to revise the Human Services Program outcomes. The goal of revising the program outcomes was to have fewer outcomes that are easier to connect to course outcomes and assess for student achievement. During the Fall 2019 semester the proposed outcomes were reviewed and approved by Ron Picard, the Human Services Program Advisory Committee and the 2019 Human Services Program Review Team.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) Not applicable	
<b>Institutional Contact for this Proposal:</b> Kathleen LeBlanc Title: Program Coordinator Tel:2035968612 e-mail:kleblanc@nv.edu Institution's Unit <b>Liberal Arts, Behavioral and Social Sciences</b> Location Offering the Program: <b>Main campus</b>	

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**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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Modified Credential</b>						
<p><b>Revised Human Services Program Outcomes - L.O.</b> <i>(List up to three of the most important student learning outcomes for the program, and <u>any changes introduced</u>)</i></p> <ol style="list-style-type: none"> <li>1. Apply the acquired knowledge and skills of entry-level human services professionals.</li> <li>2. Demonstrate professional responsibilities incorporating the values and ethical standards of the human services profession.</li> <li>3. Explain The history of human services and social work and the National Organization of Human Service's ethical standards.</li> <li>4. Present a well-organized, comprehensive oral report using technology.</li> <li>5. Write a research report utilizing APA format.</li> </ol>						

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**BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM**

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> March 31, 2021
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Concentration added to the BA Criminology: Accelerated option to the Criminal Justice MS Type of Offering (e.g. Grad Certificate) <b>Concentration</b> Anticipated Initiation Date: Fall 2020 Anticipated Date of First Completion (if applicable) : Spring 2022 Modality of Program: x On ground      Online      Combined If "Combined", % of fully online courses? Locality of Program: x On Campus      Off Campus      Both	<b>Credit Distribution of the Offering</b> # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in Field: 6 # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential
CIP Code No. 45.0401      Title of CIP Code Criminology	
<b>Description of Offering, Context and Justification</b> (Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering) <p>The accelerated option is a new concentration for the BA in Criminology that enables motivated students to complete both their BA in Criminology and their MS in Criminal Justice at CCSU in as few as five years.</p> <p>This undergraduate concentration replaces two 300-level Criminology BA courses with two Criminal Justice MS courses.</p> <p>The accelerated option was approved by the BOR on April 14, 2020 as a new "program" and has been operating since Fall 2020. However, under the new Academic Council procedure for accelerated pathways, the "program" will be removed from the OHE inventory. This new offering notification is to replace the "program" that will be discontinued with this accelerated "concentration".</p>	
<b>Cost Effectiveness and Availability of Adequate Resources</b> (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) Implementing this concentration will not incur any additional expenses as both the BA and MA are currently offered.	
<b>Institutional Contact for this Proposal:</b> Jennifer Hedlund	Title: Professor of Criminology and Criminal Justice Tel.: 860.832.2968 e-mail: <a href="mailto:hedlundj@ccsu.edu">hedlundj@ccsu.edu</a>
<b>Institution's Unit:</b> Ammon College of Liberal Arts and Social Sciences; CCSU's main campus	

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
  - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.

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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

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

**Curriculum**

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

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

**Other Details**

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

- 1.
- 2.
- 3.

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION <sup>1</sup>		
<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> March 31, 2021	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Concentration added to the BA Psychological Science: Accelerated option to the Psychology MA Type of Offering ( <i>e.g. Grad Certificate</i> ) <b>Concentration</b> Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion ( <i>if applicable</i> ) : Spring 2023 Modality of Program: x On ground      Online      Combined If "Combined", % of fully online courses? Locality of Program: x On Campus      Off Campus      Both	<b>Credit Distribution of the Offering</b> # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in Field: 9 # Credits of Electives: # Credits Special Requirements ( <i>e.g. internship</i> ): Total # Credits the Institution Requires to Award the Credential 120	
CIP Code No. 42.0101    Title of CIP Code Psychology, General.		
<b>Description of Offering, Context and Justification</b> ( <i>Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering</i> )  <p>The accelerated pathway concentration is a new concentration for the BA in Psychological Science that enables motivated students to complete both their BA in Psychological Science and their MA in Psychology at CCSU in as few as five years.</p> <p>This undergraduate concentration replaces three Psychological Science BA electives with three Psychology MA courses.</p>		
<b>Cost Effectiveness and Availability of Adequate Resources</b> ( <i>As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained</i> ) Implementing this concentration will not incur any additional expenses as both the BA and MA are currently offered.		
<b>Institutional Contact for this Proposal:</b> Laura Bowman	Title: Professor of Psychological Science	Tel.: 860-832-3118 e-mail: Bowman@ccsu.edu
<b>Institution's Unit:</b> Ammon College of Liberal Arts and Social Sciences; CCSU's main campus		

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
  - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.

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

**Curriculum**

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

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

**Other Details**

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

- 1.
- 2.
- 3.

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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 3/31/2021	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Racial Justice Certificate Type of Offering (e.g. Grad Certificate) <b>C2</b> Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable): Spring 2022 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: x On Campus    Off Campus    Both	<b>Credit Distribution of the Offering</b> # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in Field: # Credits of Electives: 12 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential 15	
CIP Code No. 30.3201    Title of CIP Code Intercultural/Multicultural and Diversity Studies		
<b>Description of Offering, Context and Justification</b> <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary, for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i>  <p>The interdisciplinary Certificate in Racial Justice is designed to educate currently enrolled students and continuing education students about such concepts as anti-racism, advocacy, white privilege, and institutionalized racism in the United States. The anti-racist education will expand an understanding of systemic racism in the United States, educating citizens and students about how to advocate for and begin to repair social, cultural, economic, and legal inequalities that affect our neighborhoods and our nation.</p> <p>Completing this certificate will allow professionals in fields such as education, nursing, social work, business and management, political reform, and criminal justice to holistically serve various cultural groups with an understanding and appreciation of the social, political, and racial contexts of their lives.</p>		
<b>Cost Effectiveness and Availability of Adequate Resources</b> <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> No new resources are needed. Only one new course is being proposed. All of the other courses are currently offered in various disciplines at CCSU.		
<b>Institutional Contact for this Proposal:</b> Robert Wolff	Title: Dean, Ammon College of Liberal Arts and Social Sciences	Tel.: 860-832-2807 e-mail: wolffr@ccsu.edu
<b>Institution's Unit:</b> (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus		

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
  - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.



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

**Curriculum**

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Core Courses</b>			<b>3</b>	<b>Electives</b>		<b>12</b>
RJ 200 Racial Justice	1&2		3	AFAM 110 Introduction to African-American Studies		3
				AFAM 111 Race and Ethnicity in US and Global Politics		3
				AFAM 200 Dimensions of Diversity and Inequality		3
				AFAM 250 Topics in African American Studies		3
				AFAM 469 African Americans in the 20th-Century		3
				ANTH 200 Dimensions of Diversity and Inequality		3
				ANTH 352 Ethnicity and Ethnic Identity		3
				ANTH 401 City Life & Culture		3
				CEN 200 Introduction to Community and Civic Engagement		3
				CEN 201 Practicum in Community and Civic Engagement		1
				CRM 245 Diversity and Criminal Justice		3
				CRM 302 Hate Crimes		3
				CRM 378 Current Topics in Criminal Justice		1-3
				DAN 230 Afro-Caribbean Dance and Culture		2
				ENG 212 African American Literature		3
				ENG 347 Latino/a Literature		3
				HIST 319 Race, Ethnicity and Migration in the U.S		3
				HIST 460 African Enslavement in the Americas		3
				IS 245 Puerto Rico		3
				LTN 110 Introduction to Latino Studies		3
				LTN 270 Topics in Latino and Puerto Rican Studies		3
				LTN 309 U.S. Immigration		4
				LTN 319 Race, Ethnicity, and Migration in the U.S.		3
				LTN 322 Race and Racism		4
				MUS 113 History of Jazz		3

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### BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

				PHIL 244 Introduction to the Philosophy of Social Justice		3
				PHIL 344 Topics in Philosophical & Social Justice		3
				PHIL 360 African-American Philosophy		3
				PS 111 Race and Ethnicity in US and Global Politics		3
				PS 332 Civil Liberties		3
				PSY 430 Intergroup Relations		3
				REL 361 African-American Religion		3
				SOC 212 Race, Class, and Gender		3
				SOC 250 Latina Identity and Empowerment		3
				SOC 309 U.S. Immigration		4
				SOC 322 Race and Racism		4
				SOC 351 Oppression and Liberation		4
				SOC 406 Women of Color in the U.S		4
				SOC 427 American Poverty and Social Welfare		4
Prerequisites						
Total Other Credits Required to Issue Credential						

#### Other Details

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

1. The interdisciplinary Certificate in Racial Justice is designed to educate currently enrolled students and continuing education students about such concepts as anti-racism, advocacy, white privilege, and institutionalized racism in the United States.
2. The anti-racist education will expand an understanding of systemic racism in the United States, educating citizens and students about how to advocate for and begin to repair social, cultural, economic, and legal inequalities that affect our neighborhoods and our nation.

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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> March 31, 2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. 380101 Title of CIP Code Philosophy Name of Program: Philosophy Degree: Title of Award (e.g. Master of Arts) <b>BA</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976 OHE#: 00088 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 47 # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 15 # Credits of Free Electives: 16-19 # Cr Special Requirements (include internship, etc.): 18-21 credits (minor) <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>120</b>
<b>Modified Program Characteristics</b> Name of Program: Philosophy Degree: Title of Award (e.g. Master of Arts) <b>BA</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other) 120 Other: <b>Adding a specialization (15 credits of electives in the field)</b>	<b>Modified Program Credit Distribution</b> # Credits in General Education: 47 # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 15 # Credits of Free Electives: 16 # Cr Special Requirements (include internship, etc.): 18-21 credits (minor) <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>120</b>
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	
<b>Rationale for Modification</b> The addition of the Specialization in Social Justice, Ethics, and Law will add to visible student credentials (i.e., this student graduated with a BA in Philosophy with Specialization in Social Justice, Ethics, and Law) and is likely to draw more students to the Philosophy BA. The curricular difference between the Philosophy BA and the Philosophy BA with Specialization in Social Justice, Ethics, and Law lies in the required Electives. Whereas the Electives requirement for the general Philosophy BA may be fulfilled with any 15 credits of PHIL, REL, PES, and AFAM courses (with at least 9 credits in upper-level PHIL courses), the Electives requirement for the Philosophy BA with Specialization in Social Justice, Ethics, and Law may be fulfilled with any 15 credits from a group of PHIL and PS courses centered on the subjects of social justice, ethics, and law. Retaining the requirement of at least 9 credits of these 15 being in upper-level courses, the proposal includes as elective options four upper-level courses from the Department of Political Science. This inclusion allows the Department of Philosophy to reciprocate, as several PHIL courses are among the elective options fulfilling the Ethics requirement in the Political Science BA. Moreover, this inclusion ensures that students will have upper-level courses available, facilitating	

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timely completion of the program. The proposed specialization foregrounds the Department's existing and regularly offered courses in the areas of social justice, ethics, and law. There is no need for additional staffing for this specialization, as the courses are already offered regularly. With this Specialization, the Department is effectively giving a name to a track within the BA program that it already can provide via strategic advising of undergraduates with this topical interest.

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

No additional resources are needed. Courses are already offered at CCSU.

**Institutional Contact for this Proposal:** Mathew Foust Title: Program Coordinator and Associate Professor of Philosophy  
Tel.: 860-832-2824 e- mail: foust@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus

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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
<b>Program Core Courses</b>			<b>21</b>	<b>Other Related/Special Requirements</b>		
PHIL 221 Introduction to Modern Logic	3		3			
PHIL 230 Ancient Greek Philosophy	1-4		3			
PHIL 330 Early Modern Philosophy	1-4	Sophomore standing or permission of chair.	3			
PHIL 344 Topics in Philosophical & Social Justice – OR – PHIL 346 Theoretical and Practical Ethics	1-4	Sophomore standing or permission of chair.	3			
PHIL 400 Seminar in Philosophy	1-4	PHIL 310	3			
3 credits of Foundation Courses						
PHIL 100 Search in Philosophy			3			
PHIL 112 Introduction to Philosophy			3			
PHIL 125 Introduction to Philosophy through Popular Culture			3			
PHIL 144 Moral Issues			3			
3 credits of Alternative Traditions						
PHIL 250 Intro to Asian Philosophy			3			
PHIL 260 African Philosophy			3			
PHIL 275 Chinese Philosophy			3			
PHIL 360 African-American Philosophy			3			
PHIL 375 Japanese Philosophy			3			
PHIL 376 Buddhist Philosophy			3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		<b>15</b>
				Specialization in Social Justice, Ethics, and Law		
				PHIL 144 Moral Issues		3
				PHIL 211 Philosophy & Global Justice		3
				PHIL 222 Philosophy of Gender		3
				PHIL 240 Ethical Problems in Business		3
				PHIL 241 Environmental Ethics		3
				PHIL 242 Ethical Problems in Technology		3
				PHIL 243 Philosophy of Bioethics		3
				PHIL 244 Introduction to the Philosophy of Social Justice		3
				PHIL 245 Computer Ethics		3

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		PHIL 344 Topics in Philosophical & Social Justice		3
		PHIL 345 Philosophy of War & Peace		3
		PHIL 346 Theoretical and Practical Ethics		3
		PHIL 349 Philosophy of Law		3
		PHIL 360 African-American Philosophy		3
		PS 334 Modern Political Thought		3
		PS 433 Contemporary Political Thought		3
		PS 445 Public Policy Analysis and Evaluation		3
		PS 450 Public Sector Ethics		3
<b>Total Other Credits Required to Issue Modified Credential</b>				

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

1. Describe theories, principles, and concepts representing a wide range of the history of philosophy.
2. Apply philosophical theories, principles, and concepts to novel scenarios
3. Analyze philosophical arguments logically and critically
4. Defend views on philosophical issues with clear and well-reasoned arguments

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> March 31, 2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. 450401 Title of CIP Code Criminology Name of Program: Criminology Degree: Title of Award (e.g. Master of Arts) <b>BA</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 5/20/1998 OHE#: 03127 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: x On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 42 # Credits in Program Core Courses: 22 # Credits of Electives in the Field: 17 # Credits of Free Electives: 12-15 # Cr Special Requirements (include internship, etc.): 3 Phil, 3 Stat, 18-21 (Minor) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>120</b>
<b>Modified Program Characteristics</b> Name of Program: Criminology Degree: Title of Award (e.g. Master of Arts) <b>BA</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Fall 2021 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): 120 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 42 # Credits in Program Core Courses: 22 # Credits of Electives in the Field: 17 # Credits of Free Electives: 12-15 # Cr Special Requirements (include internship, etc.): 3 Phil, 3 Stat, 18-21 (Minor) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>120</b>
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	
<b>Rationale for Modification</b> Allows two new courses developed for the undergraduate detective certificate to count towards the Criminology BA.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed. The two courses being added are part of a certificate program already offered at CCSU.	
<b>Institutional Contact for this Proposal:</b> Jennifer Hedlund Title: Department Chair and Professor of Criminology Tel.: 860-8322968    e- mail: Hedlundj@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main 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
<b>Program Core Courses</b>			<b>22</b>	<b>Other Related/Special Requirements</b>		<b>24-27</b>
CRM 110 Introduction to the Criminal Justice System			3	PHIL 144 Moral Issues		3
CRM 230 Law Enforcement & Society			3	and		
CRM 231 Criminal Procedure and the Courts			3	STAT 104 Elementary Statistics – OR - STAT 200 Business Statistics – OR - STAT 215 Statistics for Behavioral Sciences		3
CRM 238 Corrections			3			
CRM 260 Criminology			3	Minor		18-21
CRM 322 Research Methods in Criminal Justice			4			
CRM 435 Supervised Field Studies in Criminal Justice			3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		<b>17</b>
				<b>CRM 482 Police Involved Shootings &amp; Crime Scene Investigations</b>		3
				<b>CRM 484 Expectation of Privacy</b>		3
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> <li>1. Demonstrate knowledge regarding criminological theory, criminal justice system, causes of criminal behavior, and professional conduct.</li> <li>2. Develop an appreciation for the role of science in advancing knowledge in the field of criminology and criminal justice.</li> <li>3. Communicate in oral and written forms in a professional and articulate manner.</li> <li>4. Critically evaluate information and use sound, ethical judgment to solve practical problems in the field.</li> <li>5. Demonstrate an understand of diverse populations and cultures, and how their experiences differ throughout the criminal justice system.</li> </ol>						

**Note:** New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.



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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 3/31/2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. 430114 Title of CIP Code Law Enforcement Investigation and Interviewing Name of Program: Detective Certificate Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) <b>UG – C2</b> Date Program was Initiated: May 1, 2020 OHE#: 19982 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 12 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 12
<b>Modified Program Characteristics</b> Name of Program: Detective Certificate Degree: Title of Award (e.g. Master of Arts) Certificate <sup>1</sup> : (specify type and level) Undergraduate C2 Program Initiation Date: Fall 2021 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): 12 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 12 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 12
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	
<b>Rationale for Modification</b> Adding two new courses to give students more options for electives. They now can choose the required 12 credits from six rather than four different courses.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed. Certificate is embedded in the Criminology Program.	
<b>Institutional Contact for this Proposal:</b> Jennifer Hedlund Title: Department Chair and Professor of Criminology Tel: 860-832-2968 e-mail: <a href="mailto:hedlundj@ccsu.edu">hedlundj@ccsu.edu</a> and Julie Schnobrich-Davis Title: Program Coordinator and Professor of Criminology Tel.: 860-832-3139 e-mail: <a href="mailto:j.schnobrichdavis@ccsu.edu">j.schnobrichdavis@ccsu.edu</a> Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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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
<b>Program Core Courses (choose 4 of 6 courses)</b>			<b>12</b>	<b>Other Related/Special Requirements</b>		
CRM 480: Death Investigations	1-3		3			
CRM 481: Sexual Assault Investigation	1-3		3			
<b>CRM 482: Police Involved Shootings &amp; Crime Scene Investigations</b>	1-3		3			
CRM 483: Interview and Interrogation	1-3		3			
<b>CRM 484: Expectation of Privacy</b>	1-3		3			
CRM 485: Financial Crime Investigation	1-3		3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		<b>0</b>
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> <li>1. Develop in-depth understanding of the nature of the investigatory process using modern technology and best practices.</li> <li>2. Describe key elements necessary for effective investigation and processing for admissability in court.</li> <li>3. Analyze legal and ethical practices for securing evidence and testimony.</li> </ol>						

**Note:** New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> March 31, 2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. 260101    Title of CIP Code Biological Sciences Name of Program: Biology Degree: Title of Award (e.g. Master of Arts) <b>BS</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976    OHE#: 00082 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: x On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 38 # Credits in Program Core Courses: 16-21 # Credits of Electives in the Field: 12-17 # Credits of Free Electives: 24 # Cr Special Requirements (include internship, etc.): 20-22 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>120</b>
<b>Modified Program Characteristics</b> Name of Program: Biology Degree: Title of Award (e.g. Master of Arts) <b>BS</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: 1/1/1976 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): 120 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 38 # Credits in Program Core Courses: 16-21 # Credits of Electives in the Field: 12-17 # Credits of Free Electives: 24 # Cr Special Requirements (include internship, etc.): 20-22 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>120</b>
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	
<b>Rationale for Modification</b> Adding a new elective, BIO 406 Personalized Medicine, to the Human Biology Specialization.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are required. Full-time faculty in the department will teach the new course.	
<b>Institutional Contact for this Proposal:</b> Doug Carter Title: Chair and Professor of Biology    Tel.: 860-832-2647    e-mail: carterd@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology	

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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
<b>Program Core Courses</b>			<b>16-21</b>	<b>Other Related/Special Requirements</b>		<b>20-22</b>
BIO 121 General Biology I	1		4	MATH 124 Applied Calculus with Trigonometry -OR-		4
BIO 122 General Biology II	1	BIO 121	4	MATH 152 Calculus I -OR-		4
BIO 200 Integrative Biology	1	BIO 121 BIO 122	4	MATH 115 Trigonometry – AND- MATH 125 Applied Calculus		6
BIO 290 Biology Research Experience I	3		2	PHYS 121 General Physics I -AND- PHYS 122 General Physics II – OR-		8
BIO 390 Biology Research Experience II	2		1	PHYS 125 University Physics I - AND- PHYS 126 University Physics II		8
-OR-				CHEM 161 General Chemistry		3
BIO 391 Internship in Biology	1		1-6	CHEM 162 General Chemistry Laboratory		1
				CHEM 200 Foundations of Analytical Chemistry—OR—CHEM 260 Foundations of Inorganic Chemistry		3
				CHEM 201 Foundations of Analytical Chemistry Laboratory		1
				CHEM 210 Organic Chemistry I – Foundations		3
				CHEM 211 Organic Chemistry I Laboratory – Foundations		1
				CHEM 212 Organic Chemistry II – Synthesis—AND—CHEM 213 Organic Synthesis Laboratory—OR—CHEM 354 Foundations of Biochemistry		3-4
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		<b>12-17</b>
				BIO 331 Neurobiology		4
				BIO 333 Endocrinology		3
				BIO 401 Human Nutrition and Metabolism		3
				BIO 403 Human Reproductive Biology		3
				BIO 404 Epigenetics in Development and Disease		4
				<b>BIO 406 Personalized Medicine</b>		3
				BIO 411 Embryo Biotechnology		3
				BIO 412 Human Physiology		3
				BIO 413 Human Physiology Laboratory		1
				BIO 414 Human Disease		3

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		BIO 463 Parasites and Human Disease		3
		BIO 490 Topics in Biology		3-4
		BMS 306 Genetics		3
		BMS 316 Microbiology		4
<b>Total Other Credits Required to Issue Modified Credential</b>				

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

1. Students should demonstrate a broad-based and integrative understanding of basic biological concepts that fosters an appreciation of the diversity of life and the processes by which life has evolved.
2. Students should demonstrate an ability to effectively convey, both orally and in writing, a knowledge of biological content, methods, and issues.
3. Students should demonstrate an ability to locate, critically analyze, interpret, and discuss primary research literature within the biological sciences.

**Note:** New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/21
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. 131315 Title of CIP Code Reading and Language Arts PM Cert Name of Program: Reading and Language Arts 6 <sup>th</sup> Year Certification Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) PM <b>Certificate</b> Date Program was Initiated: 6/26/2002 OHE#: 10607 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # 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 <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30</b>
<b>Modified Program Characteristics</b> Name of Program: Reading and Language Arts 6 <sup>th</sup> Year Certification Degree: Title of Award (e.g. Master of Arts) Certificate <sup>1</sup> : (specify type and level) PM <b>Certificate</b> Program Initiation Date: Fall 2021 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): 30 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 0 # 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 <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30</b>
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	
<b>Rationale for Modification</b> The Sixth-Year Certificate in Reading and Language Arts is an advanced degree program with several options for educators. One option includes coursework required for endorsement in Remedial Reading & Remedial Language Arts (#102) and/or endorsement as a Reading and Language Arts Consultant (#097) in the State of Connecticut. Another option is for educators who are not interested in these endorsements.  minimum of 15 credits of 600-level courses is required for the Sixth-Year certificate. The proposed course changes will make it easier for candidates to meet this requirement, as now all the clinical courses for the 102 endorsement (LLA 614, LLA 616, LLA 618) and the required literature course for the 097 endorsement (LLA 603) will be offered at the 600-level instead of the 500-level. The candidates in the 6 <sup>th</sup> Year Certificate Program will continue to take their courses with the candidates in the MS Program, because LLA 614, LLA 616, and LLA 618 will be cross-listed with LLA 514, LLA 516, and	

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LLA 518, respectively. Also, LLA 603 will be open to candidates in the MS Program, so that only one literature course is offered at a given time.

Replacing LLA 525 (3 cr.) with LLA 504 (2 cr.) and LLA 506 (1 cr.) is a change we made a few years ago in the MS Program that leads to the 102 endorsement. We would like the 6<sup>th</sup> Year Certificate Program that leads to the 102 endorsement to include the same courses, so that candidates from the two programs (MS, 6<sup>th</sup> Year) will take the same courses. LLA 525 would not be able to run with only students from the 6<sup>th</sup> Year Certificate 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. All courses are already offered at CCSU.

**Institutional Contact for this Proposal:** Julia Kara-Soteriou Title: Program Coordinator/Department Chair Tel.: 860-832-2181 e- mail: karaiou@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Education and Professional Studies. CCSU main 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
<b>Program Core Courses</b>			<b>30</b>	<b>Other Related/Special Requirements</b>		
LLA 512 The Pedagogy of Literature PK-12			3	Non-Certificate Track		
<b>LLA 603 Teaching Multicultural Literature in the Classroom</b>						
LLA 622 Organization, Administration and Supervision of Reading and Language Arts Programs			3	LLA 502 Developmental Reading in PreK-12		3
LLA 624 Practicum for Reading Specialist/Literacy Coach I			3	LLA 508 Teaching Literacy in the Content Areas		3
LLA 626 Practicum for Reading Specialist/Literacy Coach II			3	<b>LLA 504 Language Arts for the English Learner</b>		2
LLA 620 Research Seminar			3	<b>LLA 506 Decoding and Spelling Instruction</b>		1
<del>LLA 514 Diagnosis and Intervention of Reading and Language Arts Difficulties I</del>				LLA 620 Research Seminar		3
<del>LLA 516 Diagnosis and Intervention of Reading and Language Arts Difficulties II</del>						
<del>LLA 518 Clinical Practices in Literacy and Language Arts</del>						
<del>LLA 525 Creative Language Arts</del>						
<b>LLA 614 Diagnosis and Intervention of Reading and Language Arts Difficulties I</b>			3			
<b>LLA 616 Diagnosis and Intervention of Reading and Language Arts Difficulties II</b>			3			
<b>LLA 618 Clinical Practices in Literacy and Language Arts</b>			6			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
LLA 502 Developmental Reading in PreK-12						
LLA 504 Language Arts for the English Learner						
LLA 506 Decoding and Spelling Instruction						
LLA 508 Teaching Literacy in the Content Areas						
<b>Learning Outcomes - L.O.</b> (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> <li>1. Meet the ILA 2017 standards and/or the Connecticut state standards for advanced certifications in reading and language arts;</li> <li>2. Provide leadership through modeling and mentoring to ensure that classroom teachers and other support staff acquire a wide range of instructional practices, approaches, methods, and curriculum materials to facilitate their reading and writing instruction;</li> <li>3. Be knowledgeable of various assessments appropriate for a wide range of diversity in the classroom, and able to mentor and support classroom teachers and other professionals in the selection, administration, and interpretation of assessments to enhance student learning and to communicate results to education stakeholders;</li> <li>4. Support and mentor classroom teachers and other professionals in creating a literate environment to facilitate successful reading and writing for all children; and</li> </ol>						



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5. Continue to be lifelong learners and scholars, through reading, research, and professional development, and leaders in planning and implementing professional development programs for teachers and other professionals, as well as in advocating to advance the professional research base to expand knowledge-based practices.

**Note:** New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/21
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. 140903    Title of CIP Code Software Engineering Name of Program: Software Engineering Degree: Title of Award (e.g. Master of Arts) <b>MS</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 4/6/2017    OHE#: 18966 Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: x On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>33</b>
<b>Modified Program Characteristics</b> Name of Program: Software Engineering Degree: Title of Award (e.g. Master of Arts) <b>MS</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: 4/6/2017 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): 33 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>33</b>
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	
<b>Rationale for Modification</b> Two additional program electives in Mobile Application Design and Cybersecurity provide current and topical options.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are need. Adding two courses to a list of electives.	
<b>Institutional Contact for this Proposal:</b> Stan Kurkovsky and Neli Zlatareva Titles: Program Co-Coordinator, and Professors of Computer Science Tel.: 860-873-2720 kurkovsky@ccsu.edu Tel.: 860-832-2723 e-mail: <a href="mailto:Zlatareva@ccsu.edu">Zlatareva@ccsu.edu</a> Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering Science and Technology CCSU main campus	

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**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
<b>Program Core Courses</b>			<b>15</b>	<b>Other Related/Special Requirements</b>		
CS 505 Design Patterns		CS 501	3	CS 595 Capstone Requirement		3
CS 506 Software Testing & Quality Assurance		CS 501	3			
CS 508 Distributed Computing		CS 501	3			
CS 530 Advanced Software Engineering		CS 510	3			
CS 510 Fundamentals of Software Engineering		CS 501	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
				CS 407 Advanced Topics in Computer Science		1-3
				CS 423 Computer Graphics		3
				CS 460 Database Concepts		3
				CS 462 Artificial Intelligence		3
				CS 463 Algorithms		3
				CS 464 Programming Languages		3
				CS 465 Compiler Design		3
				CS 481 Operating Systems Design		3
				CS 490 Computer Communications Networks & Distributed Processing		3
				CS 492 Computer Security		3
				<b>CS 507 Advanced Mobile App Dev</b>		3
				CS 525 Advanced Algorithms		3
				<b>CS 540 Topics in Cybersecurity</b>		3
				CS 550 Topics in Human-Computer Interaction		3
				CS 565 Introduction to Bioinformatics		3
				CS 570 Topics in Artificial Intelligence		3
				CS 575 Linked Data Engineering		3
				CS 580 Topics in Database Systems and Applications		3
				CS 590 Topics in High Performance Computing and Communications		3
				CS 594 Graduate Research Seminar		3
				CS 560 Topics in Software Engineering		3
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> <li>1. Have the ability to solve software engineering problems in a variety of application settings.</li> <li>2. Understand and apply modern software engineering concepts, techniques, practices, and tool.</li> <li>3. Recognize the need for, and have the ability to engage in, continuing professional development.</li> <li>4. Have the ability to communicate effectively and possess appropriate teamwork skills.</li> </ol>						

**Note:** New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. N/A    Title of CIP Code N/A Name of Program: Middle Eastern Studies Degree: Title of Award (e.g. Master of Arts) <b>Minor</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A    OHE#: N/A Modality of Program: x On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: x On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>18</b>
<b>Modified Program Characteristics</b> Name of Program: Middle Eastern Studies Degree: Title of Award (e.g. Master of Arts) <b>Minor</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Fall 2021 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): 18 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>18</b>
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	
<b>Rationale for Modification</b> Removing two courses from electives that are no longer offered and adding three new courses to electives. All elective courses are offered within other existing programs.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None – all of the courses are offered within existing programs.	
<b>Institutional Contact for this Proposal:</b> Mathew Foust Title: Program Co-Director and Associate Professor of Philosophy Tel.: 860-832-2824 e- mail: foust@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
IS 225 The World as a Total System			3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
				HIST 291 Modern Middle East		3
				HIST 292 History of Judaism		3
				IS 465 Topics in Middle East Studies		3
				PS 345 International Terrorism		3
				PS 434 Government and Politics of the Middle East and North Africa		3
				PS 439 U.S. Middle East Policy		3
				<b>GEOG 447 Geographic Perspective on Israel/Palestine</b>		3
				<b>HIST 231 Ancient Mediterranean World</b>		3
				<b>PS 370 Arab Uprisings</b>		3
<b>Total Other Credits Required to Issue Modified Credential</b>						
<p><b>Learning Outcomes - L.O.</b> (List up to three of the most important student learning outcomes for the program, and any changes introduced)</p> <ol style="list-style-type: none"> <li>1. Describe histories, institutions, values, and norms of various cultures;</li> <li>2. Analyze issues from the perspectives of other cultural traditions;</li> <li>3. Apply theories in international studies to interpret current global issues; and</li> <li>4. Defend views on international cultures or issues with clear and well-reasoned arguments.</li> </ol>						

**Note:** New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 12, 2019	
<b>Original Program Characteristics</b> CIP Code No. N/A Title of CIP Code N/A Name of Program: Theatre Degree: Title of Award (e.g. Master of Arts) <b>Minor</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: N/A Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
<b>Modified Program Characteristics</b> Name of Program: Theatre Degree: Title of Award (e.g. Master of Arts) <b>Minor</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: N/A 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): 18 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
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	
<b>Rationale for Modification</b> We are streamlining our multiple, emphasis-specific theatre minors into one general theatre minor with equal time given for performance and technical/design and production courses.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. All courses exist. Courses are being deleted from the minor requirements.	
<b>Institutional Contact for this Proposal:</b> Christie Maturo Title: Professor of Theatre Tel.: 860-832-3155 e- mail: cmaturo@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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**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
<b>Program Core Courses</b>			<b>12</b>	<b>Other Related/Special Requirements</b>		
TH 111 Stagecraft			3			
TH 143 Theatre Games and Improvisations – OR – TH 145 Acting I			3			
TH 253 Script Analysis for the Theatre			3			
<b>TH 375 History of Theatre I – OR -- TH 376 History of Theatre II</b>			3			
<del>TH 117 Lighting</del>						
<del>TH 121 Costuming</del>						
<del>TH 135 Speaking Voice Development</del>						
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		<b>6</b>
				Theatre Elective Credits		6
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> <li>1. <b>Analysis:</b> Students will analyze interrelationship of theatrical disciplines in performance or design by constructively critiquing classwork, theatrical production and performances.</li> <li>2. <b>Technique:</b> Students will demonstrate the mastery of performance craft by applying research to a practical or theoretical creation.</li> <li>3. <b>Collaboration:</b> Students will demonstrate the ability to work in a team in an environment reflective of professional theatre practice.</li> </ol>						

**Note:** New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.



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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Northwestern Connecticut Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 3/8/21	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Natural Resources Type of Offering (e.g. Grad Certificate) <b>Certificate</b> Anticipated Initiation Date: Spring 2021 Anticipated Date of First Completion (if applicable) : Spring 2021 Modality of Program:    On ground        Online    x Combined If "Combined", % of fully online courses? 50% Locality of Program:    On Campus        Off Campus    x Both	<b>Credit Distribution of the Offering</b> # Credits in General Education: 7 # Credits in Program Core Courses: 1 # Credits of Electives in Field: # Credits of Electives: 3 # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 11	
CIP Code No.    030104    Title of CIP Code Environmental Science		
<b>Description of Offering, Context and Justification</b> <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>This certificate is needed to give students in various programs, and in the Natural Resources AS program, an additional academic credential that they can graduate with and find a position in the job market. As sustainability efforts grow, it is anticipated that many students will want to know the basics about those efforts while also pursuing other degree programs. Additionally, it is expected that the same number of students in the Natural Resources AS program will also enroll in the proposed Certificate program as they are stackable. The number of graduates from the Certificate are likely to actually be higher than the AS degree as many students transfer prior to graduation due to personal preference. No external accreditation is required. No other CC offer the Natural Resources program or certificate. UConn offers a Natural Resources bachelor's degree program, among others, and CCSU offers a Biology BS degree with specialization in Environmental Science.</p>		
<b>Cost Effectiveness and Availability of Adequate Resources</b> <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>No new resources are required. These courses already run as part of the General Education offerings and also within the Natural Resources AS degree.</p>		
<b>Institutional Contact for this Proposal:</b> Tara Jo Holmberg	Title: Professor in Environmental Science and Biology	Tel.: 8607386363 e-mail: tholmberg@nwcc.edu
<b>Institution's Unit:</b> (e.g. School of Business) and Location (e.g. main campus) Offering the Program: STEM Department; Main Campus		

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
  - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.



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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

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

## Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Core Courses</b>				<b>Other Requirements</b>		
EVS* 100 – Intro to Environmental Science		ENG* 101W	3			
EVS* 135 – Introduction to Environmental Careers			1			
Natural Science Elective		ENG* 101W	3			
BIO* 155 – General Botany OR BIO* 178 – General Ecology OR BIO* 270 - Ecology		ENG* 101W  (BIO* 270 requires BIO* 121, MAT* 167 AND ENG* 101/W)	4			
<b>Prerequisites</b>						
ENG 101W with C or better						
<b>Total Other Credits Required to Issue Credential</b>						

## Other Details

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

1. Evaluate important natural resources as well as regional and global environmental concerns.
2. Identify the importance of wicked problems, resilience, and adaptive management in planning.
3. Prepare for a career in Natural Resources, Environmental Science, or a related field.