CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA, revised
Friday, June 3, 2016 – 9:30 a.m.
61 Woodland Street, Htfd., CT – 3ʳᵈ Floor Conference Room - 331

1. Approval of Minutes
   a. April 29, 2016

2. CONSENT ITEMS
   a. Terminations
      i. Health Careers Pathway – Certificate (C2) - TRCC
      ii. Early Childhood Education – Certificate – QVCC
      iii. Advertising/Public Relations – Certificate – TRCC
      iv. Laser/Fiber Optics Engineering Technology – AS – TRCC

3. Presentation on Integrated Library System – Veronica Kenausis, Scott Zak

4. ACTION ITEMS
   a. Modifications
      i. Master of Arts in Teaching – CCSU
      ii. Liberal Arts and Sciences – NVCC
      iii. Electrical Engineering Technology – AS – TRCC
      iv. Psychology – BS – SCSU
      v. Minor in Psychology – SCSU

   b. New Programs
      i. Criminology – ECSU
      ii. Registered Medical Assistant – Cert - ACC

   c. Sexual Misconduct Policy Amendment
   d. Student Code of Conduct Policy Amendment

5. INFORMATION ITEMS
   a. NEASC Accreditation – Asnuntuck CC
   b. Report on Program Actions – 2015-2016
   c. Presentation – CSCU Employment & Wage Outcomes – Jan Kiehne

6. OTHER BUSINESS

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – April 29, 2016
9:30 a.m.– 61 Woodland Street, Hartford

MINUTES

Regents Present:	Merle Harris, Stephen Adair, Naomi Cohen, Lawrence DeNardis, Holly Palmer
Regents Absent:	Catherine Smith
Staff Present:	Estela Lopez, Elsa Nunez, Candace Barrington, Bill Gammell, Ken Klucznik, Maureen McClay, Nancy Melnicsak, Stacey Musulin, Arthur Poole, Karen Stone, Steve Weinberger
Other Attendees:	Missy Alexander (WCSU), Michael Alfano (CCSU), Ann Atkinson (WCSU), Christine Broadbridge (SCSU), Ralph Cohen (CCSU), Ilene Crawford (SCSU), Basia Dellaripa (CCC), Ellen Durnin (SCSU), Dan Fuller (GCC), Sean Grace (SCSU), Ann Hermans (NCC), Steve Kliger (CCSU), Mark Kosinski (GCC), Carl Lovitt (CCSU), Scott McFarland (GCC), Vanessa Morest (NCC), Wilfredo Nieves (CCC), Bill Newsome (SCSU), Demitrios Pachis (ECSU), Ryan Pierson (CCC), Usha Pillai (SCSU), Nicolas Phillips (SCSU), Elaine Wilson (CCSU)

The meeting was called to order by Chair Harris at 9:39 a.m. She introduced and welcomed Holly Palmer, the new student Regent, who gave some brief background information on herself.

Chair Harris then stated the necessity for a brief executive session. At 9:42 a.m. on a motion by L. DeNardis, seconded by N. Cohen, the committee voted to go into executive session for the purpose of discussion concerning strategy related to collective bargaining. Chair Harris announced that no votes would be taken in executive session and directed the following staff members to remain: Estela Lopez, Interim Provost/Senior Vice President, Academic & Student Affairs, Elsa Nunez, VP State Universities and President, Eastern CSU, Steven Weinberger, Vice President, Human Resources, Maureen McClay, Executive Asst., Academic & Student Affairs.

At 10:00 a.m. Chair Harris announced that the meeting was in open session and that no action was taken in executive session.

1. Approval of Minutes – March 24, 2016 and March 29, 2016. Chair Harris announced the two sets of minutes, explaining the special meeting was for the purpose of discussion with faculty when meeting at a campus. **On a motion by N. Cohen, seconded by L. DeNardis, both sets of minutes were unanimously approved.**

2. Consent Items. **On a motion from L. DeNardis, seconded by N. Cohen, Consent Items were unanimously approved.** Consent items approved were:

a. Terminations
   i. Electrical – Cert – Middlesex CC
   ii. Multimedia Studies – AA – Manchester CC
   iii. Physical Therapist Assistant – AS – Manchester CC
   iv. Taxation – Cert – Manchester CC
   v. Sustainable Energy – Cert – Manchester CC
   vi. Supply Chain Management – Cert – Manchester CC
   vii. Polysomnography – Cert – Manchester CC

3. TAP Update Presentation. Provost Lopez introduced Ken Klucznik and Candace Barrington. They provided a powerpoint presentation and overview of the transfer and articulation program from its beginnings to current status.

4. Action Items
   a. Accreditation – Veterinary Technology AS – Norwalk CC. **A motion to approve made by L. DeNardis, seconded by N. Cohen.** Provost Lopez introduced Dean Morest also noting the college had been asked to modify the program for normalization but first was coming forward for accreditation necessary for their first graduates. They will come back with the modification at a later date. Dean Morest provided details on the program and introduced the program coordinator. They also noted the modification with reduced credits had already been through their curriculum committee. There were a few questions, including similarities to Northwestern's program. Dr. Lopez noted that the upcoming modified program would become a model for other similar programs. There was other discussion on enrollments. **The vote was taken and unanimously approved.**

   b. Modifications – Gateway Community College
      i. Data Security Specialist – AS
      ii. General Automotive Tech - Certificate
      iii. General Automotive Tech – AAS
      iv. Mobile Application Development – AS
      A motion to move all four modification name changes from Gateway CC was moved by N. Cohen, seconded by L. DeNardis and unanimously approved.

   c. New Programs
      i. Liberal Arts/Interdisciplinary Studies – BA – Western CSU. On a motion by N. Cohen, seconded by H. Palmer and unanimously approved Western's Liberal Arts program was removed from table. **A motion was then made to approve the program with the revised title of Interdisciplinary Studies by L. DeNardis, seconded by N. Cohen.** Provost Lopez mentioned the research done regarding the title noting the Interdisciplinary Studies fits better. She introduced Asso. VP Ann Atkinson and Dean Missy Alexander who provided further comments. There was a question on the foreign language requirement and it was noted that would be addressed if needed. Regent Adair mentioned again he would prefer to see more rigor in the program. **The vote was taken and unanimously approved.**

ii. Automotive Technology – Honda PACT – AAS and Certificate – Gateway CC. **A motion to approve made by N. Cohen, seconded by L. DeNardis.** Provost Lopez introduced Dean Kosinski and his colleagues. Dean Kosinski gave preliminary comments noting the lengthy process with Honda. Program Coordinator Dan Fuller provided details on the partnership and the facility, including recent upgrades. Scott McFarland then provided details on the Honda program and overview of the whole automotive program. There was some discussion. **A vote was taken and unanimously approved.**

iii. Biotechnology – BS – Southern CSU. **A motion to approve made by N. Cohen, seconded by L. DeNardis.** Provost Lopez introduced Dean Durnin, colleagues and industry people, noting their partnerships. Dean Durnin and Prof. Christine Broadbridge introduced visitors. Prof. Sean Grace gave details of the program, workforce needs, program development and vetting and industry input. It was noted the MOU with industry companies was signed last May. There were further details on needs assessment and working with industry and the city of New Haven. The representative from the city, Usha Pillai, offered comments on the bridge between academics and industry, growing the biotechnology sector, and internships. Other representatives added comments. One question on attracting women was addressed. **The vote was taken and unanimously approved.**

iv. Construction Management – Certificate – Capital CC. **A motion to approve made by N. Cohen, seconded by L. DeNardis.** Provost Lopez introduced President Nieves who introduced colleagues from CCC. He provided an overview. There was some discussion on movement from certificate to degree, and jobs available. It was noted this was also in response to a federal grant. **A vote was taken and unanimously approved.**

d. Promotions and Tenures. **A motion to approve all was made by N. Cohen, seconded by H. Palmer.** It was noted resolution language included "in accordance with the contract". A separate discussion also ensued on student evaluations. **The vote was then taken and unanimously approved.**

e. Appointment to Wm. A. O'Neill Endowed Chair – Central CSU. **A motion to approve made by N. Cohen, seconded by L. DeNardis.** Provost Lopez introduced Dr.Lovitt and Center Director, Steve Kliger, noting the candidate for Endowed Chair was Donald DeFronzo. There was a question on employment after state retirement but it was stated this would be less than the 120 days limit. Dr. Lovitt pointed out his resume and the search that was conducted. Regent DeNardis noted Mr. DeFronzo was very well qualified. **The vote was taken and unanimously approved.**

f. New Center of Excellence for Social & Emotional Learning – CCSU. **A motion to approve made by H. Palmer, seconded by L. DeNardis.** Dr. Lopez introduced Dr. Lovitt and Dean Michael Alfano. Dr. Lovitt gave an overview of purpose and need noting the guidance and benefits that will be provided to the state and school systems

in conjunction with the school of education. He added information on the conservative, balanced budget, the funds already identified for start-up and the expectation it would develop into revenue profitability. Discussion followed with Regents noting the extremely difficult fiscal situation with many cuts expected. Dean Alfano noted the paradigm shift on social and emotional learning and the need for infusing new ideas into schools. Provost Lopez suggested the item could be tabled to explore more fully. **A motion to table the item was made by N. Cohen, seconded by H. Palmer and unanimously approved.**

5. Information Items. Items were noted. There was one question on the below-threshold item from Eastern CSU – the Minor in Insurance. Dr. Pachis provided information, mentioning their long partnership with Cigna.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by H. Palmer and unanimously approved.** The meeting adjourned at 12:04 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Health Career Pathways leading to an undergraduate certificate (C2) at Three Rivers Community College with a phase-out period through September 1, 2017

A True Copy:

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

ITEM

The termination of a program in Health Career Pathways leading to an undergraduate certificate (C2) at Three Rivers Community College (TRCC), with a phase-out period through September 1, 2017.

BACKGROUND

<u>Summary</u>

The Health Careers Pathway Certificate is a group of classes that serve a pathway to degree programs that TRCC offers.

These programs include:

- AS Nursing
- AS Exercise Science
- AS Sports and Leisure Management
- AS General Studies (pre-dental hygiene)

This certificate does not leverage a student in employment in health care, nor does the pathway guarantee admission into the nursing program or the dental hygiene program at UNH.

Health care practice partners revealed the need for the healthcare workforce to have *specific education for the job they would be required to do* in addition to accountable, responsible, individuals who communicate professionally and problem solve effectively. Many employers stressed the complexities of health care and the need for graduates to be prepared in health care communication, economics, problem solving, working in teams, safety, work ethic, and caring. In addition they require employees to come with the knowledge of the science discipline associated with the specific job.

<u>Rationale</u>

Since 2011, twenty-eight students have completed this certificate and there is insufficient employer demand for it. The health careers pathway certificate includes twenty-five credits that are embedded in the program of study for the Associate Degree Nursing and the Pre-dental hygiene Associate of Science General Studies degree. However this certificate does not guarantee admission into the selective admission program, nor does earning this certificate prepare the student for employment in any health care setting in any role.

This pathway would best serve the student as an advising tool towards the nursing and allied health pathways. The pathway includes courses that may also serve the student who is interested in exercise science, sports and leisure management, and pre-dental hygiene (Associate of Science degree in general studies with and articulation to University of New Haven BS in Dental Hygiene).

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

The 4 students currently enrolled in the certificate program will be allowed to complete it provided they do so within 3 semesters (by May 2017). The Academic Dean will allow for a course substitution (NUR 108- perspectives in nursing for HLT* K103 - Investigations in Health Careers if necessary).

<u>Resources:</u>

External stakeholders & Three Rivers Community College Institutional research data

- Nursing external advisory committee
- Eastern Workforce Investment Board (EWIB)

Health Career Pathway Certificate Program Enrollment							
Academic Year	Students Enrolled Fall Term[1]	Total Credits Generated[2]	Retention Rate[3]		Degrees Awarded[4]	Average Time to Degree[5]	Transfer to 4-Year Institutions[6]
			Fall-to-Spring	Fall-to-Fall			
2015-2016	4	26	N/A	N/A	N/A	N/A	N/A
2014-2015	1	3	0%	0%	7	5	1
2013-2014	2	14	*	*	14		0
2012-2013	3	24	0%	0%	6		0
2011-2012	10	71	100%	75%	1		1

5/11/2016 – Academic Council
6/3/2016 – BOR Academic & Student Affairs Committee
6/16/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION	
Institution: Three Rivers Community College	Date of Submission to BOR Office: 3/2016

Discontinued Program: <mark>*Health Careers Pathway Certificate*</mark> CIP: 510899 DHE# (if available):14566

Accreditation Date: N/A

Phase Out /Teach Out Period *Earliest allowed by Board Policy Fall 2016 & Spring 2017*   Expected Date of Program Termination *Fall 2017*

Program Characteristics

Name of Program: **Health Careers Pathway**

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

Certificate: *(specify type and level)* **C2**

Modality of Program: *X* On ground   Online   Combined

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

	Title: *Dean of Academic Affairs/Director of Nursing and Allied Health*	
Institutional Contact for this Proposal: Dr. *Ann Branchini/Edith Ouellet*		Tel.: *(860) 215-9004/860-215-9460* e-mail: *ABranchini@trcc.commnet.edu/eouellet@threerivers.edu*

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned):   Log of BOR Steps Towards Discontinuation Approval:
Resolution number for BOR Approval: Date of Approval: Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Since 2011, twenty-eight students have completed this certificate and there is insufficient employer demand for it. The health careers pathway certificate includes twenty-five credits that are embedded in the program of study for the Associate Degree Nursing and the Pre-dental hygiene Associate of Science General Studies degree. However this certificate does not guarantee admission into the selective admission program, nor does earning this certificate prepare the student for employment in any health care setting in any role.

This pathway would best serve the student as an advising tool towards the nursing and allied health pathways. The pathway includes courses that may also serve the student who is interested in exercise science, sports and leisure management, and pre-dental hygiene (Associate of Science degree in general studies with and articulation to University of New Haven BS in Dental Hygiene).

Phase Out/Teach Out Strategy

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

The 4 students currently enrolled in the certificate program will be allowed to complete it provided they do so within 2 semesters (by December 2016). The Academic Dean will allow for a course substitution (NUR 108-perspectives in nursing for HLT* K103 - Investigations in Health Careers if necessary).

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Early Childhood Education leading to a certificate (30 credits) at Quinebaug Valley Community College effective July 1, 2016

A True Copy:

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

ITEM
Termination of a program leading to a certificate in Early Childhood Education at Quinebaug Valley
Community College, effective July 1, 2016.

BACKGROUND
Summary

Quinebaug Valley Community College currently offers an A.S. degree in Early Childhood Education.
QVCC also offers a Certificate in Early Childhood Education. The Certificate is no longer viable as it
does not lead to employment and it is not needed for the Child Developmental Association Preparation
Certificate (CDA)

Rationale

The Early Childhood Education Certificate needs to be terminated for the following reasons:

1. The Early Childhood Education faculty and advisory board members recommended termination
    because the stand alone certificate does no support the workforce needs nor the needs of
    students.
2. The Certificate was designed for students to earn their Child Developmental Association
    Preparation Certificate (CDA) which is awarded by the CDA Council in Washington, DC.
    Students are able to meet this requirement by taking any 12 credits in QVCC's Early Childhood
    Education Associate's Degree Program. Students can take the ECE L180 course to prepare
    their portfolio for the CDA.
3. The Certificate does not lead to employment.

Phase Out/Teach Out Strategy

In 2014, there were only 6 students enrolled in this certificate. In 2015, that number dropped to 1. At
present, there are no students enrolled in this certificate. All declared Early Childhood Education
majors are enrolled in the Associates Degree track and pursing the CDA within that degree. There is no
need to phase out or teach out the certificate. Early Childhood Education faculty advisors report no
pending enrollments or student interest.

Resources

No additional resources required.

5/11/2016 – Academic Council
6/3/2016 – BOR Academic & Student Affairs Committee
6/16/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: **Quinebaug Valley Community College**	Date of Submission to BOR Office: **4/20/2016**

Discontinued Program: **L13LJ02 Early Childhood Education Certificate (30 credits)**
        CIP: DHE# (if available):   Accreditation Date:
Phase Out /Teach Out Period **Earliest allowed by Board policy**   Expected Date of Program Termination: **Immediately**

Program Characteristics
Name of Program: **Early Childhood Education**
Degree: Title of Award *(e.g. Master of Arts)* n/a
Certificate: *(specify type and level)* **Early Childhood Education Certificate**
Modality of Program: **On ground**   ~~Online~~   ~~Combined~~

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

Institutional Contact for this Proposal: **Alfred Williams**	Title: **Dean of Academic Affairs and Student Services**	Tel.: **860-932-4172** e-mail **awilliams@qvcc.edu**

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

BOR Sequence Number (to be assigned):
Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:
Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Early Childhood Education faculty and advisory board members recommended termination because the stand alone certificate does not support workforce needs and current student needs. This certificate was designed for students to earn their Child Developmental Association Preparation Certificate (CDA) which is awarded by the CDA Council in Washington, DC. Students can prepare the necessary portfolio for the CDA in the ECE L180 course. They can fulfill the education requirement by taking any 12 credits in Early Childhood Education. The certificate on its own does not lead to employment.

Phase Out/Teach Out Strategy

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

In 2014, there were only 6 students enrolled in this certificate. In 2015, that number dropped to 1. At present, there are no students enrolled in this certificate. All declared Early Childhood Education majors are enrolled in the associates degree track and pursing the CDA within that degree. There is no need to phase out or teach out the certificate. Early Childhood Education faculty advisors report no pending enrollments or student interest.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Advertising and Public Relations leading to a certificate at Three Rivers Community College with a phase-out period until May 31, 2018

A True Copy:

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

ITEM
Termination of a program: Advertising and Public Relations Certificate at Three Rivers Community College, with a phase out-period ending May 31, 2018.

BACKGROUND
Summary
The Advertising and Public Relations Certificate was initially offered at TRCC in 1995.

Rationale
Enrollment in the program since inception has been very low. The **average** enrollment is 1 student per semester. There were only 2 students enrolled in the Fall 2015 semester. It has been concluded that this program is not meeting a need for the community or for our students.

Phase Out/Teach Out Strategy
The program coordinator will work with the 2 students currently registered in the program to meet their educational needs for the degree program by means of course substitutions and independent studies, if necessary. All of the courses required in the Advertising/PR Certificate program are also offered in the Marketing AS degree program. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources
No special resources are needed for the termination of this program. All required courses are also offered in the Marketing AS degree program.

5/11/2016 – Academic Council
6/3/2016 – BOR Academic & Student Affairs Committee
6/16/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College

Date of Submission to BOR Office: 4/5/16

Discontinued Program: Advertising/Public Relations Certificate   CIP: DHE# (if available):   Accreditation Date: 1987?

Phase Out /Teach Out Period 2017   Expected Date of Program Termination   Fall, 2017

Program Characteristics

Name of Program: Marketing

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

Certificate: *(specify type and level)* **Advertising/Public Relations Certificate**

Modality of Program: On ground   Online x   Combined

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

Institutional Contact for this Proposal: Irene Clampet	Title: Marketing Program Coordinator	Tel. :860-215-9414 e-mail: iclampet@trcc.commnet.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Advertising/ Public Relations Certificate Program has undergone a periodic program review. **See Attached.**

Termination of this Certificate Program is advised based on these findings:

A certificate alone in Advertising/Public Relations, although it contains valuable skills courses, is no longer sufficient for employment in the field.

The courses and skills are valuable, the activities are pertinent, but the certificate credential is not sufficient for entry level positions in these fields.

This Certificate Program is no longer relevant to the needs of the business community. Students will be better served by completing the broader and more comprehensive Marketing Career A.S. program as preparation for employment in the fields of Public Relations and Advertising.

Also, the 2015-2016 Program Review revealed that enrollment in this certificate program has declined over many years. There are currently only two students enrolled in this certificate program as of Spring, 2016

There has been only one graduate over the past 5 years. ****See Appendix A

Phase Out/Teach Out Strategy

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

There are currently only two students enrolled in this certificate program. It is anticipated that they will complete the requirements no later than Spring, 2017.
However, students will continue to be able to enroll in the courses.

All of the courses contained in the Advertising/Public Relations Certificate *will continue to be offered in the Marketing Program as part of the Marketing A.S. degree.*

Advertising/Public Relations Certificate

Program Review Data

Three Rivers Community College
Office of Institutional Research
2/22/2016

VIII. 1 Enrollment - Advertising/Public Relations

Provide the enrollment by program, by full-time/part-time, by gender, by age, and by race and ethnicity for the fall of year of this program review and in the four previous fall terms.

Program Enrollment by FT/PT

	FALL11	FALL12	FALL13	FALL14	FALL15
FT	0	0	0	0	1
PT	1	1	0	0	1
Grand Total	1	1	0	0	2

Program Enrollment by Gender

	FALL11	FALL12	FALL13	FALL14	FALL15
Male	1	1	0	0	0
Female	0	0	0	0	2
Grand Total	1	1	0	0	2

Program Enrollment by Age

	FALL11	FALL12	FALL13	FALL14	FALL15
19 and under	1	1	0	0	0
20 to 24	0	0	0	0	1
25 to 34	0	0	0	0	1
Grand Total	1	1	0	0	2

Program Enrollment by Ethnicity

	FALL11	FALL12	FALL13	FALL14	FALL15
Hispanic	0	0	0	0	1
White Non-Hispanic	1	1	0	0	1
Grand Total	1	1	0	0	2

Program Enrollment by FT/PT

	FALL11	FALL12	FALL13	FALL14	FALL15
FT	0%	0%	N/A	N/A	50%
PT	100%	100%	N/A	N/A	50%
Grand Total	100%	100%	N/A	N/A	100%

Program Enrollment by Gender

	FALL11	FALL12	FALL13	FALL14	FALL15
Male	100%	100%	N/A	N/A	0%
Female	0%	0%	N/A	N/A	100%
Grand Total	100%	100%	N/A	N/A	100%

Program Enrollment by Age

	FALL11	FALL12	FALL13	FALL14	FALL15
19 and under	100%	100%	N/A	N/A	0%
20 to 24	0%	0%	N/A	N/A	50%
25 to 34	0%	0%	N/A	N/A	50%
Grand Total	100%	100%	N/A	N/A	100%

Program Enrollment by Ethnicity

	FALL11	FALL12	FALL13	FALL14	FALL15
Hispanic	0%	0%	N/A	N/A	50%
White Non-Hispanic	100%	100%	N/A	N/A	50%
Grand Total	100%	100%	N/A	N/A	100%

2

VIII. 2 Retention - Advertising/Public Relations

Provide the Fall-to-Spring and Fall-to-Fall retention data for the past 5 years

Each Fall semester cohort includes <u>first-time</u> students who majored in Advertising/Public Relations

For example, for the Fall 2011 cohort (1 in total)

by Spring 2011, 0 (0%) was still enrolled (Fall-to-Spring Retention)

Fall-to-Spring Retention

	FALL11	FALL12	FALL13	FALL14	FALL15
Enrolled	0	0			0
Not Enrolled	1	1			1
Grand Total	1	1			1

Fall-to-Fall Retention

	FALL11	FALL12	FALL13	FALL14	FALL15
Enrolled	0	0			0
Not Enrolled	1	1			1
Grand Total	1	1			1

Fall-to-Spring Retention

	FALL11	FALL12	FALL13	FALL14	FALL15
Enrolled	0%	0%			0%
Not Enrolled	100%	100%			100%
Grand Total	100%	100%			100%

Fall-to-Fall Retention

	FALL11	FALL12	FALL13	FALL14	FALL15
Enrolled	0%	0%			0%
Not Enrolled	100%	100%			100%
Grand Total	100%	100%			100%

3

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Laser/Fiber Optics Technology leading to an Associate of Science degree at Three Rivers Community College with a phase-out period until May 31, 2018

A True Copy:

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

ITEM
Termination of a program in Laser/Fiber Optics Technology (LFOT) leading to an Associate in Science degree at Three Rivers Community College.

BACKGROUND
Summary
The Laser/Fiber Optics Technology program leading to an Associate in Science degree was initially offered at TRCC in 1994.

Rationale
In order to improve in enrollment in core LFOT courses and meet industry demands for this skillset, the core courses have been incorporated into the Electrical Engineering Technology program. This program has been renamed as Electrical, Laser and Robotics Engineering Technology in order to reflect the core technology content of the modified program.

Phase Out/Teach Out Strategy
Students have been sent letters informing them of the termination and the programs of study now available to complete their programs. No new requirements will be imposed on students currently matriculated into the LFOT or EET degree programs. Those students will continue with their specific Plan of Study based on their matriculation date into the program. On occasion course substitutions can be made available for student to move to the new program or finish out their current program. This is consistent with the current state of the programs.

Resources
No special resources are needed for the termination of this program.

6/3/2016 – BOR Academic & Student Affairs Committee
6/16/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office: 5/25/2016

Discontinued Program: Laser/Fiber Optics Technology   CIP: 15.0304   DHE# (if available):   Accreditation Date: October, 2012

Phase Out /Teach Out Period Fall 2016 –Spring 2018   Expected Date of Program Termination May 2018

Program Characteristics

Name of Program: **Laser/Fiber Optics Technology**

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

Certificate: *(specify type and level)*

Modality of Program: X On ground   Online   Combined

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Technologies Department, Three Rivers Community College, Norwich, CT

Institutional Contact for this Proposal: Allan Anderson	Title: Technologies Dept. Program Chair	Tel: 860-215-9403 e-mail: aanderson@threerivers.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

ITEM

Termination of a program in Laser/Fiber Optics Technology (LFOT) leading to an Associate in Science degree at Three Rivers Community College.

BACKGROUND

Summary

The Laser/Fiber Optics Technology program leading to an Associate in Science degree was initially offered at TRCC in 1994.

Rationale

In order to improve in enrollment in core LFOT courses and meet industry demands for this skillset, the core courses have been incorporated into the Electrical Engineering Technology program. This program has been renamed as Electrical, Laser and Robotics Engineering Technology in order to reflect the core technology content of the modified program. .

Phase Out/Teach Out Strategy

LFOT and EET students will continue with their specific Plan of Study based on their matriculation date into their program. On occasion course substitutions can be made available for student to move to the new program or finish out their current program. This is consistent with the current state of the programs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of an accredited program leading to a Master of Arts in Teaching degree at Central Connecticut State University to significantly modify courses.

A True Copy:

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

ITEM
Modification of an accredited program leading to a Master of Arts in Teaching degree at Central Connecticut State University

BACKGROUND
Summary
This MAT program modification provides greater efficacy and efficiency in teacher preparation by ensuring CCSU's MAT graduates are ready to meet the needs of diverse learners in Connecticut's classrooms. This program revision adds the additional certification shortage area of Special Education (K-12) to an already robust program, and accounts for a shift in the program design so that secondary education MAT candidates work alongside special education MAT candidates to collaborate in support of struggling learners in the general curriculum. This modification also adds the certification area of history/social studies (7-12), specifically in conjunction with the Holmes' Masters Program (https://secure.aacte.org/apps/rl/res_get.php?fid=2142&ref=rl) to support the recruitment and retention of MAT candidates from historically underrepresented groups. With the addition of history/social studies, all aspects of core secondary instruction will be reflected across the MAT tracks (English, Mathematics, Sciences, History/Social Studies, Spanish). Furthermore, the program redesign includes MAT competencies in disciplinary literacy and academic language, ensuring that all candidates feel prepared to meet secondary students' literacy and language demands specific to their discipline.

Need for the Program
The MAT program focuses on certifying teachers in areas in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2015-2016) include many of the existing and proposed MAT specializations: Comprehensive Special Education K-12, Mathematics 7-12, Science 7-12, and Spanish 7-12 (http://www.sde.ct.gov/sde/lib/sde/pdf/digest/c-3_teacher_shortage_area_notification_2015-16.pdf). Furthermore, the revised MAT program seeks to recruit and retain teacher candidates from historically underrepresented groups through the Holmes' Masters Program and minority teacher recruitment projects in partnership with Hartford Public Schools and Capitol Region Education Council. Teacher shortages in Connecticut are persistent, and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need for 1.5 million new teachers to fill the spots of retiring teachers (American Institutes for Research, 2015). Candidates who complete the revised MAT program will be "learner ready-day one" (EPAC, 2014), and will be in high demand in Connecticut school systems.

Curriculum
The revised MAT program includes an efficient redesign with only two additional credits of study and no additional cost to students (extra credits are taken during the spring semester in which students pay a flat rate for tuition). Candidates complete a structured sequence of courses, field experiences, and teacher research project in their field placement. Secondary education candidates complete a core program of 25 credits and specializations of 18 credits in English, Mathematics, Sciences, Spanish, or History/Social Studies (new). Their capstone sequence includes 6 credits of designing, conducting, and reporting a teacher research project in their host school for a total of 49 credits toward the Master of Arts in Teaching degree and recommendation for initial licensure for a Connecticut teaching certificate in their specialization area (grades 7-12). Special education candidates complete a core program of 19 credits with a 24-credit specialization in Special Education

(new). Their capstone sequence includes 6 credits of designing, conducting, and reporting a teacher research project in their host school for a total of 49 credits toward the Master of Arts in Teaching degree and recommendation for initial licensure for a Connecticut teaching certificate in Special Education (K-12).

Revised learning outcomes:

Graduate students in the program will:

1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
2. Create an inclusive and culturally responsive learning environment.
3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.
4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.
5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.
6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Measured by the following program assessments:

Assessment 1: Measures Content Knowledge—State Licensure Examinations: Praxis Core and Praxis Subject Test or ACTFL OPI and WPT (Praxis Core prior to admission for all candidates, Praxis Subject for secondary candidates prior to admission and upon program completion for Special Education candidates. Foundations of Reading Test for Special Education candidates prior to program completion.) LO #1

Assessment 2: Measures Content Knowledge—Transcript Analysis: prior to admission; specific content requirements for each area as defined by CSDE and CAEP SPAs. LO #1

Assessment 3: Measures Planning—Unit Plan: at the completion of the methods sequence, end of fall semester. LO #1, 2, 4

Assessment 4: Measures Learning Outcomes in the Field—Student Teacher/Intern Evaluation: formatively assessed during summer and fall field experiences; summative assessment at the conclusion of the student teaching/internship semester. LO #1, 2, 3, 4, 5, 6

Assessment 5: Measures Effect on Student Learning—edTPA with local evaluation: assessed at the completion of the student teaching semester. LO #1, 2, 3, 4, 5

Assessment 6: Measures Planning and Instruction to Support Language and Literacy (Program Choice)—Video Analysis: assessed at the completion of the fall semester field experience. LO #3, 4, 5, 6

STAFF REPORT   **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Students
The revised MAT program will seek to selectively admit approximately 25-30 full-time students each year. Admitted students proceed as a cohort group to complete program requirements. A part-time model for the revised MAT is in development.

Faculty
The revised MAT program will be taught by both full-time as well as adjunct faculty. New certification area courses (Special Education K-12 and History/Social Studies) will utilize existing resources; for example the additional courses will be taught by full-time faculty in the Special Education and Interventions Department and the History Department.

Learning Resources
The revised MAT program will take full advantage of the learning resources available on campus, including, but not limited to: Elihu Burritt Library digital resources and curriculum laboratory (third floor of library). MAT faculty will make use of all supports available through the Instructional Design and Technology Resource Center. Students will benefit from the support of the IT Help Desk. Students and faculty will utilize Blackboard Learn features to supplement face-to-face instruction.

Facilities
Students in the revised program will benefit from the full range of campus facilities. Courses will be held onsite primarily in Henry Barnard Hall and Social Sciences Hall. Course instruction will be supplemented with Blackboard Learn. The program will also benefit from the Elihu Burritt Library facilities as well as library online resources. Students will complete internships in local school districts, with full access to each district's resources for professional development.

Fiscal Note
As described in the table below, the program will generate substantial revenue.

PROJECTED Enrollment	First Term Year 1		First Term Year 2	
	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	0	0	0	0
New Students *(first time matriculating)*	21	0	28	0
Continuing *(students progressing to credential)*	0	0	0	0
Headcount Enrollment	21	0	28	0
Total Estimated FTE per Year	21		28	

PROJECTED Program Revenue	Year 1		Year 2	
Entire program - Revenue	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$194,922	$0	$259,896	$0
Program-Specific Fees	$134,379	$0	$179,172	$0
Other Rev. *(Annotate in text box below)*				

Total Annual Program Revenue	$329,301	$439,068

PROJECTED Expenditures*	Year 1		Year 2	
Entire program - Expenditures	Number *(as applicable)*	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	0.1	$11,211	0.1	$11,211
Faculty *(Full-time, total for program)*	0.71	$83,087	0.71	$83,087
Faculty *(Part-time -total for program)*	10.67	$62,200	10.67	$62,200
Support Staff				
Library Resources Program				
Equipment *(List as needed)*				
Other (e.g. student services)		$5,000		$3,000
Estimated Indirect Cost *(e.g. student services, operations, maintenance)*				
Total ESTIMATED Expenditures		$161,498		$159,498

Review of Documents:
- a) Connecticut State Board of Education- Approved 4/6/16
- b) Campus Review- Approved by Faculty Senate 2/22/16
- c) Campus Budget and Finance- Approved by Provost; spring 2016 academic semester
- d) Academic Council- Approved 5/11/16

Accreditation:

The Master of Arts in teaching program is currently accredited under NCATE/CAEP until August 1, 2017. The revisions to the program are authorized by the Connecticut State Department of Education and deemed appropriate until the next accreditation cycle. The program will adhere to best practices with regard to meeting national accreditation requirements for the MAT, when set by CAEP. Additionally, the program will continue to meet Connecticut State Department of Education program approval requirements.

5-11-2016 – Academic Council
6-3-2016 – BOR Academic & Student Affairs
6-16-2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: NEASC 5-year report 2013

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Original Program Characteristics

CIP Code No.: 13.0101   Title of CIP Code: MAT Program
CIP Year: 2010
Name of Program: Master of Arts in Teaching
Degree: Title of Award *(e.g. Master of Arts)* Master of Arts
Certificate: *(specify type and level)* Master's Degree
Date Program was Initiated: May, 2008
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)*: min. 30 credits

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Original Program Credit Distribution
Cr in Program Core Courses: 41
Cr of Electives in the Field: 0
Cr of Free Electives: 0
Cr Special Requirements *(include internship, etc.):* 6
Total # Cr in the Program *(sum of all #Cr above)*: **47**
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 47

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

X Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)

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

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Modified Program Characteristics
Name of Program: Master of Arts in Teaching
Degree: Title of Award *(e.g. Master of Arts)* Master of Arts
Certificate [1]: *(specify type and level)* Master's Degree
Program Initiation Date: 5/30/2017
Modality of Program: On ground   Online   X Combined
    If "Combined", % of fully online courses? Less than 10%
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: min. 30 credits
Other:

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Modified Program Credit Distribution
Cr in Program Core Courses: 43
Cr of Electives in the Field: 0
Cr of Free Electives: 0
Cr Special Requirements *(include internship, etc.):* 6
Total # Cr in the Program *(sum of all #Cr above)*: **49**
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 45

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If program modification is concurrent with discontinuation of related program(s), please list for such program(s):
Program Discontinued: CIP: DHE# (if available):   Accreditation Date:
Phase Out Period   Date of Program Termination

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP, 2020
- If program prepares graduates eligibility to state/professional license, please identify: Initial Educator Certificate, Connecticut State Department of Education

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

Institutional Contact for this Proposal: Dr. Sally Drew	Title: Director of MAT Program, Asst.	Tel.: 860-832-2416 e-mail: drewsav@ccsu.edu

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

	Professor	

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

BOR Sequence Number (to be assigned):
Approved 2010 CIP Code No. [2] (if applicable)   Title of CIP Code
Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:
Conditions for Approval (if any)

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION
(Please Complete Sections as Applicable)

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

The existing Master of Arts in Teaching (MAT) program at Central Connecticut State University (CCSU) is an exceptional teacher preparation program, having produced over a hundred highly qualified beginning secondary teachers in the last seven years. Research suggests that as many as one of every two teachers leave the profession by year five (Ingersoll, 2012). MAT candidates have proven to stay in the profession, and in Connecticut. More than 90 percent of the program's graduates are currently teaching, most in Connecticut, with a small portion teaching in Hawaii, Alaska, Indiana, Thailand, Germany, and Canada. Like many other states, Connecticut faces a persistent attrition rate for new teachers. That said, CCSU MAT graduates are staying in the profession in higher percentages than this national statistic demonstrates.

The increased diversity of today's classrooms coupled with increased accountability pressures on both K – 12 teachers and the programs that prepare them require teacher preparation that is effective, creative, and resource-efficient. Historically, teacher preparation programs prepare general and special education teachers separately (King-Sears, Carran, Dammann, & Arter, 2012). However, the evolving demands of classrooms and teacher accrediting bodies (CAEP, EPAC) require that general educators gain the knowledge and skills to teach *all* students, including struggling learners and students with disabilities. Additionally, recent changes to teacher preparation standards for special educators (CEC, 2012) and the changing roles that special educators play in K-12 schools require an enhanced focus on special educators' curricular content knowledge historically required solely for general education teachers.

This MAT program revision provides greater efficacy and efficiency in teacher preparation by ensuring CCSU's MAT graduates are ready to meet the needs of diverse learners in Connecticut's classrooms. In that 81% of students with disabilities are enrolled in general education classrooms for between 40 and 79% of their day (U.S. Department of Education, 2014), general education teachers must be prepared to teach struggling learners and students with disabilities. Likewise, special education teachers must be prepared to meet their students' needs within the content classroom. This program revision adds the additional certification shortage area of Special Education (K-12) to an already robust program, and accounts for a shift in the program design so that **secondary education MAT candidates work alongside special education MAT candidates to collaborate in support of struggling learners in the general curriculum.**

The second addition of the history/social studies certification area within the MAT is also necessary for all major content areas to be represented in the program for co-planning purposes. With the addition of history/social studies, all aspects of core secondary instruction will be reflected across the MAT tracks (English, Mathematics, Sciences, History/Social Studies, Spanish). Furthermore, the program redesign includes MAT competencies in disciplinary literacy and academic language, ensuring that all candidates feel prepared to meet secondary students' literacy and language demands specific to their discipline. With the adoption of the new Connecticut Social Studies Framework, there is a need for well-prepared history and social studies teacher-leaders who can teach history/social studies within this new paradigm and integrate literacy in service of content learning. Furthermore, MAT history/social studies candidates will be recruited from historically underrepresented groups to participate in CCSU's Holmes Master's Program. The Holmes Master's Program (via the American Association of Colleges for Teacher Education AACTE) supports exceptional teacher candidates at the Master's level from historically underrepresented groups interested in pursuing a career in teaching. Recognition and support is provided through a national network of mentorship, job application preparation and job prospects, as well as leadership and professional development opportunities. The Holmes Scholar program affiliated with CCSU's MAT Program in History/Social Studies will be selective (no more than 5 candidates per cohort) in order to uphold financial assistance and intensive support and training for the Holmes Scholar, which extends above and beyond the already intensive MAT program requirements. The inclusion of this track within the already existing MAT program will support Connecticut's State Department of Education efforts with minority teacher

recruitment.
(http://www.sde.ct.gov/sde/lib/sde/pdf/alliance_districts/convening/update_on_minority_teacher_recruitment.pdf)

Finally, all candidates participate in a robust year-long internship designed in collaboration with local district partners. CCSU has two particular district partners that have committed specifically to the success of the revised MAT program. The districts of Hartford (an alliance district) and CREC are current partners with CCSU in minority teacher recruitment projects. The MAT program will continue to actively recruit minority teacher candidates. MAT minority teacher candidates across disciplines will participate in an intensive minority teacher candidate internship program with our partner districts receiving state funds to support minority teacher recruitment. Minority MAT candidates will benefit from this year-long internship in partner schools with additional mentorship and professional development opportunities provided. All candidates will also be supported in finding teaching jobs in the partnering districts the following year. This specific focus addresses the State Board of Education's goal to increase the racial and ethnic diversity of the education workforce in Connecticut.

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 MAT program focuses on certifying teachers in areas in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2015-2016) include many of the existing and proposed MAT specializations: Comprehensive Special Education K-12, Mathematics 7-12, Science 7-12, and Spanish 7-12 (http://www.sde.ct.gov/sde/lib/sde/pdf/digest/c-3_teacher_shortage_area_notification_2015-16.pdf). Teacher shortages in Connecticut are persistent, and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need for 1.5 million new teachers to fill the spots of retiring teachers (American Institutes for Research, 2015). Candidates who complete the revised MAT program will be "learner ready-day one" (EPAC, 2014), and will be in high demand in Connecticut school systems.

Since its inception, the MAT program has consistently fielded inquiries from nearly 100 new prospective candidates a year. The program has been able to recruit and admit approximately one quarter of interested students per academic year. The revised MAT program addresses additional certification areas (Special Education and History/Social Studies), which allow us to serve candidates in shortage areas, including minority applicants, we were unable to serve in the past. Furthermore, we anticipate that, in the next couple of years, the revised MAT program will be offered in a part-time format, which may meet the need of qualified applicants who cannot afford to take a full year's hiatus from full-time employment.

- 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?

Central Connecticut State University (CCSU) is a regional, comprehensive public university dedicated to learning in the liberal arts and sciences, and to education for the professions. CCSU offers Connecticut citizens access to academic programs of high quality and serves as a responsive and creative intellectual resource for the people and institutions of our state's capital region. The university mission (http://www.ccsu.edu/about/mission/index.html) states that CCSU is a community of learners dedicated to teaching and scholarship. CCSU's mission focuses on development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible and successful citizens. We aspire to be the premier public comprehensive university in Connecticut with teaching as its primary focus. CCSU identifies four elements of distinctiveness within the Connecticut State Colleges and Universities systems. The MAT program embodies three of those elements: *Workforce and State Economic Development* (in the exceptional preparation of teachers to fill state shortages), *Community Engagement* (through partnerships with local school district communities who support the program's preparation of MAT candidates and then hire them as first year teachers), and *Interdisciplinary Studies and Cross-Curricular Initiatives* (with the collaboration across and among CCSU schools: the School of Education & Professional

Studies [SEPS], College of Liberal Arts & Social Sciences [CLASS], School of Engineering, Science & Technology [SEST], and School of Graduate Studies).

The revised MAT program is not only consistent with the university's mission and vision, but also with CCSU's historic role in the exceptional preparation of state residents for the teaching professions and for service to Connecticut's schools. Founded in 1849 as the New Britain Normal School, CCSU is Connecticut's oldest publically-supported institution of higher education. The school was moved to the present campus in 1922 and became Teachers College of Connecticut in 1933 when it began offering four-year baccalaureate degrees. After extensive growth and expansion, including the approval to grant degrees in the liberal arts, the college was renamed Central Connecticut State College in 1959. The present name, Central Connecticut State University, was conferred in 1983 to recognize the institution's change in commitment, mission, strategy, and aspiration, including extensive offerings at the graduate level. The revisions to the MAT program expand the program to address additional teacher shortage areas and prepare secondary and special education candidates to better meet the needs of struggling learners and students with disabilities in the general education classroom.

The revised MAT program benefits from the expertise of faculty from across campus (SEPS, CLASS, SEST) integrating teachers with special expertise drawn from partner school settings into the MAT faculty. This partnership among program faculty allows for a simultaneous renewal of the program, university schools and departments, as well as the partner schools in which our candidates are placed.

The proposed program revisions to the MAT are consistent with the mission of the School of Education and Professional Studies: "to encourage the development and application of knowledge and ideas through research and outreach activities, guided by the purpose of preparing leaders for service in diverse communities." The revised program will infuse evidence-based practice modules in disciplinary literacy created with the support of the Connecticut State Department of Education and the University of Florida's Center for Collaboration for Effective Education Development, Accountability, and Reform (CEEDAR). The program is also the first CCSU professional teacher preparation program to be developed under the auspices of the Central Teacher Education Committee (CTEC). CTEC is an interdisciplinary committee of University and community representatives who assemble to review, analyze, and provide input on all aspects of teacher education at CCSU. CTEC is charged with enhancing teacher preparation at CCSU through a shared vision of excellence and the integration of data analysis, feedback from partner districts, professional standards in teacher preparation, and consistent and rigorous standards across programs. The revised MAT program will be the first program to work in collaboration with CTEC to support better preparation of candidates in alignment with national and state teacher education reforms including:

- Infusing evidence-based practices for literacy and pedagogy into the MAT curricula as candidate outcomes (The CEEDAR Center at the University of Florida Innovation Configurations);
- Utilizing edTPA's formative assessment materials prior to the student teaching semester (Stanford Center for Assessment, Learning and Equity [SCALE]);
- Integrating the Council for the Accreditation of Educator Preparation's [CAEP's] new accreditation standards;
- Aligning to the Connecticut Educator Preparation Advisory Council's [EPAC's] guidelines for the preparation of beginning teachers in Connecticut;
- Approaching MAT candidates' unit and lesson planning through a Universal Design for Learning framework (www.cast.org/) that applies research-based principles to guide the design of learning environments and instruction to optimize accessibility and efficacy for diverse learners; and
- Piloting an emphasis on candidate mastery of High Leverage Practices guided by the work at the University of Michigan (TeachingWorks).

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

Because the revised MAT program is a graduate degree, the Board policy is not directly applicable, and no articulation agreements are anticipated. In this graduate certification program, undergraduate credits are evaluated for evidence that prospective students have met CSDE certification requirements in general education and content preparation. The MAT program will access credits from regionally accredited institutions to meet state certification requirements for general education and content area preparation.

- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided

The Connecticut State Department of Education lists a number of institutions in the state that offer graduate level certification programs in secondary shortage areas. The Guide to Approved Educator Preparation Programs in Connecticut (CSDE, 2015) summarizes the availability of graduate certification programs in all certification areas. The programs that are most similar to CCSU's MAT program are the master's level certification programs at University of Bridgeport, Quinnipiac University, University of New Haven, Eastern Connecticut State University, and the University of Connecticut's Teacher Certification Program for College Graduates. Despite the existence of these graduate certification programs as well as the current MAT program, significant shortages of teachers persist in several certification areas as well as in historically underrepresented groups. Since the shortage of teachers in certain areas has not been filled by the existing programs, the revised MAT program at CCSU will increase the supply of "learner-ready, day one" teachers for shortage areas. Furthermore, CCSU's revised MAT program has many unique features that distinguish it from other programs:

- *Geography*: CCSU is centrally located in Connecticut. The MAT program is unique in this part of the state.
- *History*: CCSU has the longest history of preparing educators in the state. Many residents are familiar with CCSU's programs and trust in its ability to effectively prepare educators.
- *Affordability*: The program offers a Master's degree and certification in 13-months. CCSU offers lower tuition for such a program than nearby private and research-intensive public universities.
- *Partnerships*: SEPS has a strong partnership structure to facilitate field experiences, student teaching, and subsequent job placements. CCSU's relationship with district partners promotes simultaneous renewal of the schools and the university, and presents many opportunities for job placement for our graduates.
- *Supervision*: MAT candidates participate in robust, supervised clinical experiences within partner school settings. Most competing programs do not offer the same quality and quantity of supervised field experiences within the duration of a 13-month program.
- *Evidence-based*: Integration of evidence-based practices to meet the needs of all students with the **co-preparation of special educators and secondary educators**. The revised MAT program is the first program in the state to implement this approach.
- *Content pedagogy*: The revised MAT includes three content-specific methods courses addressing high leverage practices specific to the discipline, which is unique in the state. Many other 13-month programs offer only one or at most two content-specific methods courses within the MAT.
- *Assessment literacy*: The revised MAT program features a designed capstone to take candidates through a complete 'teacher-researcher' process of data analysis and intervention design, implementation, and assessment. The process will mimic that which practicing teachers go through within the teacher evaluation, induction, and data team process.
- *Tripartite approach*: CCSU uses a tripartite approach to excellence in the preparation of beginning teachers. The following three entities work together through CTEC to renew and guide teacher preparation: SEPS, CLASS/SEST, and public school partners.

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

As mentioned above, the MAT program focuses on certifying teachers in areas in which the state has faced a

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2015-2016) include many of the existing and proposed MAT specializations: Comprehensive Special Education K-12, Mathematics 7-12, Science 7-12, and World Languages 7-12 (http://www.sde.ct.gov/sde/lib/sde/pdf/digest/c-3_teacher_shortage_area_notification_2015-16.pdf). Teacher shortages in Connecticut are persistent, and are expected to increase with the growing number of teacher retirements in the next decade. According to Connecticut's Department of Labor (http://www1.ctdol.state.ct.us/lmi/projections2012/Education.asp), secondary teachers (middle and high school) are "in demand" and will continue to be for the next decade. Graduates who complete the revised MAT program will be "learner ready-day one" (EPAC, 2014), and will be in high demand in Connecticut school systems.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.*

The overarching goal of the MAT redesign is to prepare beginning secondary and special educators with exceptional skills at collaborating to support struggling learners in the general curriculum. The revised program enables both groups to meet professional and certification standards, while building a culture of collaboration that fosters the mastery of a core set of high leverage practices to support a range of learners—especially struggling learners—across secondary disciplines. In that, there are four specific program modifications from the originally approved program (see Table 1 that follows bulleted list):

(1) Add Special Education certification track (K-12)
- 5 new courses (15 credits) specific to special education candidates (developmental reading, literacy and content special education methods, advanced special education assessment, and special education case management and the law)

(2) Add History/Social Studies certification track (7-12)
- 3 new sections of courses (9 credits) specific to history/social studies candidates (high leverage content in the discipline, and content pedagogy I and II)

(3) Focus on high-leverage practices to support diverse learners
- 1 new course (3 credits) specific to each discipline (high leverage content in the disciplines of Math, English, Sciences, Spanish as well as History/Social Studies)
- New online modules embedded in existing courses on the following topics: Connecticut Core Standards, social emotional learning, dyslexia, strategies for meeting the needs of ELLs)

(4) Redesign existing courses to build in collaborative practices among secondary candidates and special education candidates by the infusion of evidence-based practices, especially for literacy and academic languages within the disciplines (CEEDAR, 2015) through the lens of Universal Design for Learning (Rose, 2002).
- Modify course titles, descriptions, and syllabi to include: evidence-based practices, disciplinary literacy and academic language, MTSS, data-driven practice and assessment literacy, tiered approach to creating productive learning environments/classroom management, integration of technology and Universal Design for Learning

Table 1: Program Modifications Overview

Semester	Existing Program	Revised Program
First Summer Session (Year 1)	MAT 510 Research on Teaching Diverse Learners (5 cr.)	**ALL CANDIDATES** MAT 510 Research on Teaching Diverse Learners (5 cr.)
	MAT 511 Introduction to Special Education (1 cr.)	MAT 511 Introduction to Special Education (1 cr.)
		Online module: social emotional learning (0 cr.)

	MAT 551 Perspectives on Educational Policy and Practice (3 cr.)	**SECONDARY ONLY** MAT 519 High Leverage Content in Discipline (3 cr.)	**SPECIAL EDUCATION ONLY** RDG 508 for special education candidates (3 cr.) [already exists]
	9 credits	9 credits	
Second Summer Session (Year 1)	MAT 520 Design and Delivery of Instruction (4 cr.) with field experience MAT 529 Content Pedagogy in the Certification Area I: Mathematics, Science, Spanish, English (3 cr.)	**ALL CANDIDATES** MAT 520 Design and Delivery of Instruction (4 cr.) with field experience Online module: CT Core Standards (0 cr.)	
		SECONDARY ONLY MAT 529 Content Pedagogy for secondary candidates I. (3 cr.)	**SPECIAL EDUCATION ONLY** MAT 516 Special Education Literacy Methods and Evidence-based Practices (3 cr.)
	7 credits	7 credits	
Fall Session	MAT 530 Meeting the Needs of Special Learners in the Classroom (3 cr.) MAT 533 Field Experience in the Certification Area: Mathematics, Science, Spanish, English (3 cr.) Two days weekly supervised field experience. University supervisor observations and seminar. MAT 534 Creating Productive Learning Environments (3 cr.) MAT 532 Research I: Reading and Designing Educational Research (3 cr.) This is the first half of the program capstone. (Plan E) MAT 531 Addressing Literacy and Language Issues in the Classroom (3 cr.) MAT 539 Content Pedagogy in the Certification Area II: Mathematics, Science, Spanish, English (3 cr.)	**ALL CANDIDATES** MAT 530 Meeting the Needs of Special Learners in the Classroom (2 cr.) LING 521 ELL Strategies intensive workshop early in semester (1 cr.) MAT 533 Field Experience in the Certification Area: Mathematics, Science, World Languages, English, History/Social Studies, Special Education (3 cr.) Two days or four mornings weekly supervised field experience. University supervisor observations and seminar. Planning for teacher work sample. Secondary and Special Education Collaborative Projects. MAT 534 Creating Productive Learning Environments (3 cr.). Collaborative Projects. MAT 532 Intervention Capstone I. (3 cr.) Data-driven practice, assessment literacy, and teacher research. Data-based intervention design. This is the first half of the program capstone. (Plan E) Online dyslexia module (0 cr.) [already exists]	
		SECONDARY ONLY MAT 531 Addressing Literacy and Language Issues in the Classroom (3 cr.) MAT 539 Content Pedagogy for Secondary II (3 cr.)	**SPECIAL EDUCATION ONLY** MAT 517 Special Education Content Methods and Evidence-based Practices (3 cr.) MAT 515 Advanced Assessment in Special Education (3 cr.)
	18 credits	18 credits	
Spring Session	MAT 540 Internship in the Certification Area: Mathematics, Science, Spanish, English (6 cr.) Student Teaching.	**ALL CANDIDATES** MAT 540 Internship in the Certification Area: Mathematics, Science, World Language, English, Special Education, History/Social Studies. (6 cr.) (Student Teaching) MAT 541 Internship Seminar (3 cr.)	

	MAT 541 Internship Seminar (1 cr.) Cross disciplinary seminar. Attention to progress in intervention study. MAT 542 Assessment of Student Learning (3 cr.)	Cross disciplinary seminar. Attention to progress in intervention study, teacher work sample, and educational technology.	
		SECONDARY ONLY MAT 551 Perspectives on Educational Policy and Practice (3 cr.) (fully online course completed early in the semester)	**SPECIAL EDUCATION ONLY** MAT 566 Special Education Case Management (3 cr.) (advanced study of IEPs and the law)
	10 credits	12 credits	
First Summer Session (Year 2)	MAT 550 Research II: Conducting and Reporting Action Research (3 cr.) This is the second half of the program capstone. (Plan E)	**ALL CANDIDATES** MAT 550 Intervention Capstone II (3 cr.) Data-based intervention analysis and conclusions. This is the second half of the program capstone. (Plan E)	
	3 credits	3 credits	
Total Credits:	47	49* *No additional cost to students because additional credits during spring semester in which flat rate tuition applies	

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

The MAT program is both an interdisciplinary graduate and teacher preparation program, and therefore its operation is governed by several groups beyond the typical department and school structure. These governing groups include the Dean of the School of Education and Professional Studies (SEPS) [head of the CAEP/NCATE unit]; the Dean of the School of Graduate Studies; the Central Teacher Education Committee (CTEC); and the CCSU Graduate Studies Committee (GSC). Therefore, the MAT program receives supports across each of these groups (for example, GSC scholarships and research/travel funds for students, SEPS Dean's office support for recruitment and applications, CTEC advisory support for updating curriculum and assessment review).

The MAT program benefits significantly from the support of the Elihu Burritt Library at CCSU. Burritt Library contains nearly 100,000 square feet of assignable space with a seating capacity of 1500. A separate curriculum laboratory on the third floor includes a computer lab classroom, and over 100,000 instructional/children's books, media, software, study prints, recordings, and teaching aids. The library is open 84 hours a week when school is in session, but digital access is provided around the clock to any faculty member or registered student from both on and off campus through the library's home page. Patrons can access resources electronically, reserve and request materials from any of the libraries of the CSU system using the CentralSearch engine or other databases or catalogs (http://library.ccsu.edu/). If books or articles are not held by CCSU, students can access these materials digitally or in hard copy form through Interlibrary Loan. Students can request research support in person, via email, or live chat with a library media specialist.

The MAT program also benefits from the support of CCSU's Information Technology Department. The IT Department services include the Instructional Design and Technology Resource Center (IDTRC), IT Help Desk, Walk-in Support Center (for personally owned computers and campus technology), and smart classrooms across campus. Every member of campus, including students, receives a network account to access resources electronically. Thus, students have on or off campus access to email as well as library databases, Blackboard Learn course sites, registration, bill-paying, etc. through Central Pipeline. Faculty and students can work with the IDTRC on technology assistance and training for particular products or software. Center staff also support faculty and students with instructional design and the use of technology to support learning. The Center is equipped with the latest computers (Windows and Mac), and has available scanning devices and an interactive white board.

Space can be reserved in the Center for classes, workshops, webinars, and the development of media rich course enhancements (videos, podcasts, etc.).

The MAT program is also supported by the Office of School and Community Partnerships in SEPS. This office works with local districts and CTEC to foster mutually beneficial partnerships among CCSU's teacher preparation programs and local districts. The Office coordinates with the MAT Director to place MAT candidates in high quality summer school placements and year-long internships into student teaching placements. CTEC and The Office of School and Community Partnerships are advised by district partners, therefore district feedback on the MAT program and the preparation of its candidates will be ongoing and supportive in helping the program to provide candidates who are "learner-ready, day one" (Connecticut's Educator Preparation Advisory Council [EPAC], 2014).

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2012		First Term, Year 2013		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	18		17		18	
Returning Students						
ACTUAL Headcount Enrollment	18		17		18	
ACTUAL FTE per Year		18	17		18	
Size of Credentialed Group for Given Year	18		17		18	

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)[4]*						
Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses		All courses require admission to the MAT program		**Other Related/Special Requirements**		
MAT 510 Research on Teaching Diverse Learners (all)	1,2,6		5	MAT 540 Internship in the Certification Area: Student Teaching (all)	1-6	6
MAT 511 Introduction to Special Education (all)	1,4		1			
MAT 519 High Leverage Content in the Discipline (secondary only)	1		3			
RDG 508 Reading Instruction K-12 (special education only)	1,5		3			
MAT 520 Design and Delivery of Instruction with Field Experience (all)	2,4,6	MAT 510 (grade C or better)	4			
MAT 529 Content Pedagogy for Secondary Candidates I. (secondary only)	1,3,4	MAT 510 (grade C or better)	3			
MAT 516 Special Education Literacy Methods and Evidence-Based Practices (special education only)	1,3,4,5		3			
MAT 530 Meeting the Needs of Special Learners in the Classroom (all)	1,2,4	MAT 511, MAT 520 (C or better)	2			
MAT 531 Addressing Language and Literacy in the Classroom (secondary only)	5	MAT 520 (C or better)	3			
MAT 518 ELL Strategies (all)	4,5		1			
MAT 532 Intervention Capstone I. (all)	1-6		3			
MAT 533 Field Experience in the Certification Area (all)	1-6	MAT 520 and MAT 529 (C or better)	3			
MAT 534 Creating Productive Learning Environments (all)	2	MAT 520 (C or better)	3			
MAT 539 Content Pedagogy for Secondary Candidates II. (secondary only)	1,3,4	MAT 520 (C or better)	3			
MAT 517 Special Education Content Methods and Evidence-based	1,3,4,5		3			

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[4] **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.**

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

Practices (special education only)						
MAT 515 Advanced Assessment in Special Education (special education only)	1,3		3			
MAT 541 Internship Seminar (all)	1-6		3			
MAT 551 Perspectives on Educational Policy and Practice (secondary only)	1,6	MAT 510 (C or better)	3			
MAT 566 Special Education Case Management (special education only)	1,6		3			
MAT 550 Intervention Capstone II. (all)	1-6	MAT 532, MAT 540, MAT 541 (Grade C or higher)	3			
Core Course Prerequisites				**Elective Courses in the Field**		
Total Other Credits Required to Issue Modified Credential *49*						

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

Original learning outcomes:

Graduate students in the program will:
1. Possess strong knowledge of content, pedagogy, and students;
2. Use data, content knowledge, and pedagogical content knowledge to critically examine practice for the purpose of improving student learning;
3. Design and deliver instructional and assessment strategies that facilitate significant learning for all students;
4. Create a positive and supportive learning environment;
5. Act ethically, respectfully, and responsibly in work with students, families, and colleagues.

Revised learning outcomes:

Graduate students in the program will:
1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
2. Create an inclusive and culturally responsive learning environment.
3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.
4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.
5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.
6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Table 2: MAT Program Outcomes and Key Standards

Program Outcomes	CAEP Standards	Connecticut Common Core of Teaching	InTASC	SEPS Conceptual Framework
1. Possesses strong knowledge of content, content pedagogy, and learner development (typical and atypical).	**CAEP Standard 1** Candidates will develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline- specific practices flexibly to advance the learning of all students toward attainment of college- and career- readiness standards.	**CCT Domain 1** Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.	**InTASC Standard 1** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **InTASC Standard 4** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	I. The Educational Professional as Active Learner A. Possesses Content Knowledge in the Arts/Sciences and an Understanding of the Social Contexts of Schooling D. Engages in Habits of Critical Thinking and Problem-Solving
2. Creates an inclusive and culturally responsive learning environment.		**CCT Domain 2** Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	**InTASC Standard 2** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **InTASC Standard 3** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	II. The Educational Professional as Facilitator of Learning for All Students A. Applies Knowledge of Human Development Across the Life Span B. Respects and Values All Learners C. Addresses the Diversity of Learning Environments
3. Uses data, content knowledge, and evidence-based pedagogical content knowledge to critically examine		**CCT Domain 5** Teachers use multiple measures to analyze student performance and to inform	**InTASC Standard 6** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor	I. The Educational Professional as Active Learner B. Demonstrates General Pedagogical Knowledge

practice for the purpose of improving student learning.		subsequent planning and instruction.	learner progress, and to guide the teacher's and learner's decision making.	C. Possesses Content-Specific Pedagogical Knowledge D. Engages in Habits of Critical Thinking and Problem-Solving II. The Educational Professional as Facilitator of Learning for All Students D. Understands the Learning Process and Applies Instructional and Assessment Strategies and Technologies to Facilitate Learning
4. Designs and delivers instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.		**CCT Domain 3** Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 4** Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 5** Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.	**InTASC Standard 5** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **InTASC Standard 7** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **InTASC Standard 8** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	II. The Educational Professional as Facilitator of Learning for All Students D. Understands the Learning Process and Applies Instructional and Assessment Strategies and Technologies to Facilitate Learning
5. Designs, delivers, and assesses literacy/language strategies to deepen literacy and content learning within the discipline.		**CCT Domain 1.5** Teachers demonstrate understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing,	**InTASC Standard 7** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as	II. The Educational Professional as Facilitator of Learning for All Students D. Understands the Learning Process and Applies Instructional and Assessment Strategies and Technologies to

			knowledge of learners and the community context.	Facilitate Learning
			InTASC Standard 8 The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
		listening, speaking, viewing and presenting. **CCT Domain 3** Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 4** Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 5** Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.		
6. Acts collaboratively ethically, and responsibly to ensure student growth and advance the profession.		**CCT Domain 6** Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.	**InTASC Standard 9** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **InTASC Standard 10** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	III. The Educational Professional as Reflective and Collaborative Practitioner A. Makes Informed and Ethical Decisions B. Accepts Responsibility for Student Learning C. Engages in Opportunities for Professional Growth D. Collaborates with Colleagues, Families and the School Community

Across all outcomes:	**CAEP Standard 2,** Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P- 12 students' learning and development. **CAEP Standard 3, 4 & 5** Program quality is such that completers are prepared to teach effectively, contribute to expected level of student growth, and are recommended for certification.			

Table 3: MAT Summative Assessments

Type and Name of Assessment	Indicate the national and *CCT standards that align with each assessment		
	CCT Standards	**InTASC Standards**	**SPA Standards: CEC (Special Education MAT) and IL/PB (Secondary MAT)**
Assessments 1 and 2: CK 1. State Licensure Examinations: Praxis Core and Praxis Subject Test or ACTFL OPI and WPT (Praxis Core prior to admission for all candidates, Praxis Subject for secondary candidates prior to admission and upon program completion for Special Education candidates. Foundations of Reading Test for Special Education candidates prior to program completion.) 2. Transcript analysis (prior to admission; specific content requirements for each area as defined by CSDE and CAEP ILPB, CEC SPAs)	**CCT Domain 1** Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.	**InTASC Standard 1** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **InTASC Standard 4** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**CEC Standard 1** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. **IL/PB Standard 1: Content Knowledge** Program assessments demonstrate candidates' knowledge of the content they plan to teach. Content has been defined by each SPA through a list of topics that address the discipline's knowledge base that must be evaluated as part of the transcript review.
Assessment 3: Planning Unit Plan (methods courses: fall semester)	**CCT Domain 3** Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 4** Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 5** Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.	**InTASC Standard 5** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **InTASC Standard 7** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **InTASC Standard 8** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**CEC Standard 5** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. **IL/PB Standard 2: Content Pedagogy** Program assessments demonstrate candidates' knowledge and skills in effective teaching strategies that make the discipline comprehensible to P-12 students. Each SPA has developed a brief list of topics that address discipline-specific content pedagogy.
Assessment 4: ST/Intern Eval Student Teaching Evaluations	**CCT Domain 2** Teachers promote student engagement, independence and interdependence in	**InTASC Standard 2** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that	**CEC Standard 2** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective

	learning by facilitating a positive learning community. **CCT Domain 6** Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.	enable each learner to meet high standards. **InTASC Standard 3** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. **InTASC Standard 9** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **InTASC Standard 10** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	learners and develop emotional well-being, positive social interactions, and self-determination. **CEC Standard 6** Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. **CEC Standard 7** Beginning special education professionals collaborate with families, other educators related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. **IL/PB Standard 3: Learning Environments** Program assessments demonstrate candidates' ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair, and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels. **IL/PB Standard 4: Professional Knowledge and Skills** Program assessments demonstrate candidates' knowledge of professional practices in their field and readiness to apply them
Assessment 5: Effect on Student Learning edTPA Plus Local Evaluation of Student Work (student teaching semester)	**CCT Domain 5** Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.	**InTASC Standard 6** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**CEC Standard 3** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. **CEC Standard 4** Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Assessment 6: Supporting Language and Literacy Development (Program Choice) Video Analysis (fall seminar)	**CCT Domain 1.5** Teachers demonstrate understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting. **CCT Domain 2** Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	**InTASC Standard 3** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. **InTASC Standard 7** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **InTASC Standard 8** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**CEC Standard 3** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. **IL/PB Standard 3: Learning Environments** Program assessments demonstrate candidates' ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair, and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources
(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

See attached.

CT Board of Regents for Higher Education
Modification of an Accredited Program <u>PRO FORMA</u> [1] BUDGET 1/20/12

Institution	CCSU			*Date*	10/23/2015

Proposed Program Master of Arts in Teaching (Modification), with Specializations in Mathematics, Science, English, Spanish, Social Studies, Special Education.

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers *(from other programs)*	0	0	0	0		
New Students *(first time matriculating)*	21	0	28	0		
Continuing *(students progressing to credential)*	0	0	0	0		
Headcount Enrollment	21	0	28	0		
Total Estimated FTE per Year	21		28			

PROJECTED Program Revenue	Year 1		Year 2			
Entire program - Revenue	Full Time	Part Time	Full Time	Part Time		
Tuition *(Do not include internal transfers)*	$194,922	$0	$259,896	$0		
Program-Specific Fees	$134,379	$0	$179,172	$0		
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$329,301		$439,068			

PROJECTED Expenditures*	Year 1		Year 2			
Entire program - Expenditures	Number *(as applicable)*	Expenditure	Number	Expenditure		
Administration *(Chair or Coordinator)*	0.1	$11,211	0.1	$11,211		
Faculty *(Full-time, total for program)*	0.71	$83,087	0.71	$83,087		
Faculty *(Part-time -total for program)*	10.67	$62,200	10.67	$62,200		
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)		$5,000		$3,000		
Estimated Indirect Cost *(e.g. student services, operations, maintenance)*						
Total ESTIMATED Expenditures		$161,498		$159,498		

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

Please provide any necessary annotations:

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[1] This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

[1] This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in LAS/Liberal Studies leading to an Associate of Arts degree at Naugatuck Valley Community College to offer the program at their Danbury campus.

A True Copy:

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

ITEM
Offering of Naugatuck Valley Community College's (NVCC) Liberal Arts and Sciences (LAS) Associate degree program at the Danbury, CT campus.

BACKGROUND
<u>Summary</u>
NVCC currently offers the following programs at the Danbury campus:
- General Studies associate degree program
- Business Management associate degree program
- Administrative Support certificate program
- Business management certificate program

<u>Need for the Program</u>
-With the expansion into a new building at 190 Main St., Danbury, CT, greater opportunities for Danbury students to complete an associate degree in Liberal Arts and Sciences will provide greater transfer opportunities.

<u>Curriculum</u>
-No changes to existing LAS curriculum

<u>Students</u>
-Danbury students and Waterbury students wishing to complete some courses in Danbury

<u>Faculty</u>
-Existing; no additional faculty required

<u>Learning Resources</u>
-Existing; no additional library or tutoring staff required

<u>Facilities</u>
-Program will be offered as we move into new facilities at 190 Main St., Danbury, CT during the 2016-17 AY

<u>Fiscal Note</u>
-No additions to budget

<u>Accreditation:</u>
 -NEASC approval granted for Naugatuck Valley Community College to operate a full campus at 190 Main St., Danbury, CT.

5-11-2016 – Academic Council
6-3-2016 – BOR Academic & Student Affairs
6-16-2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: **Naugatuck Valley Community College**	Date of Submission to BOR Office: **May 2016**

Most Recent NEASC Institutional Accreditation Action and Date: **Continued Accreditation received April 19, 2013**

Original Program Characteristics CIP Code No. **240101** Title of CIP Code **LAS/Liberal Studies** CIP Year: 2000 or 2010 **X** Name of Program: **Liberal Arts & Sciences** Degree: Title of Award *(e.g. Master of Arts)* **Associate of Arts** Certificate: *(specify type and level)* Date Program was Initiated: **1970** Modality of Program: On ground Online **X** Combined If "Combined", % of fully online courses? **40%** Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **60-62**	**Original** Program Credit Distribution # Cr in Program Core Courses: 30-32 # Cr of Electives in the Field: 18 # Cr of Free Electives: 12 # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: 60-62 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60-62**

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

    Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)

    Significant Modification of Courses/Course Substitutions

X Offering of Program at Off-Campus Location (specify new location) **Danbury Campus, 190 Main Street, Danbury CT 06810**

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

    Change of Degree Title or Program Title

Modified Program Characteristics Name of Program: Degree: Title of Award *(e.g. Master of Arts)* Certificate [1]: *(specify type and level)* Program Initiation Date: Modality of Program: On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: Other:	**Modified** Program Credit Distribution # Cr in Program Core Courses: # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

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

Program Discontinued: CIP: DHE# (if available):   Accreditation Date:

Phase Out Period   Date of Program Termination

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

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

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

Institutional Contact for this Proposal: Irene Rios-Knauf Lisa Dresdner	Title: Dean of Academic Affairs Assoc. Dean, LABSS	Tel.: 203-575-8116 e-mail: irios-knauf@nv.edu Tel: 203-575-8004 e-mail: ldresdner@nv.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

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

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)*

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)*
- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources)* and of its distinctive character and/or location?
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided
- Please provide a description/analysis of employment prospects for graduates of this proposed program

Description of Modification *(Please provide a summary of the modifications to curriculum, 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

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year ____		First Term, Year ____		First Term, Year ____	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students						
Returning Students						
ACTUAL Headcount Enrollment						
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year						

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)[4]*						
Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

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

    1.

    2.

    3.

    4.

    5.

    6.

    7.

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[4] **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.**

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS
Two-Year Cost Effectiveness and Availability of Adequate Resources *(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Electrical Engineering Technology leading to an Associate of Science degree at Three Rivers Community College to modify courses and change the name to *Electrical, Laser and Robotics Engineering Technology*.

A True Copy:

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

ITEM
Modification: We have modified the Electrical Engineering Technology Associate in Science degree at Three Rivers Community College. This modification brings together the core technical courses for the Electrical Engineering Technology Associate in Science degree and the Laser/Fiber Optics Technology Associate in Science degree.   The Electrical Engineering Technology program is renamed Electrical, Laser and Robotics Engineering Technology. This reflects on the core technical content of the program.

BACKGROUND
Summary

For over 40 years, the Electrical Engineering Technology (EET) program has been supplying qualified technicians for Connecticut industry as well as for firms throughout the Northeast area. The Laser/Fiber Optics Technology (LFOT) Program has been in place for over 20 years and also serves industry throughout the Northeast. Enrollment in the LFOT program has always been light, but recent years have shown a further drop consistent with overall community college enrollments. This proposal combines the two technology programs and ensures that the college will continue to serve our constituent market needs. This will also serve to increase enrollment in individual EET/PHO courses. The program name change will reflect the new combined emphasis of the program.

Currently, Students in the EET program fall into three categories. Those working in the field and pursing the formal degree, those seeking to transfer to CCSU BSET program, and those seeking entry level positions in industry. Student enrollment is roughly equal in each category although recent program stats show that 45% of graduates pursue and advanced degree.

This proposal also brings the EET/LFOT course formats into alignment with Central Connecticut State University (CCSU) Engineering Technology Programs. The primary change is from a 3-hour lecture/2-hour Lab format to the 2-hour lecture/3-hour lab format used by CCSU. The TRCC EET program has enjoyed a successful articulation program with CCSU for many years. The change also allows the EET program to reconcile to the 60 credit limit requested by the BOR.

In Summary, the benefits of this program are threefold. Sustaining the LFOT core curriculum, aligning to CCSU course format and reconciling the overall program to 60 credits.

Need for the Program: The need for the programs will remain the same

Curriculum: The Curriculum will remain the same

Students: This modification will improve the skills of the Electrical Engineering Technology (EET) students by incorporating the core Optics and Laser courses from the Laser/Fiber Optics Technology Program (LFOT). This modification will better prepare EET and LFOT students for the position currently offered by area industry.

Faculty: We will continue with the same faculty as the same classes will be offered.

Learning Resources: There will be no need for additional learning resources.

Facilities: There will be no need for additional facilities.

Fiscal Note: No additional resources will be needed.

Review of Documents:
    a)   Campus Review
    b)   Campus Budget and Finance
    c)   Campus President
    d)   Academic Council
    e)   System Office

5-11-2016 – Academic Council
6-3-2016 – BOR Academic & Student Affairs
6-16-2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	**Date of Submission to BOR Office:** May 11, 2016

Most Recent NEASC Institutional Accreditation Action and Date: October, 2012

Original Program Characteristics CIP Code No. 150303 Title of CIP Code Electrical Engineering Technology AS CIP Year: 2000 or 2010 X Name of Program: Electrical, Laser and Robotics Engineering Technology Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science** Certificate: *(specify type and level)* Date Program was Initiated: 2/1/1974 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)*: 68	**Original Program Credit Distribution** # Cr in Program Core Courses: 65 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 65 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **68**

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

    Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)

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)

X Change of Degree Title or Program Title

Modified Program Characteristics Name of Program: Electrical, Laser and Robotics Engineering Technology Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science** Certificate [1]: *(specify type and level)* Program Initiation Date: Immediate 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)*: 60 Other:	**Modified Program Credit Distribution** # Cr in Program Core Courses: 60 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 0 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):
Program Discontinued: CIP: DHE# (if available):   Accreditation Date:
Phase Out Period   Date of Program Termination

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

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:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Institutional Contact for this Proposal: Jerry Ice	Title: Interim Dean of Academics	Tel.: (860) 215-9004 e-mail: JIce@trcc.commnet.edu

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

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)*

For over 40 years, the Electrical Engineering Technology (EET) program has been supplying qualified technicians for Connecticut industry as well as for firms throughout the Northeast area. The Laser/Fiber Optics Engineering Technology (LFOT) Program has been in place for close to 20 years and also serves industry throughout the Northeast. Enrollment in the LFOT program has always been light, but recent years have shown a further drop consistent with overall community college enrollments. This proposal combines the two technology programs and ensures that the college will continue to serve our constituent market needs. This will also serve to increase enrollment in individual EET/PHO courses. The program name change will reflect the new combined emphasis of the program.

Currently, Students in the EET program fall into three categories. Those working in the field and pursing the formal degree, those seeking to transfer to CCSU BSET program, and those seeking entry level positions in industry. Student enrollment is roughly equal in each category although recent program stats show that 45% of graduates pursue and advanced degree.

This proposal also brings the EET/LFOT course formats into alignment with Central Connecticut State University (CCSU) Engineering Technology Programs. The primary change is from a 3-hour lecture/2-hour Lab format to the 2-hour lecture/3-hour lab format used by CCSU. The TRCC EET program has enjoyed a successful articulation program with CCSU for many years. The change also allows the EET program to reconcile to the 60 credit limit requested by the BOR.

In Summary, the benefits of this program are threefold. Sustaining the LFOT core curriculum, aligning to CCSU course format and reconciling the overall program to 60 credits.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.*

Program name change from Electrical Engineering Technology to Electrical, Laser and Robotics Technology to align to the three major study areas of the Program and enhance the Program synergy and focus.

Incorporate additional Laser/Fiber Optics courses into the Electrical & Robotics in place of introductory CAD and TCN Projects course. CAD design specific to focus areas has been incorporated into the EET courses e.g. MultiSim, LabView, PLC programming, and C/C like languages. Several courses require projects with reports. EET 266 Advanced Controls and Robotics serves as a capstone course with student projects which are presented at an Industrial Advisory Board meeting each year. Specific curriculum changes are summarized below.

Admission is standard TRCC acceptance with no special program requirements.

Graduation is based on completing the Plan of Study.

No additional support by the college is required beyond the current level. There has been a consolidation of space between the EET and LFOT programs. Some older equipment may need to be put into surplus.

Modifications to the Program are shown in the TRCC Plan of Study Change Form below.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

CURRENT			ADD+/ CHANGE/ DELETE	PROPOSED For Academic Yr__2016/17_____		
CR #	Course Description	Credit		CR #	Course Description	Credit
SEMESTER I				**SEMESTER I**		
CAD K106/7	Introduction to Computer-Aided Drafting w/Lab	3	Change	PHO 101 (PHY103)	Introduction to Light and Lasers	3
EET K105	Electric Circuits and Systems	3	Change*	EET K105	Electric Circuits and Sys	3
EET K106	Lab, Electric Circuits and Systems	1	Change*	EET K105	Lab, Electric Circuits and Systems	0
ENG K101	Composition	3		ENG K101	Composition	3
	Physics Elective PHY K114, PHY K115 or PHY 103	4	Change		Physics Elective PHY K114, PHY K115	4
	Total	14			Total	13
SEMESTER II				**SEMESTER II**		
EET K119	Advanced Circuits and Systems	3	Change*	EET K119	Advanced Circuits and Sy	3
EET K120	Lab, Advanced Circuits and Systems	1	Change*	EET K119	Lab, Advanced Circuits and Systems	0
EET K134	Electronics I	3	Change**	EET K134	Electronics I	3
EET K135	Lab, Electronics I	1	Change**	EET K134	Lab, Electronics I	0
ENG K202	Technical Writing	3		ENG K202	Technical Writing	3
MAT K186	Precalculus	4		MAT K186	Precalculus	4
			Add*	PHO K240	Introduction to Laser Technology	3
			Add*	PHO K240	Lab, Introduction to Laser Technology	0
	Total	15			Total	16
SEMESTER III				**SEMESTER III**		
EET K254	Digital Electronics	3	Change**	EET K254	Digital Electronics I	3
EET K255	Lab, Digital Electronics	1.5	Change**	EET K254	Lab, Digital Electronics	0
EET K264	Data Acquisition and Control	3	Change*	EET K264	Data Acquisition and Control	3
EET K265	Lab, Data Acquisition and Controls	1	Delete	EET K264	Lab, Data Acquisition and Controls	0
EET K274	Electronic Communication Systems	3	Change*	EET K274	Electronic Communication Systems	3
EET K275	Lab, Electronic Communication Systems	1	Change*	EET K274	Lab, Electronic Communication Systems	0
MAT K167	Principles of Statistics	3		MAT K167	Principles of Statistics	3
	Fine Arts Elective	3			Fine Arts Elective	3
	Total	18.5			Total	15
SEMESTER IV				**SEMESTER IV**		
	Humanities/Social Sciences Elective	3	Delete			
EET K258	Microprocessors & Controls	3	Change*	EET K258	Microcomputers	3
EET K259	Lab, Microprocessors and Controls	1.5	Change*	EET K258	Lab, Microprocessors and Controls	0
EET K266	Advanced Controls and Robotics	3	Change*	EET K266	Advanced Controls and Robotics	3
EET K267	Lab, Advanced Controls and Robotics	1	Change*	EET K266	Lab, Advanced Controls and Robotics	0
TCN K291	Interdisciplinary Capstone Project	3	Change*	PHO 103	Applied Optics	4
	Humanities/Social Sciences Elective	3			Humanities/Social Sciences Elective	3
	Humanities/Social Sciences Elective	3			Humanities/Social Sciences Elective	3
	Total	20.5			Total	16
	Grand Total	68			Grand Total	60

Program of Study: Electrical, Laser and Robotics Engineering_____ Associate__X__Certificate_____

Dept:_Technology_____ Contact(Dept. Chair) _Allan Anderson_____Curriculum Committee Date: 3/4/16

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2015-2016				First Term, Year 2014-2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	1	1	1	5	2	3
New Students	7	5	9	7	11	4
Returning Students	21	37	22	35	32	32
ACTUAL Headcount Enrollment	29	43	32	47	45	39
ACTUAL FTE per Year	50		56		63	
Size of Credentialed Group for Given Year	19		15		21	

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)[3]*						
Course Number and Name [4]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
Please see TRCC Plan of Study change form above.	All			None		
No change to prerequisites, see below core prerequisites						
Course content and activities seek to address all L.O. Specific emphasis is determined by the instructor.						
Core Course Prerequisites				**Elective Courses in the Field**		
No change to core prerequisites						
K105 Intro to Electrical Circuits and Systems a core perquisite for all other EET courses				None		
MAT 137 Intermediate Algebra is a core perquisite for most EET/PHO courses						
PHO 101 Intro to Light and Lasers is a core perquisite for PHO 102 Applied Optics						
Total Other Credits Required to Issue Modified Credential						

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

Upon completion of the Plan of Study, Students will:

1. understand and apply technical concepts relating to electrical, optical and robotic systems including fabrication, measurement, analysis and maintenance of systems and subsystems.
2. combine oral, technical and written communication skills to present and exchange information effectively and to direct activities involving electrical, laser and robotics technology.
3. demonstrate the ability to use appropriate mathematical, computational and technical-thinking skills needed for engineering technology applications.
4. illustrate an ability to think critically and identify, evaluate and solve complex technical and non-technical problems; demonstrate creativity in designing problem solutions; and conduct and interpret experimental data and outcomes.
5. practice the skills needed to work effectively in teams and as an individual.
6. describe concepts relating to quality, timeliness and continuous improvement.
7. recognize actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty and social responsibility.

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resource

Estimated Program Revenue		Year 1		Year 2		Year 3	
		Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition[2] *(Do not include internal transfers)*		$154,736	$16,379	$154,736	$16,379	$154,736	$16,379
Program Specific Fees[3]		$44,000		$44,000		$44,000	
Other Rev. *(Annotate in text box below)*							
Total Annual Program Revenue		$215,115		$215,115		$215,115	
PROJECTED Rev. *(at Licensing)*							
Dif. ACTUAL-PROJECTED							

Estimated Expenditures*	Baseline (AY 2014/15)		Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	1	$4,989	1	$4,989	1	$4,989	1	$4,989
Faculty *(Full-time, total for program)*	2	$162,480	2	$162,480	2	$162,480	2	$162,480
Faculty *(Part-time, total for program)*cr-hrs	15	$24,945	15	$24,945	15	$24,945	15	$24,945
Support Staff EA (part-time lab support)								
Library Resources Program								
Equipment *(List if needed)*				$20,000		$20,000		$20,000
Other (e.g. student services)								
Estimated Indirect Cost (e.g. student services, operations, maintanance)								
Total Annual Expenditures		$192,414		$212,414		$212,414		$212,414

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Psychology, Concentration: Research leading to a Bachelor of Science degree at Southern Connecticut State University to change the name to *Psychology*.

A True Copy:

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

ITEM
Modification and change of name of a program in Psychology leading to Bachelor of Science degree at Southern Connecticut State University.

BACKGROUND
Summary
The Psychology department at SCSU currently offers three degree programs: a B.A. in Psychology (General), a B.A. in Psychology with a concentration in Mental Health, and a B.S. in Psychology with a concentration in Research. This proposal involves a modification to the B.S. in Psychology: Research program. The program will be renamed **B.S. in Psychology**, and will allow students to focus on one of three major areas of study: Behavioral Neuroscience, Cognitive Science, and Applied Psychology & Assessment.

The revised B.S. in Psychology will be compatible with the new TAP Psychology Pathway. The TAP pathway will allow seamless transfer from any Connecticut Community College, with 12 credits in Psychology fulfilling requirements of the B.S. program.

Need for the Program
The B.S. in Psychology: Research program has been in place for many years. The program was designed to provide students with both a broad base of knowledge in Psychology and additional coursework in data gathering and analysis techniques. It also includes an internship, allowing students to gain hands-on experience in professional research settings. Students graduating with the B.S. in Psychology: Research degree found success in admission to graduate programs in Psychology and in employment in area research labs and companies.

Despite the strengths of the B.S. program, it has been underutilized by students. Our assessments of the program were that 1) the name "Research" simply failed to draw interest, 2) the goals of the program were not well-defined to students, and 3) the structure of the program was too rigid, making it difficult for students to switch into the program as juniors (e.g. transfer students and students with a different major or another Psychology concentration).

The proposed revision includes a name change, and also includes subtle (sub-threshold) yet crucial modifications to the course requirements that will allow students in the B.S. program to follow a coherent plan of study that aligns with their specific interests within psychology.

In particular, we have identified specific STEM-based areas of psychology to highlight in the program, owing to their relevance to the field, potential for graduate program acceptance, student interest, employment opportunities, and consistency with our current departmental resources. These are: **Behavioral Neuroscience (BNS)**, **Cognitive Science (CS)**, **Applied Psychology**, and **Assessment**. (For organizational purposes, we are combining Applied and Assessment into one group, **AP&A**.) The proposed program will offer informal tracks for each of these, consisting of recommended courses within the overall program.

Curriculum
The program is structured with a set of course groupings within Psychology, and a set of cognate courses outside of Psychology.

Group 1: PSY 100 - Introduction to Psychology - (Fulfills LEP Mind & Body requirement)

Group 2: One of the following (Prerequisites: completion of Group 1R)
- PSY 210 — Infant and Child Development
- PSY 215 — Adolescent Development
- PSY 219 — Lifespan Development
- PSY 220 — Introduction to Mental Health
- PSY 227 — Social Psychology
- PSY 228 — Personality
- PSY 298 — Special Topics

Group 3: One of the following:
- PSY 306 — Understanding Intelligence
- PSY 318 — Emotional and Social Development
- PSY 320 — Abnormal Child Psychology[3]
- PSY 321 — Abnormal Psychology
- PSY 361 — Industrial and Organizational Psychology[3]
- PSY 366 — Health Psychology[3]
- PSY 370 — Educational Psychology[3]
- PSY 371 — Educational Psychology for Early Childhood Education Majors
- PSY 398 — Special Topics

[3] PSY 320, 361, 366, and 370 are recommended choices for students in the AP&A track

Group 4: PSY 259 — Statistics in Psychology (Prerequisite: Completion of LEP Quantitative Reasoning requirement)

Group 5: PSY 300 —The Psychology Major: Curriculum and Careers

Group 6: Two of the following (Prerequisites: completion of Group 4, with a grade of C or higher, and Group 5. Some courses have additional requirements)
- PSY 303 — Perception
- PSY 311 — Learning
- PSY 313 — Cognition[2]
- PSY 383 — Brain and Behavior[1]

[1] PSY 383 is recommended choice for students in the BNS track
[2] PSY 313 is recommended choice for students in the CS track

Group 7: PSY 393 — Experimental Methods (Prerequisites: completion of Group 4, with a grade of C or higher, and Group 5)

Group 8: 9 credits total (Prerequisites: completion of Group 4 and 5, and at least 3 credits from Groups 3 and/or 6)
Select two of:
- PSY 401 — Seminar in History and Systems of Psychology[2]
- PSY 406 — Language[2]
- PSY 431 — Tests and Measurements[2,3]

- PSY 461 — Data Gathering Techniques: Assessment[2,3]
- PSY 462 — Data Gathering Techniques: Instrumentation[2]
- PSY 484 — Comparative Animal Behavior[1]
- PSY 487 — Psychopharmacology[1]
- PSY 494 — Seminar in the Human Nervous System and Behavior[1,2]

And one other 400-level psychology course except for PSY 463, 467, 471, 472, 473, and 499.

[1] Students in the BNS track should take two of PSY 484, 487, and 494, and one other 400-level course.
[2] Students in the CS track should take PSY 462, one of PSY 401, 406, 431, 461, or 494 and one other 400-level course.
[3] Students in the AP&A track should take either PSY 431 or 461, and two other 400-level courses.

Group 9: Psychology Elective. One of the following (specific course prerequisites apply)
- Select one from Group 2, 3, 6, or 8

Group 10: One of the following (specific course prerequisites apply)
- PSY463—Field Practicum in Psychological Research
- PSY467—Laboratory Practicum in Psychological Research

COGNATE REQUIREMENTS

9 Credits Required

Select a minimum of 9 credits from below:
Recommended for students pursuing the BNS track:
- BIO 120 - Microbiology
- BIO 202 - Ecology
- BIO 220 - Genetics
- BIO 235 - Histology
- CHE 121-General Chemistry II
- CHE 260 - Organic Chemistry I
- CHE 261 - Organic Chemistry II
- CHE 450 - Biochemistry

Recommended for students pursuing the CS track:
- CMD 200 – Intro to Communication Disorders
- CMD 203 – Phonetics and Phonological Systems
- CMD 317- Anatomy and Physiology of the Speech and Hearing Mechanism
- CMD 320 – Intro Hearing Sciences
- CSC 152 – Programming I
- CSC 153 – Programming 2
- MAT 139- Short Course in Calculus for Social Sciences
- MAT 150 – Calculus I
- MAT 221- Statistics

- MAT 326 - Regression
- PHI 215 - Logic
- PHI 325 - Bioethics
- WLL 211 - Linguistics
- WLL 403 – Second Language Acquisition

Recommended Cognates for students pursuing the AP&A track:
- ANT 204- Language and Culture
- CMD 419 – Language Acquisition: School Age-Adolescence
- CSC 152 – Programming I
- CSC 153 – Programming 2
- ENG 316 – Writing for Business and Industry
- EXS 380 – Sport Psychology
- MAT 221 - Statistics
- MAT 326 - Regression
- MGT 300 – Management and Organization
- MGT 305 – Organizational Behavior
- MGT 414 – Creativity and Innovation
- PCH 270 – Stress Management
- PCH 355 – Health Counseling
- PCH 356 – Maternal and Child Health
- PCH 358 – Health Policy
- PCH 480 – Health Law
- SED 481-482 – Teaching Exceptional Children
- SHE 302 – Mental Health Education
- SMT 271 – Introduction to Sports Management

Students
There have been about 20 students in the B.S. in Psychology program per year in recent years. We expect that the revised program will attract a larger number of students.

Faculty
The Psychology department at SCSU has 21 full-time faculty members, all of whom teach courses that can be taken as part of the minor in Psychological Science.

Learning Resources
No additional learning resources are needed to support this program.

Facilities
The Psychology department has seven laboratory rooms outfitted for human research data collection, and a fully equipped and active animal research laboratory suite. No additional facilities are needed to support this program.

Fiscal Note
No new faculty resources or new facilities are required. It is anticipated that the revised program will attract students to SCSU and improve retention of existing students, and therefore will modestly increase revenue without increasing expenditures.

Review of Documents:
  a)   Campus Review
  b)   Campus Budget and Finance
  c)   Campus President
  d)   Academic Council
  e)   System Office

Accreditation:
 SCSU holds regional accreditation through NEASC.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION	
Institution: SCSU	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date:	

Original Program Characteristics	Original Program Credit Distribution
CIP Code No.　　　Title of CIP Code　　　CIP Year: 2000　　or　2010 Name of Program:　B.S. Psychology, Concentration: Research Degree: Title of Award *(e.g. Master of Arts)* **B.S.** Certificate: *(specify type and level)* Date Program was Initiated: 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	# Cr in Program Core Courses: 8 #Cr of Electives in the Field: 25 # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* 15 <u>Total # Cr in the Program</u> *(sum of all #Cr above):* **48** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **48**

Type of Program Modification Approval Being Sought *(mark all that apply)*:
Licensure and Accreditation *(specify whether New Certificate, Minor, Option, Concentration, or Other)* 　　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)* 　x　Change of Degree Title or Program Title

Modified Program Characteristics	Modified Program Credit Distribution
Name of Program:　B.S. Psychology Degree: Title of Award *(e.g. Master of Arts)* **B.S.** Certificate [1]: *(specify type and level)* Program Initiation Date: 8/2016 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:	# Cr in Program Core Courses: 8 # Cr of Electives in the Field: 25 # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* 12 <u>Total # Cr in the Program</u> *(sum of all #Cr above):* **45** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **45**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued:　　　CIP:　　　DHE# (if available):　　　Accreditation Date: Phase Out Period　　　Date of Program Termination
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program:
Other Program Accreditation: 　•　If seeking specialized/professional/other accreditation, name of agency and intended year of review: 　•　If program prepares graduates eligibility to state/professional license, please identify: *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*

Institutional Contact for this Proposal: Dr. Ellen Durnin	Title: Provost	Tel.: 203-392-5350　e-mail: durnin@southernct.edu

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

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. [2] (if applicable)	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

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

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)*

Context and need for proposed modification: The Psychology department at SCSU currently offers three degree programs: a B.A. in Psychology (General), a B.A. in Psychology with a concentration in Mental Health, and a B.S. in Psychology with a concentration in Research. This proposal involves a modification to the B.S. in Psychology: Research program.

The B.S. in Psychology: Research program has been in place for many years. The program was designed to provide students with both a broad base of knowledge in Psychology and additional coursework in data gathering and analysis techniques. It also includes an internship, allowing students to gain hands-on experience in professional research settings. Students graduating with the B.S. in Psychology: Research degree found success in admission to graduate programs in Psychology and in employment in area research labs and companies.

Despite the strengths of the B.S. program, it has been underutilized by students. Our assessments of the program were that 1) the name "Research" simply failed to draw interest, 2) the goals of the program were not well-defined to students, and 3) the structure of the program was too rigid, making it difficult for students to switch into the program as juniors (e.g. transfer students and students with a different major or another Psychology concentration).

The proposed revision includes a name change, which necessitates BOR approval. It also includes subtle (sub-threshold) yet crucial modifications to the course requirements that will allow students in the B.S. program to follow a coherent plan of study that aligns with their specific interests within psychology.

In particular, we have identified specific STEM-based areas of psychology to highlight in the program, owing to their relevance to the field, potential for graduate program acceptance, student interest, employment opportunities, and consistency with our current departmental resources. These are: <u>Behavioral Neuroscience (BNS)</u>, <u>Cognitive Science (CS)</u>, <u>Applied Psychology</u>, and <u>Assessment</u>. (For organizational purposes, we are combining Applied and Assessment into one group, <u>AP&A</u>.) The proposed program will offer informal tracks for each of these, consisting of recommended courses within the overall program. Our plan is to evaluate the relative popularity and success of these tracks, and then propose to create formal concentrations for each in a future program revision.

Relationship to the originally approved program
The original B.S. Psychology: Research program, like our other programs in Psychology, are organized in course groupings ranging from PSY 100 to 200-level survey courses to 400-level seminars. The revision retains this basic structure but offers more elective choice along with some change in emphasis in the upper-level courses. Each course grouping has associated recommended courses for the BNS, CS, and AP&A tracks. Additionally, the program includes <u>cognate</u> courses outside of Psychology, and we have organized new groups of cognates to complement each of the three tracks.

<u>Major changes:</u>
• **Upper-level course selection:** The original program included two specific requirements: PSY 461, Data Gathering Techniques: Assessment, and PSY 462, Data Gathering Techniques: Instrumentation. Students in the program choose one other 400-level seminar on any topic, and another course grouping provided the opportunity to take a fourth 400-level course with a neuroscience or cognitive-science focus.

In the proposed revision, instead of PSY 461 and PSY 462, students can choose two courses from a list of eight 400-level seminar courses. Within the set of eight, there are subgroups of recommended courses for each track (for example, neuroscience-oriented courses such as PSY 487, Psychopharmacology; or cognitive science-oriented courses such as PSY 406, Language). Students then choose a third 400-level Psychology course on any topic.

• **200/300 level coursework**: The original program was relatively heavy on upper-level courses, and posed a particular challenge for students transferring from a community college, which do not offer equivalent classes. In fact, only three of the requirements for the program could be met with existing community college courses: PSY 100, a 200-level course, and a 300-level course.

The proposed revision includes an additional Psychology elective course that can be taken at any level (200, 300, or 400). Critically, this means that a student can receive an Associate's degree from a community college with the new TAP Psychology Pathway, transfer to SCSU, and complete the B.S. program in an additional two years. Even more critically, a student following the Psychology Pathway will be able to apply all 12 credits in Psychology in the pathway to their major requirements in the B.S. program. This would not be possible in the original program.

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 B.S. in Psychology will provide students with STEM training in the behavioral and/or neuroscience fields. Students will graduate with strong skills in research design, statistical analysis and data management, critical thinking, and specific methods of experimentation (which will vary according to the track followed by the student), as well as hands-on experience working in a research/scientific setting.

  As such, they will emerge with a skill set that will strongly contribute to Connecticut's growing knowledge-based economy and the emerging bioscience sector. Graduates of the program will be employable as research technicians, lab managers, and data analysts at scientific laboratories, both at universities and private biotechnology and technology companies. Graduates of the program will also be well-situated for admission to doctoral programs in experimental psychology, behavioral neuroscience, and related fields.

  Additionally, graduates from the program will be able to address to the state's growing behavioral-health needs. The B.S. program is suited for students who plan to pursue graduate studies in school psychology, cognitive assessment (psychometry), medical school, communication disorders (for training in speech-language pathology), applied behavior analysis (ABA), and clinical psychology.

  Students will also be employable in professions involving the *interface* between research and behavioral health needs, such as working as clinical research associates or clinical trial coordinators.

  Finally, graduates from the program (particularly from the Applied Psychology & Assessment track) will gain skills that will be valuable in the human resource field, particularly with regard to assessment techniques[1] and statistical knowledge.

  Overall, long-term employment trends for psychology graduates are strong. The Bureau of Labor Statistics predicts a 19% increase in employment of psychologists from 2014 to 2024. The BLS further notes that "Employment of school psychologists will continue to grow because of the raised awareness of the connection between mental health and learning and the need for mental health services in schools."[2]

  Because the expected employment tracks for graduates of the B.S. Psychology program are so varied, it is difficult to find comprehensive data on the workforce demands for most of the possible career paths. We identified three potential careers from the BLS database: survey researcher (12% projected growth over 10 years); biological technician (for the Behavioral Neuroscience track; 5% projected 10-year growth); and medical laboratory technologists (also BNS track; 16% projected 10-year growth).[2]

  At the state level, the CT Department of Labor projects growth through 2022 of 7.9% for clinical, counseling, and **school** psychologists; 14.7% for survey researchers; and 9.9% for human resource specialists.[3]

  1 http://www.wsj.com/articles/a-personality-test-could-stand-in-the-way-of-your-next-job-1429065001
  2 http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm
  3 https://www1.ctdol.state.ct.us/lmi/wages/

- 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 Psychology faculty includes professors with expertise and active laboratories in behavioral neuroscience, animal behavior, cognitive psychology, the psychology of language, speech, and reading, autism, experimental social psychology, developmental psychology, and cognitive and clinical assessment. We already have many upper-level Psychology courses that will fit perfectly with the proposed tracks of study. We have several active laboratories and research groups in our department that provide students with valuable hands-on research experience. We also have strong interdisciplinary ties with related departments, particularly Communication Disorders, which expand the collaborative research and coursework opportunities for students. Finally, owing to our location in New Haven, there are a large number of external research laboratories in the area (some affiliated with Yale, some independent) and scientific companies that provide internship opportunities.

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

  There are no transfer agreements that will be instituted *as a result* of this program. However, as noted above, the proposed revisions to the B.S. program <u>are compatible</u> with the new TAP Psychology Pathway. The TAP pathway will allow seamless transfer from any Connecticut Community College into the revised B.S. Psychology program.

  Specifically, the Psychology Pathway specifies that students will take:
  - <u>MAT 167</u> (or equivalent): This will be accepted as the LEP Quantitative requirement.
  - <u>PSY 111</u>: This transfers as SCSU's PSY 100, which fulfills the LEP Mind & Body requirement
  - <u>One of PSY 200-208</u>: These will fulfill a requirement in the major (Choose one of PSY 210, 215, …)
  - <u>One or two of PSY 240, 243, 247:</u> This will fulfill a Psychology elective in the major
  - <u>PSY 245:</u> This will fulfill a requirement in the major (Choose one of PSY 306, 318 320, 321, …)

- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided.

  WCSU and CCSU offer B.A. degrees in Psychology but do not offer a B.S. in Psychology. ECSU is the only other university in the CSCU system to offer a B.S. in Psychology, and they also offer an individualized major in Cognitive Neuroscience. However, the concentrations offered at Eastern are different from our proposed ones, reflecting the distinct areas of expertise among our respective faculty: ECSU's Psychology B.S. program has concentrations in Child Psychology, Industrial-Organizational Psychology, and Behavior Analysis, none of which we will offer as tracks. There is some overlap between our planned Behavioral Neuroscience and Cognitive Science tracks with Eastern's Cognitive Neuroscience individualized major, but there are also substantial differences in the program structure, course offerings, and research opportunities available at each school – therefore, our program is distinct from theirs.

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

  As noted above, the target professions for Psychology B.S. graduates are in the STEM/biotechnology and behavioral health fields, which are both areas of continuing need in Connecticut. Potential jobs include:

  -- research technicians, lab managers, and data analysts at scientific laboratories

  -- clinical research associates or clinical trial coordinators

  One of the hallmarks of the B.S. program is a senior-year practicum, where students gain 150 hours of experience in a laboratory setting. In recent years, students have received job offers directly from their internship site. These include Haskins Laboratories (a nonprofit language and reading research laboratory in New Haven) and Covidien (now Medtronic Minimally Invasive Therapies) and Molecular NeuroImaging (a neuroimaging services company in New Haven).

  Students will also be competitive for admission to graduate programs leading to careers as:

  -- school psychologists

  -- clinical psychologists

  -- speech-language pathologists

  -- applied behavior analysts

  -- psychometrists

  -- medical professionals

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.*

The main modification is in the program title from **B.S. in Psychology with concentration in Research** to simply **B.S. in Psychology**.

Other smaller (sub-threshold) changes involve broadening the course selection, in order to enable students to choose courses that create a coherent specialized focus (Behavioral Neuroscience, Cognitive Science, Applied Psychology & Assessment).

The program is structured with a set of course groupings within Psychology, and a set of cognate courses outside of Psychology. The following table provides the existing requirements within each group next to the new requirements.

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Existing requirements:	Revised requirements:
Group 1R: PSY 100 - Introduction to Psychology - (Fulfills LEP Mind & Body requirement)	Group 1R: PSY 100 - Introduction to Psychology - (Fulfills LEP Mind & Body requirement)
Group 2R: One of the following (Prerequisites: completion of Group 1R)	Group 2R: One of the following (Prerequisites: completion of Group 1R)
• PSY 210 — Infant and Child Development • PSY 215 — Adolescent Development • PSY 219 — Lifespan Development • PSY 220 — Introduction to Mental Health • PSY 227 — Social Psychology • PSY 228 — Personality • PSY 298 — Special Topics	• PSY 210 — Infant and Child Development • PSY 215 — Adolescent Development • PSY 219 — Lifespan Development • PSY 220 — Introduction to Mental Health • PSY 227 — Social Psychology • PSY 228 — Personality • PSY 298 — Special Topics
Group 3R: One of the following: • PSY 318 — Emotional and Social Development • PSY 320 — Abnormal Child Psychology • PSY 321 — Abnormal Psychology • PSY 361 — Industrial and Organizational Psychology • PSY 366 — Health Psychology • PSY 370 — Educational Psychology • PSY 398 — Special Topics	Group 3R: One of the following: • PSY 306 — Understanding Intelligence • PSY 318 — Emotional and Social Development • PSY 320 — Abnormal Child Psychology[3] • PSY 321 — Abnormal Psychology • PSY 361 — Industrial and Organizational Psychology[3] • PSY 366 — Health Psychology[3] • PSY 370 — Educational Psychology[3] • PSY 371 — Educational Psychology for Early Childhood Education Majors • PSY 398 — Special Topics [3] PSY 320, 361, 366, and 370 are recommended choices for students in the AP&A track
Group 4R: • PSY 259 — Statistics in Psychology	Group 4R: • PSY 259 — Statistics in Psychology
Group 5R: • PSY 300 —The Psychology Major: Curriculum and Careers	Group 5R: • PSY 300 —The Psychology Major: Curriculum and Careers
Group 6R: Three of the following (Prerequisites: completion of Group 4R, with a grade of C or higher, and Group 5R. Some courses have additional requirements) • PSY 303 — Perception • PSY 311 — Learning • PSY 313 — Cognition • PSY 383 — Brain and Behavior • PSY 406 — Language • PSY 484 — Comparative Animal Behavior • PSY 487 — Psychopharmacology • PSY 494 — Seminar in the Human Nervous System and Behavior	Group 6R: Two of the following (Prerequisites: completion of Group 4R, with a grade of C or higher, and Group 5R. Some courses have additional requirements) • PSY 303 — Perception • PSY 311 — Learning • PSY 313 — Cognition[2] • PSY 383 — Brain and Behavior[1] [1] PSY 383 is recommended choice for students in the BNS track [2] PSY 313 is recommended choice for students in the CS track
Group 7R: Required course (Prerequisites: completion of Group 4R, with a grade of C or higher, and Group 5R) • PSY 393 — Experimental Methods	Group 7R: Required course (Prerequisites: completion of Group 4R, with a grade of C or higher, and Group 5R) • PSY 393 — Experimental Methods
Group 8R: One of the following: (Prerequisites: completion of Group 4R and 5R, and at least 3 credits from Groups 3R and/or 6R) • Any 400-level psychology course except for PSY 463, 467, 471, 472, 473, and 499.	Group 8R: 9 credits total (Prerequisites: completion of Group 4R and 5R, and at least 3 credits from Groups 3R and/or 6R) Select two of: • PSY 401 — Seminar in History and Systems of Psychology[2]

- PSY 406 — Language[2]
- PSY 431 — Tests and Measurements[2,3]
- PSY 461 — Data Gathering Techniques: Assessment[2,3]
- PSY 462 — Data Gathering Techniques: Instrumentation[2]
- PSY 484 — Comparative Animal Behavior[1]
- PSY 487 — Psychopharmacology[1]
- PSY 494 — Seminar in the Human Nervous System and Behavior[1,2]

And one other 400-level psychology course except for PSY 463, 467, 471, 472, 473, and 499.

1 Students in the BNS track should take two of PSY 484, 487, and 494, and one other 400-level course.
2 Students in the CS track should take PSY 462, one of PSY 401, 406, 431, 461, or 494 and one other 400-level course.
3 Students in the AP&A track should take either PSY 431 or 461, and two other 400-level courses.

Group 9R: One of the following (specific course prerequisites apply)
- Select one from Group 2R, 3R, 6R, or 8R

Group 9R: Two courses (Prerequisites: completion of Group 7R)
- PSY 431 —Tests and Measurements
     or PSY 461 — Data Gathering Techniques: Assessment
- PSY 462 — Data Gathering Techniques: Instrumentation

Group 10R: One of the following (specific course prerequisites apply)
- PSY463—Field Practicum in Psychological Research
- PSY467—Laboratory Practicum in Psychological Research

Group 10R: One of the following (specific course prerequisites apply)
- PSY463—Field Practicum in Psychological Research
- PSY467—Laboratory Practicum in Psychological Research

COGNATE REQUIREMENTS

12 Credits Required

Select a minimum of 12 credits from below:
- ANT 102 — Physical Anthropology
- ANT 204 — Language and Culture
- ANT 214 — American Tongues: Everyday Politics of Speaking
- ANT 222 — Modern Human Variation
- ANT 302 — Issues in Biological Anthropology
- BIO 231 — Comparative Vertebrate Anatomy
- BIO 233 — General Microbiology I
- BIO 220 — Genetics
- CHE 260 - Organic Chemistry I
- CHE 261 - Organic Chemistry II
- CHE 450 - Biochemistry I
- CHE 451 — Biochemistry II
- CMD 317 — Anatomy and Physiology of the Speech and Hearing Mechanism
- CSC 102 — BASIC Programming: Programming in BASIC
- CSC 200 — Information Management and Productivity Software
- CSC 204 — Internet: Applications and Management
- CSC 203 — Flash ActionScript
- CSC 306 — Internet Multimedia
- CSC 370 — Computer Implementation of Statistical Methods
- ENG 304 —Technical Writing and Communication
- ENG 316 — Writing for Business and Industry
- ILS 244 —The Use of Information Sources
- MAT 139 — Short Course in Calculus
- PHI 321 — Philosophy of Science
- SOC 370 — Methods of Social Research

COGNATE REQUIREMENTS

9 Credits Required

Select a minimum of 9 credits from below:
Recommended for students pursuing the BNS track:
- BIO 120 - Microbiology
- BIO 202 - Ecology
- BIO 220 - Genetics
- BIO 235 - Histology
- CHE 121-General Chemistry II
- CHE 260 - Organic Chemistry I
- CHE 261 - Organic Chemistry II
- CHE 450 - Biochemistry

Recommended for students pursuing the CS track:
- CMD 200 – Intro to Communication Disorders
- CMD 203 – Phonetics and Phonological Systems
- CMD 317- Anatomy and Physiology of the Speech and Hearing Mechanism
- CMD 320 – Intro Hearing Sciences
- CSC 152 – Programming I
- CSC 153 – Programming 2
- MAT 139- Short Course in Calculus for Social Sciences
- MAT 150 – Calculus I
- MAT 221- Statistics
- MAT 326 - Regression
- PHI 215 - Logic
- PHI 325 - Bioethics
- WLL 211 - Linguistics
- WLL 403 – Second Language Acquisition

Recommended Cognates for students pursuing the AP&A track:

- ANT 204- Language and Culture
- CMD 419 – Language Acquisition: School Age-Adolescence
- CSC 152 – Programming I
- CSC 153 – Programming 2
- ENG 316 – Writing for Business and Industry
- EXS 380 – Sport Psychology
- MAT 221 - Statistics
- MAT 326 - Regression
- MGT 300 – Management and Organization
- MGT 305 – Organizational Behavior
- MGT 414 – Creativity and Innovation
- PCH 270 – Stress Management
- PCH 355 – Health Counseling
- PCH 356 – Maternal and Child Health
- PCH 358 – Health Policy
- PCH 480 – Health Law
- SED 481-482 – Teaching Exceptional Children
- SHE 302 – Mental Health Education
- SMT 271 – Introduction to Sports Management

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)*

We will not require any additional resources to offer this program. The proposal only includes courses that are currently offered by our existing faculty. We also have laboratories for human and animal research, with sufficient equipment to support the program.

Faculty:

Dr. Lawrence Brancazio (Chairperson and Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Cognition, Perception, and Statistics.

Dr. Jo Ann Abe (Professor) holds a Ph.D. from U. of Delaware and teaches courses in Personality, Emotion, and Psychological Counseling.

Dr. Kristine Anthis (Professor) holds a Ph.D. from U. of Nebraska and teaches courses in Lifespan Psychology, Developmental Psychology, and Personality.

Dr. Gayle Bessenoff (Associate Professor) holds a Ph.D. from Northwestern U. and teaches courses in Social Psychology, Experimental Methods, and the Psychology of Women.

Dr. Kelly Bordner (Assistant Professor) holds a Ph.D. from Binghamton U. and teaches courses in Brain and Behavior, Physiological Psychology, and Introductory Psychology.

Dr. Deborah Carroll (Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Brain and Behavior, Psychopharmacology, Human Neuropsychology, and Statistics.

Dr. Kevin Colwell (Professor) holds a Ph.D. from Sam Houston State U. and teaches courses in Psychology of Law, Psychological Counseling, Psychopathology, and Personality Assessment.

Dr. Cheryl Durwin (Professor) holds a Ph.D. from U. of Massachusetts and teaches courses in Educational Psychology, Tests and

Measurements, Motivation, and Cognition.

Dr. W. Jerome Hauselt (Professor) holds a Ph.D. from U. of Kentucky and teaches courses in Statistics, Cognition, and Introductory Psychology.

Dr. Julia Irwin (Associate Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Infant & Child Development, Experimental Methods, Psychology of Language, and Data Gathering Techniques. She is a <u>Principal Investigator of an NIH grant examing language processing in children with Autism Spectrum Disorder.</u>

Dr. John Jacobs (Professor) holds a Ph.D. from City University of New York and teaches courses in Abnormal Psychology, Close Relationships, and Social Psychology.

Dr. Patricia Kahlbaugh (Professor) holds a Ph.D. from Rutgers University and teaches courses in Intelligence, Experimental Methods, and History & Systems in Psychology.

Dr. Deborah Tebes Kraemer (Associate Professor) holds a Ph.D. from SUNY-Buffalo and teaches courses in Psychological Services.

Dr. Katherine Marsland (Associate Professor) holds a Ph.D. from Yale University and teaches courses in Infant & Child Development, Experimental Methods, and Motivation.

Dr. Dina Moore (Associate Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Cognition, Perception, Statistics, and Introductory Psychology.

Dr. Michael Nizhnikov (Assistant Professor) holds a Ph.D. from Binghamton U. and teaches courses in Brain and Behavior, Statistics, and Experimental Methods. He is a <u>co-Principal Investigator of an NIH grant</u> examining effect of prenatal exposure to alcohol in rats.

Dr. Claire Novosad (Associate Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Developmental Psychology, Social & Emotional Development, and Sleep.

Dr. William Sherman (Professor) holds a Ph.D. from New York University and teaches courses in Abnormal Psychology, Health Psychology, Educational Psychology, and Behavior Therapy.

Dr. Kelly Stiver (Assistant Professor) holds a Ph.D. from McMaster University and teaches courses in Learning, Comparative Animal Behavior, Experimental Methods, and Introductory Psychology.

Dr. Jessica Suckle-Nelson (Associate Professor) holds a Ph.D. from Rhode Island University and teaches courses in Social Psychology, Experimental Methods, and the Psychology of Women.

Dr. Kenneth Walters (Assistant Professor) holds a Ph.D. from U. of Nebraska and teaches courses in Personality, Child Abnormal Psychology, and Clinical Psychology.

Laboratories:

We have seven laboratory rooms outfitted for human research data collection, and an animal research laboratory suite. Three of the human research laboratory rooms are equipped with computers for data collection, and two others have tables for group data collection. One room is an observation room with a one-way mirror and wall-mounted video cameras for behavioral coding. Another is designed for cognitive testing for children with Autism Spectrum Disorder, and another has audiovisual equipment and software for speech perception research.

The animal lab suite includes a room with cages to house a colony of rats; rooms with testing chambers and data recording equipment; and a large room for molecular analyses with equipment such as a -80C freezer for tissue storage, and a sonicator, centrifuge and microtome for protein and brain tissue analysis.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	1	0	2	0	9	1
New Students	5		1	0	3	1
Returning Students	20	7	12	1	6	2
ACTUAL Headcount Enrollment	26	7	15	1	18	4
ACTUAL FTE per Year	28.2		15.6		19.3	
Size of Credentialed Group for Given Year	9		20		7	

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)[4]*						
Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
PSY 259: Statistics in Psychology	2	PSY 100, LEP T1QR	3	PSY463—Field Practicum in Psychological Research OR PSY467—Laboratory Practicum in Psychological Research	5	3
PSY 300: The Psychology Major: Curriculum and Careers	6,7	Acceptance to program	1	Cognate courses, selected from list of courses in ANT, BIO, CHE, CMD, CSC, MAT, PHI, WILL, ENG, EXS, MGT, PCH, SED, SHE, SMT		9
PSY 393: Experimental Methods	1,2	PSY 259 and PSY 300	4			
Core Course Prerequisites				**Elective Courses in the Field**		
PSY 100: Introduction to Psychology			3	One of: PSY 210 — Infant and Child Development PSY 215 — Adolescent Development PSY 219 — Lifespan Development PSY 220 — Introduction to Mental Health PSY 227 — Social Psychology PSY 228 — Personality PSY 298 — Special Topics	1,3,4	3
LEP Tier 1 Quantitative Reasoning: MAT 103, 107, etc.			3	One of: PSY 306 — Understanding Intelligence PSY 318 — Emotional and Social Development PSY 320 — Abnormal Child Psychology[3] PSY 321 — Abnormal Psychology PSY 361 — Industrial and Organizational Psychology[3] PSY 366 — Health Psychology[3] PSY 370 — Educational Psychology[3] PSY 371 — Educational Psychology for Early Childhood	1,3,4	3

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[4] **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.**

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

		Education Majors PSY 398 — Special Topics		
		Two of: PSY 303 — Perception PSY 311 — Learning PSY 313 — Cognition PSY 383 — Brain and Behavior	1,3,4	6
		Two of: Select two of: PSY 401 — Seminar in History and Systems of Psychology PSY 406 — Language PSY 431 — Tests and Measurements PSY 461 — Data Gathering Techniques: Assessment PSY 462 — Data Gathering Techniques: Instrumentation PSY 484 — Comparative Animal Behavior PSY 487 — Psychopharmacology PSY 494 — Seminar in the Human Nervous System and Behavior	2,4,5	6
		One other 400-level PSY course	3	3
		One additional course from any above category	3	3

Total Other Credits Required to Issue Modified Credential		

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

1. Students will demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychological science.
2. Students will be able to understand and apply basic research methods, including research design, data analysis, and interpretation.
3. Students will be able to describe applications of psychology within their particular area of interest.
4. Students will demonstrate written communication skills, especially the ability to write in APA (American Psychological Association) style.
5. Students will be able to apply critical thinking skills and apply the scientific method to psychological problems
6. Students will be able to apply the tools and technologies appropriate for the profession in which they work
7. Students will be able to understand and apply the ethical standards and professional values of the field of psychology

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

Connecticut Board of Regents for Higher Education
APPLICATION FOR PROGRAM MODIFICATION

PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution	Southern Connecticut State University	*Date*	May 6, 2016

Proposed Program   Modification of B.S. Psychology Program

PROJECTED Enrollment	Year 1 - FY 2017		Year 2 - FY 2018		Year 3 - FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(incremental from other programs)*	6	2	8	4	10	8
New Students *(first time matriculating)*	12	4	20	6	25	10
Continuing *(students progressing to credential)*			18	6	40	16
Headcount Enrollment	**18**	**6**	**46**	**16**	**75**	**34**
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1 - FY 2017		Year 2 - FY 2018		Year 3 - FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$180,972	$37,368	$462,484	$99,648	$754,050	$211,752
Program-Specific Fees (Registration Fee)	$1,980	$660	$5,060	$1,760	$8,250	$3,740
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$220,980		$568,952		$977,792	

PROJECTED Expenditures*	Year 1 - FY 2017		Year 2 - FY 2018		Year 3 - FY 2019	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Estimated Indirect Cost *(e.g. student services, operations, maintanance) @ 18% of expenses*		$0		$0		$0
Total ESTIMATED Expenditures		$0		$0		$0

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

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."

Please provide any necessary annotations:

Assumptions:

[1] This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

Connecticut Board of Regents for Higher Education
APPLICATION FOR PROGRAM MODIFICATION

Projected Enrollment:

Internal Transfers -	The enrollment numbers above represent INCREMENTAL internal transfers consisting of students who would normally be transferring out after their sophomore year (e.g., Nursing Students who are not accepted into the Nursing program) who would instead enroll in this modified Psychology program and remain at SCSU for another 2 years (these full time students are therefore NOT reflected in the full time Continuing Students number in Year 3 - FY2019 becasue it is assumed that they would be completing the program and graduating at the end of Year 2-FY2018.
New Students -	The above is a conservative estimate of the INCREMENTAL enrollment this modification will generate.
Continuing Students -	Represents the previous year's students who are continuing in the program. Assumes that full time internal transfer students complete this B.S. at the end of their first 2 years.

Projected Revenue:

Full time tuition is calculated at $10,054 per year (the undergraduate in-state rate).
Part Time students are assumed to take 6 credits per semester (12 credits per year) at the part time in-state rate of $519 per credit.
For purposes of simplified comparison, there are no tuition & fee rate increases reflected in Years 2 & 3.

Projected Expenditures:

There are NO additional expenditures necessary, as there is current excess teaching capacity in place to absorb this incremental enrollment.

[1] This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Psychology to add a 19-credit Minor in Psychological Science at Southern Connecticut State University.

A True Copy:

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

ITEM
Modification of the minor in Psychology to create a minor in Psychological Science at Southern Connecticut State University

BACKGROUND

Summary
SCSU currently has an 18-credit general minor in Psychology. This proposal is for an additional **Minor in Psychological Science**. The minor in Psychological Science is a 19 credit minor and therefore necessitates BOR approval. Owing to the inclusion of a statistics course, the Psychological Sciences minor has a more quantitative and experimental focus than the general minor. It is designed for students who want to take advanced coursework in Psychology for their minor, and includes a course in Psychological Statistics and at least one upper-level Psychology course.

Need for the Program
The Psychology department has made changes to the major in recent years to increase the rigor of upper-level courses, in particular by adding prerequisites (including Psychological Statistics) for these courses. There are several psychology courses that do not have these prerequisites and therefore are available to Psychology minors with a general interest in psychology. However, many psychology minors would benefit from access to upper-level Psychology courses (for example, some Psychology minors are pre-med students and want to take courses such as PSY 383, Brain and Behavior). The minor in Psychological Science is designed for students who want to pursue advanced coursework in Psychology to complement their major.

Curriculum
This is a 19-credit minor. The requirements are:
  • PSY 100, Introduction to Psychology (3 credits)
  • PSY 259, Statistics in Psychology (3 credits)
  • one PSY course at the 200 level (3 credits)
  • PSY 300, Psychology Curriculum and Careers (1 credit)
  • One of the following (3 credits):
          PSY 303, Perception;
          PSY 311, Learning;
          PSY 313, Cognition;
          PSY 383, Brain and Behavior;
          PSY 393, Experimental Methods,
          or any PSY 400-level course
  • Two other courses in Psychology at the 200, 300 or 400 levels (6 credits)

Students
As of Fall 2015, there were over 260 students at SCSU who included a concentration in Psychology (following the minor) as part of an Interdisciplinary Studies major. There are currently an additional 70+ students who have declared a minor in Psychology during the spring 2016 semester. We expect that a substantial proportion of Psychology minors will choose the Psychological Science option.

Faculty
The Psychology department at SCSU has 21 full-time faculty members, all of whom teach courses that can be taken as part of the minor in Psychological Science.

Learning Resources
No additional learning resources are needed to support this program.

Facilities
The Psychology department has seven laboratory rooms outfitted for human research data collection, and a fully equipped and active animal research laboratory suite. No additional facilities are needed to support this program.

Fiscal Note
No new faculty resources or new facilities are required for this program, and therefore it will not increase expenditures.

Review of Documents:
    a)   Campus Review
    b)   Campus Budget and Finance
    c)   Campus President
    d)   Academic Council
    e)   System Office

Accreditation:
SCSU holds regional accreditation through NEASC.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION	
Institution: SCSU	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	

Original Program Characteristics	Original Program Credit Distribution
CIP Code No. Title of CIP Code CIP Year: 2000 or 2010	# Cr in Program Core Courses: 3
Name of Program: Minor in Psychology	# Cr of Electives in the Field: 15
Degree: Title of Award *(e.g. Master of Arts)* **Minor.**	# Cr of Free Electives:
Certificate: *(specify type and level)*	# Cr Special Requirements *(include internship, etc.):* 0
Date Program was Initiated:	<u>Total # Cr in the Program</u> *(sum of all #Cr above):* 0
Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **18**
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 18	

Type of Program Modification Approval Being Sought *(mark all that apply)*:
Licensure and Accreditation *(specify whether New Certificate, Minor, Option, Concentration, or Other)*
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)*
x   Change of Degree Title or Program Title

Modified Program Characteristics	Modified Program Credit Distribution
Name of Program: Minor in Psychological Sciences	# Cr in Program Core Courses: 7
Degree: Title of Award *(e.g. Master of Arts)* **Minor.**	# Cr of Electives in the Field: 12
Certificate [1]: *(specify type and level)*	# Cr of Free Electives:
Program Initiation Date: 8/2016	# Cr Special Requirements *(include internship, etc.):* 0
Modality of Program: x On ground Online Combined If "Combined", % of fully online courses?	<u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 19
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 19	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **19**
Other:	

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):
Program Discontinued: CIP: DHE# (if available):   Accreditation Date:
Phase Out Period   Date of Program Termination

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

Other Program Accreditation:
   •   If seeking specialized/professional/other accreditation, name of agency and intended year of review:
   •   If program prepares graduates eligibility to state/professional license, please identify:
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Ellen Durnin	Title: Provost	Tel.: 203-392-5350 e-mail: durnin@southernct.edu

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

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

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. [2] (if applicable)	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION
(Please Complete Sections as Applicable)

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

The Psychology department at SCSU currently offers a minor in Psychology that consists of 18 credits (6 courses) in Psychology; one of these is usually PSY 100 (Introductory Psychology). However, in recent years we have added prerequisites to all of our upper-level courses and many mid-level courses that effectively restricted these courses to Psychology majors; minors can only register for these courses with departmental permission. We do offer a wide range of courses that do <u>not</u> have these prerequisites, so students can complete their minor with the remaining choices. However, many psychology minors would benefit from access to upper-level Psychology courses (for example, some Psychology minors are pre-med students and want to take courses such as PSY 383, Brain and Behavior).

To address this, we have revised our existing minor by splitting it into two separate minors: a general <u>Minor in Psychology</u>, and a more advanced <u>Minor in Psychological Science</u>. The general minor, like the existing minor, allows students to choose an 18-credit program in Psychology, but it specifies which courses are open to students without needing permission.

The minor in Psychological Science, which is the focus of this application, is designed for students who want to take advanced coursework in Psychology for their minor, and therefore it includes the courses that serve as prerequisites for upper-level courses. The program requirements include PSY 259, Statistics in Psychology, PSY 300, Psychology Curriculum and Careers (a 1 credit course required of all majors), and one to three upper-level Psychology courses. Because of the inclusion of the statistics course, the Psychological Sciences minor has a more quantitative and experimental focus than the general minor.

Note that the minor in Psychological Science is a <u>19-credit</u> program (due to the inclusion of the 1-credit PSY 300 course), therefore necessitating BOR approval.

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)*

    As a minor, this program is designed to supplement other major programs that have a direct workforce impact. In particular, the minor offers training in statistical methods, scientific methodology and reasoning, and the principles of behavioral science. This is especially valuable for future health care professionals and educators. Increased scientific training will allow these minor students to better understand the scientific basis of different treatment options or educational approaches, and make informed decisions on the best course of action when they are faced with competing alternatives.

- 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?

    Our Psychology faculty offers upper-level courses in their respective areas of expertise. These include seminars in Psychopharmacology, Psychology of Language, Methods of Counseling, Assessment, among many others. The program will provide a wider array of students with access to these courses.

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

    Because this is a minor program, not a degree program, there are no applicable transfer agreements. That said, many Psychology courses offered at other CSUs and CCCs will fulfill the minor requirements.

- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided

    CCSU, ECSU, and WCSU all offer a minor in Psychology. For all three, the minor allows students to choose any five courses beyond the introductory course (although ECSU requires at least 9 credits at the 300 level or above). Our minor in Psychological Science will be unique in requiring students to take a course in Psychological Statistics. The focus on statistics and research is particularly well suited to serve the needs of students preparing for careers in the sciences or health services.

- Please provide a description/analysis of employment prospects for graduates of this proposed program. Students completing this minor may find education in many fields, including clinical and health care work, research positions, and education.

    A minor in Psychological Sciences will improve the employment marketability of students in a number of domains. We expect that the minor will be popular among Pre-Med students (typically, majoring in Biology or Chemistry), Communication Disorders, Nursing, and Public Health. Pre-med students find psychology courses to be helpful in preparing for the MCAT exam (which has a new section on Psychological, Social, and Biological foundations, including psychological statistics content)[1], so the minor will improve their competitiveness for admission to medical schools. Likewise, we anticipate that the minor's training in statistical methods, scientific reasoning, and the principles of behavior will strengthen students' competitiveness for graduate programs in fields such as communication disorders and public health, as well as the marketability of students in STEM fields for biotechnology and information-technology jobs.

    1 https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-psbb-overview/

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.*

The requirements for the Minor in Psychological Science will be:
- PSY 100, Introduction to Psychology (3 credits)
- PSY 259, Statistics in Psychology (3 credits)
- one PSY course at the 200 level (3 credits)
- PSY 300, Psychology Curriculum and Careers (1 credit)
- One of the following: PSY 303, Perception; PSY 311, Learning; PSY 313, Cognition; PSY 383, Brain and Behavior; PSY 393, Experimental Methods, or any PSY 400-level course
- Two other courses in Psychology at the 200, 300 or 400 levels

In contrast, the existing Minor in Psychology requires: 18 credits in Psychology.

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)*

We will not require any additional resources to offer this program. The proposal only includes courses that are currently offered by our existing faculty.

Faculty:

Dr. Lawrence Brancazio (Chairperson and Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Cognition, Perception, and Statistics.

Dr. Jo Ann Abe (Professor) holds a Ph.D. from U. of Delaware and teaches courses in Personality, Emotion, and Psychological Counseling.

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Dr. Kristine Anthis (Professor) holds a Ph.D. from U. of Nebraska and teaches courses in Lifespan Psychology, Developmental Psychology, and Personality.

Dr. Gayle Bessenoff (Associate Professor) holds a Ph.D. from Northwestern U. and teaches courses in Social Psychology, Experimental Methods, and the Psychology of Women.

Dr. Kelly Bordner (Assistant Professor) holds a Ph.D. from Binghamton U. and teaches courses in Brain and Behavior, Physiological Psychology, and Introductory Psychology.

Dr. Deborah Carroll (Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Brain and Behavior, Psychopharmacology, Human Neuropsychology, and Statistics.

Dr. Kevin Colwell (Professor) holds a Ph.D. from Sam Houston State U. and teaches courses in Psychology of Law, Psychological Counseling, Psychopathology, and Personality Assessment.

Dr. Cheryl Durwin (Professor) holds a Ph.D. from U. of Massachusetts and teaches courses in Educational Psychology, Tests and Measurements, Motivation, and Cognition.

Dr. W. Jerome Hauselt (Professor) holds a Ph.D. from U. of Kentucky and teaches courses in Statistics, Cognition, and Introductory Psychology.

Dr. Julia Irwin (Associate Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Infant & Child Development, Experimental Methods, Psychology of Language, and Data Gathering Techniques. She is a **Principal Investigator of an NIH grant** examining language processing in children with Autism Spectrum Disorder.

Dr. John Jacobs (Professor) holds a Ph.D. from City University of New York and teaches courses in Abnormal Psychology, Close Relationships, and Social Psychology.

Dr. Patricia Kahlbaugh (Professor) holds a Ph.D. from Rutgers University and teaches courses in Intelligence, Experimental Methods, and History & Systems in Psychology.

Dr. Deborah Tebes Kraemer (Associate Professor) holds a Ph.D. from SUNY-Buffalo and teaches courses in Psychological Services.

Dr. Katherine Marsland (Associate Professor) holds a Ph.D. from Yale University and teaches courses in Infant & Child Development, Experimental Methods, and Motivation.

Dr. Dina Moore (Associate Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Cognition, Perception, Statistics, and Introductory Psychology.

Dr. Michael Nizhnikov (Assistant Professor) holds a Ph.D. from Binghamton U. and teaches courses in Brain and Behavior, Statistics, and Experimental Methods. He is a **co-Principal Investigator of an NIH grant** examining effect of prenatal exposure to alcohol in rats.

Dr. Claire Novosad (Associate Professor) holds a Ph.D. from U. of Connecticut and teaches courses in Developmental Psychology, Social & Emotional Development, and Sleep.

Dr. William Sherman (Professor) holds a Ph.D. from New York University and teaches courses in Abnormal Psychology, Health Psychology, Educational Psychology, and Behavior Therapy.

Dr. Kelly Stiver (Assistant Professor) holds a Ph.D. from McMaster University and teaches courses in Learning, Comparative Animal Behavior, Experimental Methods, and Introductory Psychology.

Dr. Jessica Suckle-Nelson (Associate Professor) holds a Ph.D. from Rhode Island University and teaches courses in Social Psychology, Experimental Methods, and the Psychology of Women.

Dr. Kenneth Walters (Assistant Professor) holds a Ph.D. from U. of Nebraska and teaches courses in Personality, Child

Abnormal Psychology, and Clinical Psychology.

Other Considerations
none

Previous Three Years Enrollment and Completion for the Program being Modified

Until this year, students have not had a straightforward method for declaring a Psychology minor. SCSU implemented a standardized, online minor declaration system in February 2016, and over 70 students declared a Psychology minor in the first two months the system was in effect. We therefore anticipate a large number of Psychology minors.

Note: For the data table, we are reporting the number of students choosing Psychology as a concentration within an Interdisciplinary Major (IDS). IDS major programs are composed of two or three minors.

ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	49	10	42	11	69	22
New Students	22	10	18	15	20	15
Returning Students	94	26	139	38	97	44
ACTUAL Headcount Enrollment	165	46	199	64	186	81
ACTUAL FTE per Year	175.0		212.4		208.6	
Size of Credentialed Group for Given Year						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)[4]*						
Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
PSY 100: Introduction to Psychology			3			
PSY 259: Statistics in Psychology		PSY 100, LEP T1QR	3			
PSY 300: The Psychology Major: Curriculum and Careers		Acceptance to program	1			
Core Course Prerequisites				**Elective Courses in the Field**		
LEP Tier 1 Quantitative Reasoning: MAT 103, 107, etc.			3	One of: PSY 210 — Infant and Child Development PSY 215 — Adolescent Development PSY 219 — Lifespan Development PSY 220 — Introduction to Mental Health PSY 227 — Social Psychology PSY 228 — Personality PSY 298 — Special Topics		3
				One of: PSY 303 — Perception PSY 311 — Learning PSY 313 — Cognition PSY 383 — Brain and Behavior PSY 393 — Experimental Methods Any 400-level PSY course		3
				Two PSY courses at the 200-level or higher		6
Total Other Credits Required to Issue Modified Credential						

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

1. An advanced-level understanding of a number of different areas of psychology
2. An understanding of the role of the scientific method in psychology
3. An ability to examine development, emotion, cognition, and behavior from a number of perspectives

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[4] **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.**

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - 01/20/12*

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

Connecticut Board of Regents for Higher Education
APPLICATION FOR PROGRAM MODIFICATION

PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution	Southern Connecticut State University	Date	May 6, 2016

Proposed Program: Modification of MINOR in Psychology Program

PROJECTED Enrollment	Year 1 - FY 2017		Year 2 - FY 2018		Year 3 - FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(incremental from other programs)*						
New Students *(first time matriculating)*						
Continuing *(students progressing to credential)*						
Headcount Enrollment	0	0	0	0	0	0
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1 - FY 2017		Year 2 - FY 2018		Year 3 - FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$0	$0	$0	$0	$0	$0
Program-Specific Fees (Registration Fee)	$0	$0	$0	$0	$0	$0
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$0		$0		$0	

PROJECTED Expenditures*	Year 1 - FY 2017		Year 2 - FY 2018		Year 3 - FY 2019	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Estimated Indirect Cost *(e.g. student services, operations, maintanance) @ 18% of expenses*		$0		$0		$0
Total ESTIMATED Expenditures		$0		$0		$0

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

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."

Assumptions:

This requested modification to the Minor in Psychology program is not expected to have any impact on revenue or expenses over the next three years.

[1] This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Criminology leading to a Bachelor of Arts degree at Eastern Connecticut State University for a period of three years until June 30, 2019.

A True Copy:

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

ITEM
Licensure of a program in Criminology leading to a Bachelor of Arts degree at Eastern Connecticut State University

BACKGROUND

Summary
Criminology explores the social construction of crime, the causes of criminal behavior, and the societal responses to crime. The criminology program will provide students with the methodological tools to understand the fundamental theories of the causes of crime, to develop new theories and models, and to study the impact of a variety of programs. We go further, though, and explore the influence of social inequality and diversity on our conceptualization of crime-related issues domestically and internationally.

Need for the Program
Up to this point, through the Criminology minor, dozens of students have found employment at community organizations that serve populations affected by crime (e.g., domestic violence shelters) and as officers in juvenile and adult probation, corrections, and policing, all within the state of Connecticut. The proposed major in Criminology addresses the needs of Connecticut's workforce for broadly trained criminologists. Government organizations and private businesses alike need employees who can think critically, communicate effectively, and be counted upon to make important decisions. Also, as the Connecticut workforce becomes increasingly diverse, so too does the need for employees who understand and value cultural diversity.

Curriculum
The program consists of a total of 41 credits covering four components: Sociological Methods & Statistics applied to Criminological Theory and Criminology Capstone Senior Seminar (20 credits), Criminological Foundations (9 credits), Social & Cultural Diversity Courses drawn from sociology, anthropology, and criminology (9 credits) and Experiential Learning Field Experience (3 credits). Formative and summative assessment of learning outcomes has been built into the program.

The program is congruent with the Transfer and Articulation Program (TAP) policy for Criminology passed in March 2015 by the BOR. Specifically, our program will allow a student who has earned the CSCU Pathway Transfer Degree: *Criminology Studies, A.A.* at one of the 12 Connecticut Community Colleges to attend Eastern at the beginning of his/her junior year and earn a bachelor's degree in Criminology within two years (60 credits).

Students
The demand for a Criminology major at Eastern is high. Institutional data from Fall 2015 show that of the 51 minors offered at Eastern, Criminology is the most popular minor in the School of Arts and Sciences with 114 students.

Survey data also indicate a high demand for a Criminology major at Eastern. In late May 2015, 394 current and recently graduated students who were majoring in Sociology and/or minoring in Criminology were surveyed. Of the 134 respondents, 123 (92%) expressed interest in this major, and 86 (64%) indicated that they would have changed their major if the Criminology major had been available. Institutional Research data show that just over 20% of the 1,768 courses students

transferred into Eastern and counted towards the Sociology major were courses that currently fulfill the Criminology minor (Spring, 2012 – Spring, 2104). These data also show that a large proportion of the courses which transfer into Eastern as SOC *** are actually Criminology or Criminal Justice courses.

Faculty
Courses in the Criminology major will be taught by existing faculty.   All core criminology theory and capstone courses draw on the criminology expertise of three full-time faculty members in sociology. Other full-time faculty in sociology and anthropology offer specialized courses that contribute to the major. Additionally, about 6 part-time professors currently teach courses that fulfill many of the major elective requirements.

Learning Resources
No additional learning resources are required to implement the Criminology major, beyond what is already available to the faculty in the department of Sociology, Anthropology and Social Work.

Facilities
The Criminology major will be housed and administered within the facilities allocated and utilized by the current Department of Sociology, Anthropology and Social Work.

Fiscal Note
No new faculty resources or new facilities required. The program will provide net revenue to the university.

Review of Documents:
   a)   Campus Review
   b)   Campus Budget and Finance
   c)   Campus President
   d)   Academic Council
   e)   System Office

Accreditation:
 No accreditation sought.

SECTION 1: GENERAL INFORMATION	
Institution: Eastern Connecticut State University	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date:

Program Characteristics Name of Program: **Criminology** Degree: Title of Award *(e.g. Master of Arts)* **Bachelor of Arts** Certificate: *(specify type and level)* **N/A** Anticipated Program Initiation Date: **Fall 2016** Anticipated Date of First Graduation: **Spring 2019** Modality of Program: **X** On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **120**	**Program Credit Distribution** # Cr in Program Core Courses: **20** # Cr of Electives in the Field: **18** # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* **3** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **41** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **29**

Type of Approval Action Being Sought: **X** Licensure OR   Licensure and Accreditation   Suggested CIP Code No. *(optional)*   Title of CIP Code   CIP Year: 2000   or 2010

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

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

Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*

Institutional Contact for this Proposal: **Dr. Theresa Severance**	Title: **Professor of Sociology**	Tel.: **860-546-4656** e-mail: severancet@easternct.edu

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

BOR Sequence Number (to be assigned):   Approved 2010 CIP Code No. [1]   Title of CIP Code   Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval: Conditions for Approval (if any)

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Objective: We propose to have a Major in Criminology (Bachelor of Arts). The major would be organized within the Department of Sociology, Anthropology and Social Work, which currently offers a Minor in Criminology.

Program Overview

Criminology explores the social construction of crime, the causes of criminal behavior, and the societal responses to crime. The criminology program will provide students with the methodological tools to understand the fundamental theories of the causes of crime, to develop new theories and models, and to study the impact of a variety of programs. We go further, though, and explore the influence of social inequality and diversity on our conceptualization of crime-related issues domestically and internationally.

Our program has four components, shown in Figure 1:

Core Courses
Sociological Methods & Statistics applied to Criminological Theory and Criminology
Capstone Senior Seminar
(20 credits)

↓

Criminological Foundations
(9 credits)

↓

Social & Cultural Diversity
Courses drawn from sociology, anthropology, and criminology
(9 credits)

↓

Experiential Learning
Field Experience
(3 credits)
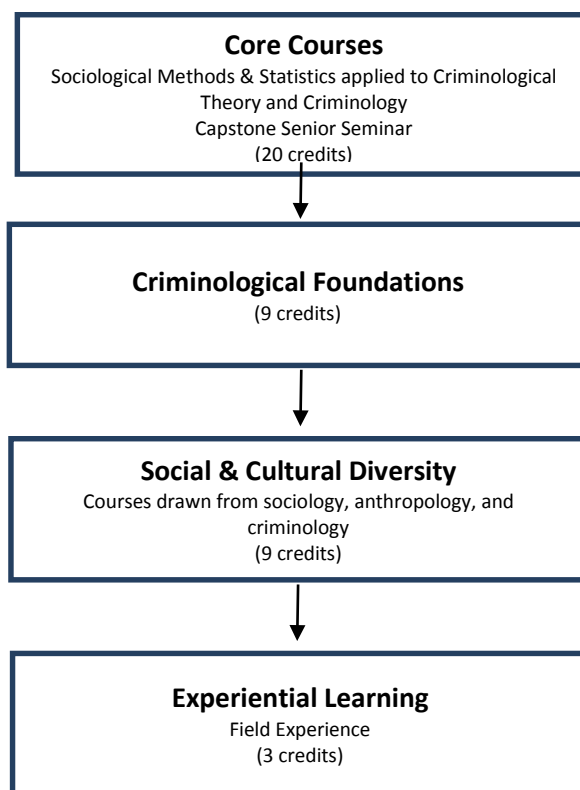
Figure 1 Program Overview

1. Core Courses: Our proposed major treats crime and crime problems as issues worthy of scientific inquiry. The program will emphasize the importance of assessing and developing theoretical ideas, conducting research, and analyzing data. Students will have the opportunity to examine the interrelationships of theory, research, and statistics. Three of the core courses are required explicitly for this purpose: SOC 350 (Methods of Social Research), SOC 351 (Statistics for Social Research), and CRM 410 (Criminological Theory). Students will also have opportunities to conduct and evaluate research in their senior capstone course (CRM 450: Senior Seminar), independent studies, and other substantive courses.

An understanding of the scientific enterprise is crucial to the study of criminology specifically, and a liberal arts education more generally. The inquiry-based elements of our program are included to help students develop skills in logic and reasoning – the utility of these skills extends far beyond the classroom and long after a student has graduated college.

2. Criminological Foundations. These courses explore the major theories of crime, substantive areas of criminology, and the interrelationships between social institutions and crime throughout history. Building on the core skills, we explore the impact of various policies, institutions, groups, and social trends on the definitions of and responses to crime, as well as the efficacy of the treatment of criminal behavior. This will allow students to learn to analyze and evaluate causal models and theories of crime.

3. Social and Cultural Diversity. Patterns of criminal behavior and consequences for criminal behavior tend to be strongly correlated with race, gender, and social class. An informed sociological analysis of law-making, law-breaking, and punishment requires attention to power structures and institutions of social control. These elective credits are designed to develop students' capabilities for *verstehen*—a term that refers to the cultivation of empathic understanding, or, the ability to view the world from the perspective of persons of diverse backgrounds and cultures. Eastern students who major in Criminology will enter the field with a greater understanding of how experiences and attitudes about crime and the criminal justice system are influenced by social inequality and cultural diversity.

   Courses exploring diversity and inequality have been identified as high-impact programs that engage students, enhance learning, and narrow achievement gaps. (Association of American Colleges and Universities, AACU).

4. Experiential Learning. Applied learning experiences are also classified as high-impact educational practices (AACU). Internships, service learning, and other field experiences in which students apply course material to analyzing and solving problems in the larger community are examples of experiential learning. These courses support our institutional mission by fostering community engagement and career development.

   Students majoring in Criminology will be required to enroll in CRM 475 (Criminology Internship: Group Supervision) or CRM 490 (Criminology Internship: Individual Supervision), preferably during their senior year. Either course will provide students with an internship experience; students in CRM 475 are supervised in small groups, whereas students in CRM 490 are supervised individually. The courts, probation, counseling, corrections, drug/alcohol recovery, Juvenile Review Board, victims' services, and policing are among several fields in which students intern. In addition, the capstone course (CRM 450: Senior Seminar) and several elective courses will encourage experiential learning in the form of service projects and other opportunities for interaction between students and community partners.

   These experiences require students to apply what they are studying in their curriculum to real-world issues and problems. The experiential learning component of the Criminology major encourages students to establish community ties and facilitates the transition from classroom to career.

Eastern's major is similar to other Criminology majors that are grounded in a sociological perspective using evidenced-based research and un understanding of the sociocultural context to explore conflicting values and create new social and criminal programs in the field. Sociologically-based programs can be found at other COPLAC (Council of Public Liberal Arts Colleges) institutions. For example:

Council of Public Liberal Arts Colleges (COPLAC)	
Fort Lewis	University of Illinois-Springfield
Ramapo College of New Jersey, NJ	University of Minnesota
Shepherd University, WV	University of South Carolina-Aiken

Alignment

This Criminology program mirrors some of the core tenets of our University mission by:

- emphasizing inclusive approaches to a diverse population
- incorporating the cultivation of engagement, integrity, and social responsibility into the program structure
- striving to give students the intellectual, social, and moral proficiencies necessary for decision-making in the field
- providing an outcome intended to best serve the state of Connecticut and the nation during a time of changing demographics and social unrest being felt by communities and law enforcement.

The program also aligns well with our current students and their needs. As data from a variety of sources indicate, the demand for a Criminology major at Eastern is high. Of the 258 Sociology majors, 24% of them are currently minoring in Criminology. We anticipate this figure will increase, as most students don't declare this minor until their junior year. In addition, 46% of the current criminology minors come from other majors such as psychology and social work.

Institutional data from Fall 2015 show that of the 51 minors offered at Eastern, Criminology is the third most popular overall with 114 students and the most popular minor in the School of Arts & Sciences. Approximately 75% of these students are juniors and seniors and most are majoring in the social sciences, primarily Sociology.

Survey data also indicate a high demand for a Criminology major at Eastern Connecticut State University. In late May 2015, 394 current and recently graduated students who were majoring in Sociology and/or minoring in Criminology were sent an email invitation to complete a 2-question survey. A total of 134 students responded to the survey. Their answers to the first survey item, "Please select the following statement that best describes your level of interest in majoring in Criminology", are as shown in table below:

Option	Statement	N	%
1	*I recently graduated, but I definitely would have majored in Criminology if such a degree was offered when I was at Eastern.*	18	13.4%
2	*I would most likely change my major to Criminology, but I'm so close to graduating that it doesn't seem worth it.*	26	19.4%
3	*I definitely would change my major to Criminology.*	34	25.4%
4	*I probably would change my major to Criminology.*	8	6.0%
5	*I would be interested in double-majoring in Criminology and another field of study.*	35	26.1%
6	*I have no opinion.*	3	2.2%
7	*I probably would not major in Criminology.*	6	4.5%
8	*I definitely would not major in Criminology.*	1	0.7%
9	*I recently graduated, but even if I was still at Eastern I would not major in Criminology.*	0	0.0%
10	*Other, please specify*	3	2.2%
	Total	134	100.0%

Of the 134 respondents, 123 (92%) expressed interest in this major. Of these 134, 42 would "probably" or "definitely" change their major to CRM, and 44 students indicated that they would have majored in Criminology if they hadn't recently graduated or weren't about to graduate. Thirty-five expressed interest in double-majoring in CRM and another subject Figure 2, below, summarizes student responses.
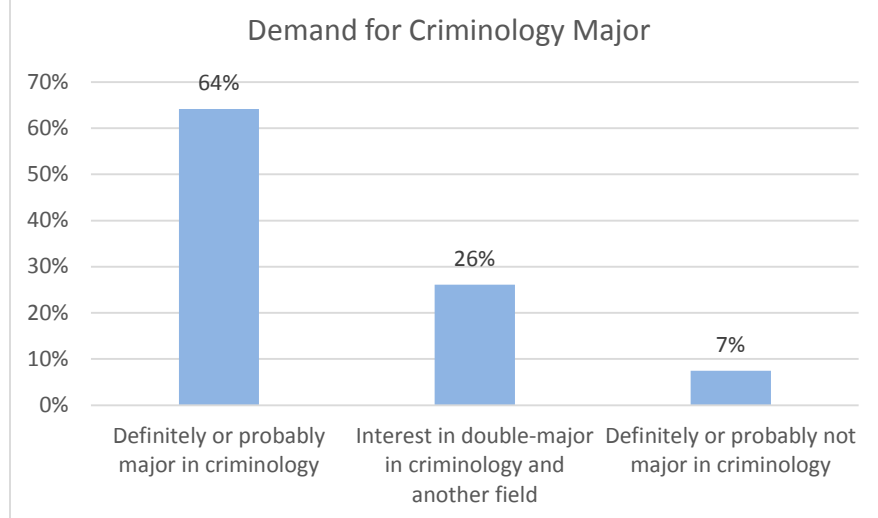
Demand for Criminology Major

Figure 2 Interest in Criminology Major

The second survey item was open-ended and asked respondents to share their thoughts or opinions about the possibility of offering a Criminology major at Eastern. Approximately 90 of the 134 respondents offered qualitative comments, virtually all of which were supportive. Comments from 7 students are reproduced verbatim below.

- *This is an interesting topic and requires an internship which my major didn't. But because of that internship, I was able to find a job in the criminology field. In the job search it would have looked better if my major was criminology!*
- *I am a peer advisor at the advising center so I speak with many students about their majors and what they plan to do after school and it seems that there is an interest in having this major*
- *I think an option of Criminology as a major would be beneficial to ECSU. It would gain interest of current and incoming students.*
- *Eastern should absolutely offer this major. I looked into criminology before coming to Eastern, but I saw that they didn't offer it. Based on my financial position, I had to settle with a different major at Eastern. If this major was offered this year, I would definitely want to switch soon being that I'm a sophomore.*
- *I struggled with my acceptance to Eastern because there is no Criminology major and that was my goal. I settled for Sociology but if I wasn't on the soccer team I would not be attending in the fall because of that.*
- *It feels like this should have been done since the start. Eastern has such a strong Sociology department and they have the necessary teachers to provide a great teaching and learning environment for the criminology field*
- *So many students that talk about Criminology say they would attend eastern if it was offered as a major. There is a huge demand for the subject and I think it would be a great asset. I would consider staying at Eastern if Criminology was considered a major.*

Data from Admissions and the Academic Services Center indicate that the new major would aid student retention at departmental and institutional levels, and would attract students who otherwise would not attend Eastern or any of Connecticut's public universities. Admissions staff members have told us that criminology is one of the most common majors prospective students ask about.

Institutional Research data show that just over 20% of the 1,768 courses students transferred into Eastern and counted towards the Sociology major were courses that currently fulfill the Criminology minor (Spring, 2012 – Spring, 2104). These data also show that a large proportion of the courses which transfer into Eastern as SOC *** are actually Criminology or

Criminal Justice courses. We learn as we advise students that they are often directed into Sociology because our department offers the Criminology minor and because Sociology is the major most similar to Criminology. In other words, the data suggest that many transfer students would choose to major in Criminology if such a major were available at Eastern.

More anecdotally, several athletic coaches have expressed concern about their ability to recruit student athletes who may choose to pursue a criminology or criminal justice degree at another university, rather than earning a minor in Criminology under Eastern's current system.

At the national level, data from the Integrated Postsecondary Education Data System (IPEDS) show that the annual number of students earning 4-year degrees in Criminology has more than doubled since the late 1990s. Academic Year 2011-2012 (the most recent time period for which data are available) yielded more Bachelor's degrees in Criminology (6,313) than any previous year. This number represents a 126% increase from the 2,789 Criminology degrees conferred in AY 1997-1998. From AY 2006-2007 up through 2011-2012, the number of 4-year degrees in Criminology increased 15%, while awarded Sociology degrees rose only 4%. Furthermore, the annual number of Associate's degrees in Criminal Justice earned in the United States increased from 13,603 in AY 2001-2002 to 45,525 in AY 2011-2012.

Finally, an informal case study is worth nothing here. In 2008, an interdisciplinary Criminology major was created at Lynchburg College, a small liberal arts school in Virginia. Within six years, the major had become the fourth most popular on Lynchburg's campus. By Fall 2014, 101 of the roughly 2,700 undergraduates were working towards a bachelor's degree in Criminology.

Addressing Identified Needs

- **How does the program address CT workforce needs and/or the wellbeing of CT society/communities?**
  (Succinctly present as much factual evidence and evaluation of stated needs as possible)
  Up to this point, through the Criminology minor, dozens of students have found employment at community organizations that serve populations affected by crime (e.g., domestic violence shelters) and as officers in juvenile and adult probation, corrections, and policing, all within the state of Connecticut. The proposed major in Criminology addresses the needs of Connecticut's workforce. Government organizations and private businesses alike need employees who can think critically, communicate effectively, and be counted upon to make important decisions. Also, as the Connecticut workforce becomes increasingly diverse, so too does the need for employees who understand and value cultural diversity. Finally, as Governor Malloy shifts resources from corrections to alternative sentences in his "Second Chance" initiative, there will be a growing need for broadly trained criminologists (which Eastern's program aims to provide), as opposed to strict vocational training.

- **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 major we are proposing will utilize the strengths of current resources. In total, we are proposing to create 8 new courses (CRM ***). However, only two of these 8 new courses involve substantive additions to curriculum. The 8 new courses can be classified as follows:
  - 2 substantive additions (CRM 410 - Criminological Theory and CRM 450 - Senior Seminar).
  - 4 upper-level independent/internship courses. These are currently listed with SOC prefixes. Future students who obtain criminology internships, independent studies, etc., will enroll in courses with CRM prefixes (CRM 365/SOC 365; CRM 475/SOC 375; CRM 480/SOC 480; CRM 490/SOC 490).
  - 1 minor change to the introductory criminology course - CRM 210 (Introduction to Criminology) modifies and replaces SOC 309 (Criminology).
  - 1 minor change of elective criminology course - CRM 105 (Criminal Justice and Community Relations) is a modification of a course that was taught in Fall 2013 as SOC 365 (Topics in Sociology).

We currently have the faculty needed for teaching all of the new courses. Three full-time faculty members of the Department—Theresa Severance, William Lugo, and Nicholas Parsons--specialize in Criminology and regularly teach courses relevant to the Criminology minor. Most other full-time faculty members regularly teach at least one Sociology course that would be applicable to the proposed major. Approximately 6 part-time adjunct faculty regularly teach other courses that would count towards the proposed major.

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

The program we are proposing will be congruent with the Transfer and Articulation Program (TAP) policy for Criminology passed in March 2015 by the BOR. Specifically, our program will allow a student who has earned the *CSCU Pathway Transfer Degree: Criminology Studies, A.A.* at one of the 12 Connecticut Community Colleges to attend Eastern at the beginning of his/her junior year and earn a bachelor's degree in Criminology within two years (60 credits). As a member of the Criminology (TAP) workgroup, one of the authors of this report designed two pathways for Eastern—one for transfer students wishing to pursue a Sociology major and Criminology minor (under the current system), and one for students seeking a Criminology major under our proposed program.

Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided .
Ten of the 12 Connecticut Community Colleges offer an Associate in Science degree in Criminal Justice.

Bachelor's and/or Master's degrees are offered by:
- Central – Bachelor's degree in Criminology, Minor in Criminal Justice, and MS in Criminal Justice
- Charter Oak -- Bachelor's degree in General Studies with a concentration in Criminal Justice
- Southern – Minor in Criminal Justice
- Western -- Bachelor's degree Justice & Law Administration with a Criminology option
- UConn – Interdisciplinary minor in Criminal Justice

The Criminology major proposed by Eastern will not duplicate these programs. Criminology—as an academic field—is historically rooted in Sociology. Eastern's program is grounded in the sociological perspective. Drawing heavily from sociology and anthropology, Eastern's program emphasizes the intersection of social inequality, diversity, crime, and justice. This perspective attends to the cultural, structural, economic, political and historical forces that shape human behavior and crime policy. To paraphrase Dr. Edwin Sutherland, criminologists are interested in how laws are made, how laws are broken, and how society deals with people who break the law. Criminology is behavioral and humanistic in its scope, program features which we believe will prepare students for careers in a variety of fields, and also equally prepare them for graduate school.

Our Criminology major will offer an alternative that will appeal to a unique group of students—particularly those who are economically and/or geographically segregated in eastern Connecticut—and offer an additional set of perspectives and skills to the Connecticut workforce, while helping to address the increased demand for criminology degrees at the Associate's and Bachelor's levels. Data from the Department of Higher Education graphed in Figure 3 below, show the following:
   a) the number of annually awarded Associate's degrees in Criminal Justice has increased substantially over the past two decades
   b) Connecticut's public colleges (mostly the community colleges) confer the majority of Associate's degrees in Criminal Justice.

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[2] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut
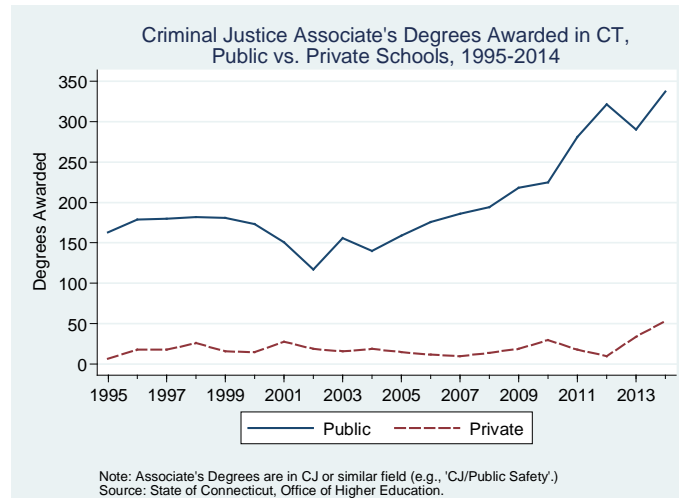
Figure 3 Associate's Degree Programs

Figure 4 (below) presents data showing the number of Bachelor's degrees in Criminal Justice, Criminology, or related subjects has also increased substantially over the past 20 years, but the majority are conferred by private institutions and the gap is growing.
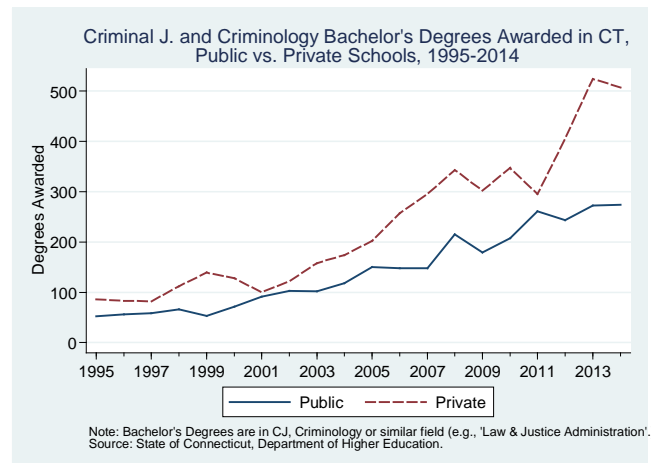

Figure 4 Programs in Connecticut

In fact, as mentioned earlier, our research suggests that offering a Criminology major at Eastern would meet the increased need and offer this program to students unable to afford a private education.

- **Please provide a description/analysis of employment prospects for graduates of this proposed program.** Students with a degree in Criminology will be prepared for a variety of occupations upon graduation, from corrections center counselor to FBI agent. Students will be prepared for positions in traditional criminal justice roles (e.g., police officer, corrections supervisor, probation officer), community service roles (e.g. drug/alcohol/domestic violence counseling, non-profit/community organizations), or analytical and policy-making roles requiring crime data research and analysis. As our current governor continues to shift public dollars out of traditional corrections jobs and into these alternative sentencing measures, the need for more broadly trained criminologists will grow significantly. The proposed program will also prepare interested students for earning advanced degrees. By our estimate, at least 21 Eastern graduates with Sociology degrees earned subsequent degrees in fields relevant to criminology (e.g., graduate degrees, law degrees) from 2010-2013.

Data provided by the Bureau of Labor Statistics (BLS) indicate that as of 2014, 3.3 million residents of the United States were employed in "Protective Service Occupations" (e.g., corrections and police officers, bailiffs). An additional 1.05 million residents were employed in "Legal Occupations" (e.g., lawyers, paralegals) and approximately 309,000 persons worked as counselors in substance abuse or related fields. Together, these numbers account for 34.5 jobs in criminology-related fields for every 1,000 jobs in the United States. Average (mean) annual salaries range from $38,000 to $101,000, depending on the specific occupational field.[3]

Sample employers include: Youth Detention Centers, Alternate Incarceration Programs, Social Service Agencies, Department of Corrections, Community Non-Profit Organizations, State Department of Labor, State Judicial Branch, Homeland Security, Department of Justice, Court System.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget) Currently we will not require any extra administrative or departmental costs to implement the proposed major. Current levels of faculty and staff support are adequate – Three full-time faculty members specialize in Criminology and most other full-time SOC faculty members regularly offer at least one course that would fulfill the proposed major requirements. Additionally, about 6 part-time professors currently teach courses that would fulfill many of the major elective requirements. Although Criminology will be a new major, organizing it within the Department of Sociology, Anthropology, and Social Work will prevent the need for additional resources.

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[3] http://www.bls.gov/oes/current/oes_nat.htm

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. To understand the major criminological theoretical perspectives, and to hone the ability to link theoretical ideas to inquiry and analysis.
2. To demonstrate an understanding of how ideological, social, political and fiscal forces shape crime policy.
3. To understand and appreciate the role of social inequality and cultural diversity in the study of criminology.
4. To approach the study of crime and criminals from a social scientific perspective.
5. To receive hands-on experiential learning in the field of criminology so as to develop career skills.
6. To develop abilities to communicate in writing; accomplished through two required writing-intensive courses.

Curriculum Map of Learning Outcomes

Course Number and Name						
Program Core Courses (6 courses)	1	2	3	4	5	6
SOC 100 – Introduction to Sociology			x			
CRM 210 – Introduction to Criminology	x	x	x	x		
SOC 350 – Methods of Social Research	x			x		x
SOC 351 – Statistics for Social Research	x			x		
CRM 410 – Criminological Theory	x	x	x	x	x	
CRM 450 – Criminology Senior Seminar	x	x	x	x	x	x

Criminological Foundations (3 courses)

- To understand the major criminological theoretical perspectives, and to hone the ability to link theoretical ideas to inquiry and analysis.

- To understand of how ideological, social, political and fiscal forces shape crime policy.

Social and Cultural Diversity (3 courses)

- To understand and appreciate the role of social inequality and cultural diversity in the study of criminology.

- To demonstrate an understanding of how ideological, social, political and fiscal forces shape crime policy.

-

Experiential Learning (1 course)

- To receive hands-on experiential learning in the field of criminology so as to develop career skills.

Method of Assessment of Learning Outcomes

Objective	Assessment Method
1. To understand the major criminological theoretical perspectives, and to hone the ability to link theoretical ideas to inquiry and analysis.	At the start of CRM 210, students will take a multiple choice pre-test covering the fundamental criminological theories. At the end of CRM 450, students will take a post-test to assess the learning. Students must score a minimum of 70% on the post-test to meet LO#1 expectations.
2. To understand how ideological, social, political and fiscal forces shape crime policy.	At the completion of the three electives in *Criminological Foundations,* students will select at least two relevant course papers. The papers will be evaluated using a critical thinking rubric created by faculty in the program. Students must score 70% on the rubric to meet LO#2 expectations.
3. To understand and appreciate the role of social inequality and cultural diversity in the study of criminology.	At the completion of the three electives in *Social and Cultural Diversity*, students will write a 5-10 page reflection paper summarizing each course, and emphasizing how each course's focus on sociological issues of diversity and inequality informs the study of criminology. Students must score 70% on the rubric designed by faculty in the program to meet *LO#3* expectations.
4. To approach the study of crime and criminals from a social scientific perspective.	Students will receive instruction on the utility of a social scientific approach and social research methods in SOC 350. As part of CRM 450, students will design and/or conduct primary research or complete a meta-research study exploring the ways that research helps evaluate and expand programs in the field. The papers produced in these courses will be evaluated by faculty using a rubric designed to assess *LO #4*. Students must achieve a min. of 70% on the rubric to meet expectations.
5. To receive hands-on experiential learning in the field of criminology so as to develop career skills.	During their experiential learning course (CRM 475 or CRM 490), students will be able to connect their course theory to career skills needed in the field of criminology, which is also needed since the courses have received the university's Liberal Arts Work (LAW) designation. Students will create portfolios from these experiences that will be reviewed and approved by faculty teaching CRM 475 and 490, using a rubric designed to assess LO #5.
6. To develop abilities to communicate in writing; accomplished through two required writing-intensive courses.	SOC 350 and CRM 450 fulfill the university's Tier 2 and Tier 3 writing intensive requirements. As such, students will have the opportunity to produce several written works, as well as receive the opportunity for peer review of their papers and also revise and resubmit drafts prior to final submission. Students must maintain a 2.0 or greater average in all required courses in the major.

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 Criminology major will be administered by the Department of Sociology, Anthropology, and Social Work where the Criminology minor is now housed. Faculty load credits currently allocated for department administration will be redistributed to a faculty member for program administration (e.g. course scheduling, program assessment, annual reports, and other administrative tasks).

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?   20%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program. Master's degree in sociology, criminology or related field (Ph.D. preferred).

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

 None. Current institutional resources are sufficient.

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. #4	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #4	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
SOC 100 – Introduction to Sociology	3	None	3	Experiential Learning: <u>One</u> of the following:	5	3
CRM 210 – Introduction to Criminology	1-4	none	3	CRM 475 (Field Seminar in Criminology)	5	3
SOC 350 – Methods of Social Research	1,4	SOC 100 & T1W	4	CRM 490 (Internship in Criminology)	5	3
SOC 351 – Statistics for Social Research	1,4	SOC 100 & T1M	4			
CRM 410 – Criminological Theory	1-5	CRM 210	3			
CRM 450 – Criminology Senior Seminar	1-6	CRM 210 & SOC 350	3			
TOTAL			20	**TOTAL**		3

Course Number and Name	L.O. #4	Cr Hrs	Course Number and Name	L.O. #4	Cr Hrs
Elective Courses in the Field			**Elective Courses in the Field**		
Nine credits from the following *Criminological Foundations:*			Nine credits from the following *Social and Cultural Diversity Electives*		
SOC 101 – Criminal Justice and Society	1-2	3	SOC 208 – Gay, Lesbian and Bisexual Lives	2-3	3
CRM 105 – Criminal Justice and Community Relations	1-2	3	SOC 240 – Sociology of Gender	2-3	3
SOC 209 – Juvenile Delinquency	1-2	3	SOC 250 – Social Inequality	2-3	3
SOC 220 – Sociology of Corrections	1-2	3	SOC 307 – Deviance	2-3	3
SOC 310 – Women and Crime	1-2	3	SOC 312 – Sociology of Mental Illness	2-3	3
SOC 311 – Drugs & Society	1-2	3	SOC 346 – Race & Ethnic Relations	2-3	3
SOC 315 – Crime and Media	1-2	3	ANT 225 – Contemporary Puerto Rican Culture and Society	2-3	3
SOC 318 – Violence in Relationships	1-2	3	ANT 240 – Latinos in the U.S.	2-3	3
SOC 325 – Law & Society	1-2	3	ANT 345 – Transnational, Racial, and Ethnic Identity	2-3	3
ANT 358 – Anthropology of Violence	1-2	3			
CRM 365 – Topics in Criminology	1-2	1-3			
CRM 480 – Independent Study	1,2,3,4,6	1-6			
Elective Credits in Field		9	**Elective Credits in Field**		9
			TOTAL ELECTIVE CREDITS		18

Core Course Prerequisites	Cr Hrs
T1W = Tier I – College Writing, i.e., ENG 100, 100P, 200, or HON 200	3-5
T1M = Tier I Math course, i.e., MAT 130, 135, 139 or 243	3-4

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Theresa Severance, Professor of Sociology	Ph.D., Bowling Green State University	Corrections and Reentry; Female Offenders; Delinquency and Juvenile Justice/Papers presented at professional Criminology and Criminal Justice conferences, peer-reviewed publications, co-authored an edited volume *Classics of Criminology.*	Full-time tenured faculty member, averaging over 12 faculty load credits during my 17 years at Eastern. Dr. Severance regularly teaches include SOC 209: *Juvenile Delinquency,* SOC 220: *Sociology of Corrections,* SOC 310: *Women and Crime,* and SOC 315: *Crime and Media,* and SOC 375: *Seminar and Field Instruction.* Dr. Severance also supervises internships and independent studies related to criminology and criminal justice.
William Lugo, Associate Professor of Sociology	Ph. D., University of Wisconsin-Madison	Juvenile crime and alcohol use; Research, Peer-Reviewed Publications, Papers presented at professional Sociology and Criminology conferences, dissertation on underage drinking and crime on college campuses.	Chair of the Sociology, Anthropology, and Social Work department (which includes the Criminology minor) for the past four years, Dr. Lugo teaches predominantly in the criminology minor, including *Criminology* (CRM 210), *Criminal Justice and Community Relations* (CRM 105). He also supervises criminology research and internships. In addition, Dr. Lugo has spent over five years at Eastern working on grants to improve campus life for our students by reducing student drug and alcohol use and abuse and the secondary effects that go along with it.
Nicholas Parsons, Associate Professor of Sociology	Ph.D., Washington State University	Deviance; Drugs & Drug Policy; Research, Peer-Reviewed Publications, Papers presented at professional Sociology and Criminology conferences, a book manuscript on the social, legal, and cultural history of methamphetamine (2014).	As a full-time, tenured faculty member, Dr. Parsons has averaged over 12 faculty load credits over his eight years at Eastern. He regularly teaches *Deviance* (SOC 307), *Drugs & Society* (SOC 311), and *Statistics for Social Research* (SOC 351). He has also taught SOC 350 (*Methods of Social Research*) and SOC 312 (*Sociology of Mental Illness*). Dr. Parsons has experience teaching courses in introductory sociology and criminology, which are two of the core courses in the proposed major. Dr. Parsons has mentored several students in independent studies or internships in criminology.

Part-Time Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Nicolas Simon	Ph.D. (August 2016), University of Connecticut	Deviance, Social Capital and Crime	Professor Simon has been an adjunct at Eastern for almost 10 years. He regularly teaches courses in the criminology program- from *Deviance* (SOC 307), to *Criminology* (CRM 210), to *Social Inequality* (SOC 250*)*, to *Race and Ethnic Studies* (SOC 346). He also recently received the CSCU BOR Teaching award in April 2016.
Edward Azzaro	JD (2004), Western New England College School of Law	Law (Member of Connecticut Bar), Deputy Assistant State's Attorney	Professor Azzaro has been an adjunct at Eastern for over 5 years, teaching *Law and Society* (SOC 325) and *Corrections.* Professor Azzaro brings substantial legal and practical experience for our students.
Brenda Westberry	MA, Sociology BS Justice and Law Administration	Chief Adult Probation Officer, 21 years of experience in the field	Professor Westberry has been teaching core courses in the criminology program for over 15 years. Two of her very popular courses are *Introduction to Criminal Justice* (and *Violence in Relationships.* Professor Westberry also brings her substantial field experience to our students.

Subject Matter Experts

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Teaching Responsibilities
Cara Bergtrom-Lynch	Ph.D. Sociology, University of Michigan – Ann Arbor	Gender and Sexualities	Professor Bergtrom-Lynch teaches *Sociology of Gender.*
Dennis Breslin	Ph.D., Univ. of Connecticut	Racial and Ethnic Relations	Professor Breslin teaches *Race & Ethnic Relations.*
Stacey Brown	Ph. D., Kent State University	Racial and Ethnic Relations	Professor Brown teaches *Race & Ethnic Relations.*
Kim Dugan	Ph.D. Sociology, The Ohio State University	LGBT Studies	Professor Dugan teaches *Gay, Lesbian, and Bisexual Lives.*
Mary Kenny	PhD Anthropology, Columbia University	Human Rights	Professor Kenny teaches *Anthropology of Violence.*
Denisha Harris	M.A., Florida State University	Social Inequality	Professor Harris teaches *Social Inequality.*
Mitzi Horowitz	Ph.D. University of Connecticut	Deviant Behavior	Professor Horowitz teaches *Deviance.*
Lucy Hurston	M.A., Ohio State University	Racial and Ethnic Relations	Professor Hurston teaches *Race & Ethnic Relations.*
Ricardo Perez	Ph.D. Anthropology, University of Connecticut	Latin American Studies and Caribbean	Professor Perez teaches *Contemporary Puerto Rican Culture and Society* and *Latinos in the U.S.*
Eric Williamson	Ph.D. University of Connecticut	Racial and Ethnic Identities	Professor Williamson teaches *Transnational, Racial, and Ethnic Identity.*

Connecticut Board of Regents for Higher Education

A PPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution   Eastern   *Date*   April, 2016

Proposed Program   Criminology

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	80	20	90	20	100	20
New Students *(first time matriculating)*	20	10	40	20	60	30
Continuing *(students progressing to credential)*						
Headcount Enrollment	100	30	130	40	160	50
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$ 212,590	$ 12,990	$ 425,180	$ 25,980	$ 637,770	$ 38,970
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$225,580		$451,160		$676,740	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time -total for program)*	4	$20,016	4	$20,418	4	$20,622
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other *(e.g. student services)*						
Estimated Indirect Cost *(e.g. student services,*						
Total ESTIMATED Expenditures		$20,016		$20,418		$20,622

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

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
Please provide any necessary annotations:

[1]This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure and
accreditation of a program in Registered Medical Assisting leading to a
Certificate of 38 credits at Asnuntuck Community College

A True Copy:

_____

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

ITEM
Licensure and Accreditation of a program in Registered Medical Assisting leading to a Certificate at Asnuntuck Community College.

BACKGROUND
Summary

The Registered Medical Assistant program is a well-established, non-credit program of the college. Over its 13-year history, the program has developed an excellent reputation with area medical offices and hospitals that provide externship opportunities for RMA students. The Registered Medical Assisting Program at Asnuntuck Community College will prepare students to sit for a voluntary national certification exam sponsored by the American Medical Technologists.

Need for the Program
The Registered Medical Assistant program will be transitioning to a credit program. . Asnuntuck Community College serves 3 counties for health-care certificate programs: Hartford and Tolland County in CT, and Hampden County in MA. According to EMSI Occupational Overview data from Q1 2016, the occupation is expected to grow at an average rate of 9.8% from 2016-2021, with job openings predicted at 378 for the 5 year time period. The State of CT is expected to add 2,121 jobs from 2016-2021,an 84% increase. In January of 2016, there were unique job openings for the 3 counties listed, and from Jan 2011 –Jan 2016 the average monthly hires have been 154.

Curriculum
The curriculum for the certificate consists of 11 courses in accordance with the American Medical Technologist certification guidelines. Two new courses will be created based upon consultation with AMT.

Students
Student enrollment in the RMA program has increased nearly 50% since 2013, to 45 students. As a border college, Asnuntuck draws students not only from its 8 service-towns in Connecticut, but also from western Massachusetts. With its strong curriculum, real-world externships and excellent job placement rate the Registered Medical Assistant program will be a powerful addition to the credit offerings at the college. It has consistently attracted Connecticut and Massachusetts residents looking for career training.

Faculty
The Allied Health Coordinator who teaches in the program is herself a Certified Medical Assistant and a subject matter expert in the field. No new faculty will be needed, as the program currently exists as a non-credit offering

Learning Resources
Existing learning resources will be maintained.

Facilities
The certificate requires no new facilities or equipment.

Fiscal Note
The program will generate income with a minimum of 18 students per semester enrolled full-time; current enrollment trends project a minimum of 20 students per year.

Review of Documents:
    a)   Campus Review
    b)   Campus Budget and Finance
    c)   Campus President
    d)   Academic Council
    e)   System Office

Accreditation:

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

SECTION 1: GENERAL INFORMATION [1] [2]

Institution: Asnuntuck Community College	Date of Submission to BOR Office: 4/8/2016

Most Recent NEASC Institutional Accreditation Action and Date: Accreditation Renewed, **March 3, 2016**

Program Characteristics Name of Program: **Registered Medical Assistant** Degree: Title of Award *(e.g. Master of Arts)* **Certificate** Certificate: *(specify type and level)* Anticipated Program Initiation Date: **September, 2016** Anticipated Date of First Graduation: **December, 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)*:	**Program Credit Distribution** # Cr in Program Core Courses: **38** # Cr of Electives in the Field: **0** # Cr of Free Electives: **0** # Cr Special Requirements *(include internship, etc.)*: **0** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **38** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **0**

Type of Approval Action Being Sought: Licensure OR **X** Licensure and Accreditation

Suggested CIP Code No. *(optional)* 51.0801   Title of CIP Code Medical/Clinical Assistant   CIP Year: 2000   or 2010 X

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

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

Other Program Accreditation:
  • If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a
If program prepares graduates eligibility to state/professional license, please identify: The Registered Medical Assisting (RMA) Program at Asnuntuck Community College will prepare students to sit for a voluntary national certification exam sponsored by the American Medical Technologists. This association is a nationally and internationally recognized certification agency for allied health professionals. Upon passing the national exam, students will be able to work in any state and perform all duties required of a registered medical assistant under the direct supervision of a physician.
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Michael Stefanowicz	Title: Academic Dean	Tel.: 860 253-3102 e-mail: mstefanowicz@asnuntuck.edu

BOR-AC REVIEW and Follow Up *(For BOR Office Use Only - please leave blank)*

BOR Concept Paper Sequence Number (to be assigned):
Summary of BOR-AC Comments and Recommendations:
Log of Follow Up Steps:
Expected Date of Full Proposal:

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[1] This Concept Paper can be considered the first draft of your new program proposal. Providing accurate and concrete information will facilitate further steps. Please neglect cells that have been shaded with a pattern or text that has been crossed out. These items can be completed in the full proposal document.

[2] Further details and information may be required at the institution level (e.g., Academic Dean, Provost) or system level (e.g., officer in charge of a centralized programmatic database). As appropriate, this additional information should be included in this Concept Paper.

SECTION 2: PROGRAM PLANNING ASSESSMENT *(To be used in BOR Review Only)*

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Medical Assistant programs already exist as credit programs at other colleges and as a non-credit program at Asnuntuck. Moving the RMA program to credit would enable the college to achieve the following Board of Regents/Asnuntuck strategic goals:

- **Student success:** Graduate more students with the knowledge and skills to achieve their life and career goals
- **Innovation and Economic Growth:** Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world
- **Affordability and Sustainability:** Maximize access to higher education by making attendance affordable and our institutions financially sustainable

Addressing Identified Needs

*How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible) A*snuntuck Community College serves 3 counties for health-care *certificate* programs: Hartford and Tolland County in CT, and Hampden County in MA. According to EMSI Occupational Overview data from Q1 2016, the occupation is expected to grow at an average rate of 9.8% from 2016-2021, with job openings predicted at 378 for the 5 year time period. The State of CT is expected to add 2,121 jobs from 2016-2021,an 84% increase. In January of 2016, there were unique job openings for the 3 counties listed, and from Jan 2011 –Jan 2016 the average monthly hires have been 154.

- 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 Registered Medical Assistant program is a well-established, non-credit program of the college. Over its 13-year history, the program has developed an excellent reputation with area medical offices and hospitals that provide externship opportunities for RMA students. The Allied Health Coordinator who teaches in the program is herself a Certified Medical Assistant and a subject matter expert in the field. Student enrollment in the RMA program has increased nearly 50% since 2013, to 57 students. As a border college, Asnuntuck draws students not only from its 8 service-towns in Connecticut, but also from western Massachusetts. With its strong curriculum, real-world externships and excellent job placement rate the Registered Medical Assistant program will be a powerful addition to the credit offerings at the college. It has consistently attracted Connecticut and Massachusetts residents looking for career training. Asnuntuck Community College has a number of credit free Healthcare Certificates which are popular, including Medical Coding and Billing, Certified Pharmacy Technician, EMT (Emergency Medical Technician) ,Certified Phlebotomy Technician & Certified EKG Technician, Veterinary Assistant ,Dental Assistant (X-Ray & Infection Control Certified) , Certified Sterilization Technician ,Ophthalmic Assistant , and Certified Massage Therapy Program. This is the first Healthcare Certificate credit-free program to transition to a credit Certificate / Degree. With its strong curriculum, real-world externships and excellent job placement rate the Registered Medical Assistant program will be a powerful addition to the credit offerings at the college.

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate) n/a

Please indicate what similar programs exist in other institutions within your constituent unit 3, and how unnecessary duplication is being avoided

Existing programs do currently exist at Capital Community College, Housatonic Community College, Northwestern Connecticut Community College, Norwalk Community College, and Quinebaug Valley Community College. Most of these programs are AAMA approved or accredited; the Asnuntuck program will be AMT (American Medical Technologist) approved. The existing program has had consistent enrollment over the past 13 years, and labor market information supports continued need for graduates.

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

The State of CT is expected to add 2,121 jobs from 2016-2021,an 84% increase. In January of 2016, there were unique job openings for the 3 counties that Asnuntuck serves, and from Jan 2011 –Jan 2016 the average monthly hires have been 154. Since 2013, the program has had 41 completers with 34 currently working, for an 82.9% employment/placement rate.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a short narrative that generally considers projections of program enrollment and graduation, revenues and expenses, existing and needed resources, including faculty and administrative cost, and any major cost implications)

The program will generate income with a minimum of 18 students per semester enrolled full-time; current enrollment trends project a minimum of 20 students per year.

 (Program revenue sheet attached)

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[3] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

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

Institution	Asnuntuck CC		*Date*	5/4/2016
Proposed Program	Registered Med Assist. Cert			

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	0					
New Students *(first time matriculating)*	20		20		20	
Continuing *(students progressing to credential)*			0	2		4
Headcount Enrollment	20	2	20	2	20	4
Total Estimated FTE per Year	20.5		20.5		22	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$135,840	$0	$135,840	$7494	$135,840	$14,988
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$135,840		$143,334		$150,828	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*	1	$96,934	1	$96,934	1	$96,934
Faculty *(Part-time -total for program)*	1	$10,203	1	$10,203	1	$10,203
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintenance)*						
Total ESTIMATED Expenditures		$107,137		$107,137		$107,137

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

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."

Please provide any necessary annotations:

SECTION 3: PROGRAM QUALITY ASSESSMENT

Overall Learning Goal/Principal Learning Outcome for the Program: The Registered Medical Assisting Program at Asnuntuck Community College will prepare students to sit for a voluntary national certification exam sponsored by the American Medical Technologists. Upon passing the national exam, students will be able to work in any state and perform all duties required of a medical assistant under the direct supervision of a physician.

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. Earn certification as a Registered Medical Assistant by passing a national certification exam administered by the American Medical Technologists.
2. Demonstrate basic knowledge of front office procedures in a medical facility such as appointment scheduling, patient registration, medical billing and coding, financial management, insurance, and computer literacy needed for the health care industry today assessed through written testing and computer simulation.
3. Perform clinical procedures relating to direct patient care and education such as vitals, charting, patient assisting a physician in a physical exam, safety precautions, and medical asepsis assessed through written and clinical testing and clinical competency.
4. Demonstrate competency in laboratory testing, specimen collection, and diagnostic procedures, assessed through written and clinical testing.
5. Demonstrate and practice behaviour consistent with the legal and ethical standards of the medical profession assessed through written testing, presentation, and situational role play.
6. Display proficient knowledge of medical terminology and human anatomy and physiology including disease processes assessed by written and clinical testing.
7. Understand basic pharmacology, drug classifications, dosage calculations, and drug interactions assessed through written testing and clinical competency.

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 current Registered Medical Assistant / Health Careers coordinator will oversee and administer the program..

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*
How many new full-time faculty members, if any, will need to be hired for this program? 0
(Note: A current full-time credit free instructor will teach the majority of the courses in the program.
What percentage of the credits in the program will they teach? 90%
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: Master's Degree and/or minimum qualifications for experience, as per Board of Regents guidelines.

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)*
 No new resources are required since ACC is already equipped with area suitable for patient care and diagnostic testing instruction and a laboratory area for venepuncture and laboratory testing. ACC owns two EKG machines, centrifuges, an exam table, venepuncture arms, microscopes, and slides. Supplies are ordered with each class start.

Curriculum

(Please provide details as available and keep in mind the summary of Program Credit Distribution completed in Section 1. Modify this format as needed)
*(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. # [4]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			**38**	**Other Related/Special Requirements**		
MED*125 Medical Terminology*	1,6		3	(none)		
MED*133 Clinical Medical Assisting*	1,3		4			
MED* XXX Anatomy & Physiology*	1,6		4			
MED* 111 Medical Office Procedures*	1,2		3			
MED* 112 Medical Insurance & Coding*	1,2		3			
MED* XXX Clinical Laboratory Procedures and Practices I*	1,4		4			
MED* 170 Law & Ethics for Health Careers*	1,5		3			
MED*250 Principles of Pharmacology*	1,7		3			
MED* XXX Psychology & Communications in Healthcare for Medical Assistants*	1,5		3			
MED* 245 Clinical Laboratory Procedures and Practices II*	1,4		4			
MED* 280 Clinical Externship*	1-7		4			
Core Course Prerequisites				**Elective Courses in the Field**		
(none)				(none)		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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

Curriculum
Program Core Courses
There are no prerequisites to these classes, but there is a proposed course sequence:
FIRST SEMESTER – 14 credits
Medical Terminology – 45 hours – 3 credits MED* 125
The goal of this course is to acquire basic medical terminology for students who will be entering into a medical profession. Standard roots, suffixes, and prefixes will be covered. Terms associated with each body system, as well as common diseases to each body system, will be covered. Anatomy and Physiology will be covered in order to make learning more interesting and the terms associated with each body system more easily understood. Correct spelling will be emphasized.

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

Clinical Medical Assisting – 60 hours – 4 credits MED* 133

Skills that will be covered in this course include taking vital signs and measurements, documenting medical histories, charting pertinent findings, and assisting during routine and specialty medical exams and treatments. Medical asepsis is stressed. Through the use of lectures, discussions, role-playing, hands-on practice, the student develops competency in these skill areas.

Anatomy and Physiology for Medical Assistants – 60 hours – 4 credits MED* XXX

This course is a basic study of the structure and functions of the human body. It is designed to provide the fundamental knowledge of how each system functions. The anatomy and physiology of the integumentary system will be discussed. The skeletal system and the muscular system will be covered in detail. Blood, cardiovascular system, lymph system, and the digestive system will also be discussed. Disorders and medical treatments particular to each system will be highlighted.

Medical Office Procedures – 45 hours – 3 credits   MED* 111

This course presents the students with a basic overview of front office procedures in a medical facility. Emphasis is on daily office procedures, financial management, insurance, and computer literacy needed for the health care industry today.

SECOND SEMESTER – 13 credits

Medical Insurance and Coding – 45 hours – 3 credits   MED* 112

The course gives an overview of developments of health insurance in this country, managed care, the life cycle of an insurance claim, legal and regulatory issues, and the process of generating an insurance claim. Students will learn the procedures for ICD-10-CM and CPT coding. Federal and commercial insurance plans will be discussed.

Clinical Laboratory Procedures and Practices 1 – 60 hours – 4 credits MED* XXX

Through lectures, discussion, role playing and practice sessions this course demonstrates the concepts of urinalysis, intro to pharmacology, medication administration, the use of the PDR, procedures for performing EKGs. Students will also become familiar with preparing and assisting in radiologic procedures.

Law and Ethics for Health Careers – 45 hours – 3 credits MED* 170

The legalities and ethical behavior associated with the medical practice or facility are discussed with emphasis on the legal and ethical responsibilities of health care practitioners. Federal regulations and guidelines pertinent to medical practices are reviewed. Students will develop an understanding of dealing with patients within a professional code of ethics. Basic concepts of office administration and human resource management are covered.

Principles of Pharmacology – 45 hours – 3 credits MED* 250

Course Description in progress

THIRD SEMESTER – 11 credits

Psychology and Communications in Healthcare for Medical Assistants – 45 hours – 3 credits MED* XXX

This course is an overview of the history of the medical practice and an insight of aspects impacting the medical profession, patients, and medical practice in today's health care profession. It introduces the professional and personal aspects of medical assisting. Therapeutic communications skills are stressed. Particular focus is on specific skills needed to appropriately communicate with a variety of patient profiles. The underlying psychology of specific patient populations is examined.

Clinical Laboratory Procedures and Practices 2 – 60 hours – 4 credits   MED* 245

Students role-play and practice skills needed in a medical office. They learn the purpose of laboratory testing, types of tests, laboratory request forms, specimen collection, and storage procedures are covered.   Students learn blood collection methods and general hematology tests performed in a medical office. Medical asepsis and sterilization procedures are stressed. Students will learn to set up sterile fields for surgery and learn the different types of sutures most commonly used in a physician's office. Basic microbiology is discussed and the safe handling of microbiological specimens is stressed.

Medical Assistant Externship – 225 hours – 4 credits   MED* 280

This course requires the student, in the controlled environment of an approved medical assisting externship site, to experience the hands-on application of the administrative, clinical and professional procedures necessary to the field of medical assisting. This course requires the student to complete 225 hours of supervised practical experience in a program approved site.

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
Michele Howard-Swan MS – Physiology and Neurobiology MS - Biology Certified Medical Assistant	University of Connecticut	Qualified for ALL classes	Program Coordinator

ITEM
The Board of Regents for Higher Education amends its' policy regarding "Sexual Misconduct Reporting, Support Services and Processes Policy" to comply with Public Act 16-106, An Act Concerning Affirmative Consent, and to fulfill its agreement with the Connecticut State University American Association of University Professors ("CSU-AAUP") Case No. SPP-31568.

BACKGROUND
In 2015 an "affirmative consent" bill was introduced to the state legislature. Although the bill did not pass in 2015, it was understood that it would be re-introduced for the 2016 session. House Bill 5376, "An Act Concerning Affirmative Consent" was passed and enacted as Public Act 16-106. The Act becomes effective on July 1, 2016. Although the Sexual Misconduct Reporting, Support Services and Processes Policy is substantially consistent with the Act, the policy has been revised to conform to the language of the Act.

Upon adoption of the Sexual Misconduct Reporting, Support Services and Processes Policy, CSU-AAUP challenged the ability of the Board to require that all employees become mandated reporters in all instances of a disclosure of sexual misconduct. CSU-AAUP subsequently filed Case No. SPP-31568 with the State Board of Labor Relations. As a result the BOR and CSU-AAUP agreed to language that would require all faculty to be mandated reporters when they receive reports or disclosures of sexual misconduct from students, but that their requirement to report disclosures from other employees would depend upon whether the misconduct impacted the university or was related to the employee's employment. It was also agreed that the policy change would not be made until after legislation regarding affirmative consent was passed so that all of the changes would be made together.

ANALYSIS
In accordance with the provisions of Public Act 16-106 the policy adopts the statutory definition of "affirmative consent", as well as the statutory standard of affirmed consent. Likewise it clarifies that both investigations and disciplinary proceedings begin promptly. Other changes such as moving the terms and definition to the Terms, Usage and Standards section were made to provide clarity.

The Statement of Policy and the Mandated Reporting sections were revised to mirror the language proposed by CSU-AAUP and agreed upon by the BOR/CSCU.

RECOMMENDATION
That the Board of Regents for Higher Education to amend the Sexual Misconduct Reporting, Support Services and Processes Policy.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

Sexual Misconduct Reporting, Support Services and Processes Policy

June 16, 2016

WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to insuring that each member of every BOR governed college or university community has the opportunity to participate fully in the process of education and development; and

WHEREAS, The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and relationship violence; and

WHERAS, The Board of Regents for Higher Education adopted policy regarding "Sexual Misconduct Reporting, Support Services and Processes Policy, as amended on 1/15/15; and

WHEREAS, Public Act 16-106 An Act Concerning Affirmative Consent imposed new requirements on colleges and universities to address sexual violence on campuses; and

WHEREAS, The Board of Regents consistent with the goal providing safe environments at all of its campuses for all who frequent them, has reviewed its policy regarding "Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy" and revised the policy so that it is consistent with the law; and

WHEREAS As settlement of the issue regarding the BOR policy of sexual misconduct reporting in the matter between BOR and CSU-AAUP, the parties agreed to revise the Mandated Reporter requirements to the express language provided in the section entitled "Mandated Reporting by College and University Employees"; therefore be it

RESOLVED, That the Board of Regents formally amends the "Sexual Misconduct Reporting, Support Services and Processes Policy".

A True Copy:

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

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Board of Regents for Higher Education
Connecticut State Colleges and Universities

June 16, 2016

Policy Regarding

Sexual Misconduct Reporting, Support Services and Processes Policy

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Statement of Policy
The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

The BOR strongly encourages victims to report any instance of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college and university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual misconduct. Each and every BOR governed college and university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim support persons and community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place. Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all BOR and CSCU employees are required to immediately communicate to the institution's designated recipient any disclosure or report of sexual misconduct received from a student as well as communicate any disclosure or report of sexual misconduct the employee received from another employee when misconduct is related to the business of the institution.

Affirmative consent must be given by all parties before engaging in sexual activity. Affirmative consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person. Sexual misconduct, as defined herein, is a violation of BOR policies and, in addition, may subject an accused student or employee to criminal penalties. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Sexual relationships of any kind between staff/faculty and students are discouraged pursuant to BOR policy.

The Board of Regents for Higher Education hereby directs the Connecticut State Colleges and Universities to implement the Policy stated above pursuant to the following provisions:

Terms, Usage and Standards
Consent must be affirmed and given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is a mutually affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent may be revoked at any time during the sexual activity by any person engaged in the activity.

Affirmative consent may never be assumed because there is no physical resistance or other negative response. A person who initially consents to sexual activity shall be deemed not to have affirmatively consented to any such activity which occurs after that consent is withdrawn. It is the responsibility of each person to assure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that affirmative consent is sustained throughout the sexual activity. It shall not be a valid excuse to an alleged lack of affirmative consent that the student or employee responding to the alleged violation believed that the student reporting or disclosing the alleged violation consented to the activity (i) because the responding student or employee was intoxicated or reckless or failed to take reasonable steps to ascertain whether the student or employee reporting or disclosing the alleged violation affirmatively consented, or (ii) if the responding student or employee knew or should have known that the student or employee reporting or disclosing the alleged violation was unable to consent because the student or employee was unconscious, asleep, unable to communicate due to a mental or physical condition, or incapacitated due to the influence of drugs, alcohol or medication. The existence of a past or current dating or sexual relationship between the persons involved in the alleged violation shall not be determinative of a finding of affirmative consent.

Report of sexual misconduct is the receipt of a communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

Disclosure is the receipt of any communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution.

Sexual misconduct includes engaging in any of the following behaviors:

(a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive educational or employment environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual

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- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

Retaliation is prohibited and occurs when a person is subjected to an adverse employment or educational action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation.

(b) **_Sexual assault_** shall include but is not limited to a sexual act directed against another person without the consent (as defined herein) of the other person or when that person is not capable of giving such consent.

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) **_Sexual exploitation_** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

Sexual exploitation is further defined as a crime in Connecticut State Law.

(d) **_Intimate partner, domestic and/or dating violence means_** any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic or family violence as designated under section 46b-38h of the general statutes. This includes any physical or sexual harm against an individual by a current or

former spouse or by a partner in a dating relationship that results from (1) sexual assault (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment (5) sexual exploitation, as such terms are defined in this policy.

Offenses that are designated as "domestic violence" are against family or household members or persons in dating or cohabiting relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Intimate partner violence may also include physical abuse, threat of abuse, and emotional abuse.

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.
- Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse includes but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.
- Cohabitation occurs when two individuals dwell together in the same place as if married.
- The determination of whether a "dating relationship" existed is to be based upon the following factors: the reporting victim's statement as to whether such a relationship existed, the length of the relationship, the type of the relationship and the frequency of the interaction between the persons reported to be involved in the relationship.

(e) **_Stalking_**, which is defined as repeatedly contacting another person when contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on- line community or any other internet communication) or remaining in the physical presence of the other person.

Confidentiality
When a BOR governed college or university receives a report of sexual misconduct all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the reported victim while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of personally identifiable student information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources are defined as follows: For the Universities, entities with statutory privilege, which include campus based counseling center, health center and pastoral counseling staff members whose official responsibilities include providing mental health counseling to members of the University community as well as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic

Violence Center. For the Colleges, confidential resources are limited to entities with statutory privilege, such as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center.   The personnel of these centers and agencies are bound by state statutes and professional ethics from disclosing information about reports without written releases.

Information provided to a confidential resource by a victim of a sexual misconduct or the person reported to have been the victim of sexual misconduct cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported victim is a minor.   Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college and university will provide a list of such confidential resources in the College or University's geographic region to victims of sexual misconduct as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of the reported victim and/or other members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the reported victim of sexual misconduct to the extent reasonably possible.

Mandated Reporting by College and University Employees
Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all employees are required to immediately communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from a student regardless of the age of the reported victim. All employees are also required to communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from an employee that impacts employment with the institution or is otherwise related to the business of the institution.

Upon receiving a disclosure or a report of sexual misconduct, employees are expected to supportively, compassionately and professionally offer academic and other accommodations and to provide a referral for support and other services.

Further, in accordance with Connecticut State law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer who, in the ordinary course of their employment, has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by law and Board policy to report the incident within twelve hours to their immediate supervisor and to the Department of Children and Families.

Rights of Parties
Those who report any type of sexual misconduct to any BOR governed college or university employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. When choosing a reporting resource the following information should be considered:

Approved by Board of Regents 1/15/15 Draft 5/25/16

- All reports of sexual misconduct will be treated seriously and with dignity by the institution.
- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report feel ready to make any decisions about reporting to police, a college or university employee or the campus's Title IX Coordinator.
- Those who have been the victim of sexual misconduct have the right to take both criminal and civil legal action against the individual allegedly responsible.
- Those who seek confidentiality may contact a clergy member(s), a University counseling center psychologist, a University health center care provider, the Sexual Assault Crisis Center of Connecticut and/or the Connecticut Coalition Against Domestic Violence − all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

Right to Notify Law Enforcement & Seek Protective and Other Orders
Those who report being subjected to sexual misconduct shall be provided written information about her/his right to:

(1)   notify law enforcement and receive assistance from campus authorities in making the notification; and,

(2)   obtain a protective order, apply for a temporary restraining order or seek enforcement of   an existing order. Such orders include:

> ➢   standing criminal protective orders;
> ➢   protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;
> ➢   temporary restraining orders or protective orders prohibiting the harassment of a witness;
> ➢   family violence protective orders.

Options for Changing Academic, Housing, Transportation and Working Arrangements
The colleges and universities will provide assistance to those involved in a report of sexual misconduct, including but not limited to, reasonably available options for changing academic, campus transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders. Each and every BOR governed college and university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

Support Services Contact Information
It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report that a student, faculty or staff member has been subjected to sexual misconduct, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for and, if requested, professional assistance in accessing and using any appropriate campus resources, or local advocacy, counseling, health, and mental health services. All

CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

Employee Conduct Procedures

Employees who are reported to have engaged in sexual misconduct are subject to discipline in accordance with the procedures applicable to the employee's classification of employment.

Student Conduct Procedures

The **Student Code of Conduct** provides the procedures for the investigation, definitions of terms, and resolution of complaints regarding student conduct, including those involving sexual misconduct, as defined herein**.**

The Title IX Coordinator can assist in explaining the student conduct process. The Student Code of Conduct provides an equal, fair, and timely process (informal administrative resolution or a formal adjudication) for reported victims and accused students.

Reported victims of sexual misconduct shall have the opportunity to request that an investigation or disciplinary proceedings begin promptly; that such disciplinary proceedings shall be conducted by an official trained annually in issues relating to sexual misconduct and shall use the preponderance of the evidence (more likely than not) standard in making a determination concerning the alleged sexual misconduct.

Both the reported victim of sexual misconduct and the accused student are entitled to be accompanied to any meeting or proceeding relating to the allegation of sexual misconduct by an advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled and provided such an advisor or support person may not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct and each student shall have the opportunity to present evidence and witnesses on her/his behalf during any disciplinary proceeding.

Both the reported victim and accused student are entitled to be provided at the same time written notice of the results of any disciplinary proceeding, normally within one (1) business day after the conclusion of such proceeding, which notice shall include the following: the name of the accused student, the violation committed, if any, and any sanction imposed upon the accused student. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity of the violation(s). The reported victim shall have the same right to request a review of the decision of any disciplinary proceeding in the same manner and on the same basis as shall the accused student; however, in such cases, if a review by any reported victim is granted, among the other actions that may be taken, the sanction of the disciplinary proceeding may also be increased. The reported victim and the accused student are entitled to be simultaneously provided written notice of any change in the results of any disciplinary proceeding prior to the time when the results become final as well as to be notified when such results become final.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential.

Dissemination of this Policy

Upon adoption by the Board all CSCU institutions shall, upon receipt, immediately post and maintain this policy at all times in an easily accessible manner on each institution's website. This policy shall thereafter be annually provided to all Title IX Coordinators, campus law enforcement officers and security personnel, and other campus personnel. Further, this policy shall be presented at student orientation and at student awareness and prevention trainings, and made broadly available at each campus. The policy shall be expanded upon by each institution to provide resources and contact information specific to their institution and geographic area as set forth above.

ITEM
The Board of Regents for Higher Education amends the "CSCU Student Code of Conduct" to comply with Public Act 16-106, An Act Concerning Affirmative Consent.

BACKGROUND
Public Act 16-106, An Act Concerning Affirmative Consent becomes effective on July 1, 2016. The Act requires, among other things, that each institution of higher education adopt policies that include provisions informing students and employees that affirmative consent is the standard to be used in determining whether consent to engage in sexual activity was given by all persons. Although the Sexual Misconduct Reporting, Support Services and Processes Policy discusses rights, purposes, and policies, the Code of Student Conduct provides the procedures for investigation, definitions of terms and resolutions of complaints regarding student conduct, including those involving sexual misconduct.

ANALYSIS
The revisions to the Student Code of Conduct appear only on pages 7 and 13. On page 7 the discussion of consent includes a reference to the Sexual Misconduct Reporting, Support Services and Processes Policy as well as the statement that "Consent must be affirmative."

On Page 13, the third paragraph is amended to state that hearings regarding an accusation of sexual misconduct shall, among other requirements, "invoke the standard of "affirmative consent" in determining whether consent to engage in sexual activity was given by all person who engaged in sexual activity." These changes are necessary for compliance with the law.

RECOMMENDATION
That the Board of Regents for Higher Education amend the "CSCU Student Code of Conduct" to comply with Public Act 16-106.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Amendment of the CSCU Student Code of Conduct

June 16, 2016

WHEREAS,   The Board of Regents for Higher Education on March 13, 2014 adopted the Student Code of Conduct and has subsequently amended the document to remain consistent with the law; and

WHEREAS,   Public Act 16-106, An Act Concerning Affirmative Consent becomes effective on July 1, 2016 and requires that the standard of affirmative consent be used at any hearing regarding an accusation of sexual misconduct to determine whether consent to engage in sexual activity was given by all persons who engaged in sexual activity; and

WHEREAS,   The Student Code of Conduct provides the procedures for investigation, definition of terms, and resolution of complaints regarding student conduct, including those involving sexual misconduct; therefore be it

RESOLVED,   That the Board of Regents amends Student Code of Conduct to include the standard of affirmative consent as required by Public Act 16-106.

A True Copy:

_____

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

BOR/CSCU STUDENT CODE OF CONDUCT

Contents

I.   STUDENT CODE OF CONDUCT

PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's and CSCU's fundamental principles and values. It is the BOR's and CSCU's responsibility to protect our students' right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

INTRODUCTION

This Student Code of Conduct (hereinafter the "Student Code" or "Code") is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the President of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of responsibilities in collaboration with the four State Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the types of acts that are not acceptable in an academic community.

Disclaimer: This Code is neither a contract nor an offer of a contract between any BOR governed institution and any student. The provisions of this Code are subject to revision at any time.

PART A: DEFINITIONS

The following list of defined terms utilized throughout this Student Code is provided in an effort to facilitate a more thorough understanding of the Code. This list is not intended to be a complete list of all the terms referenced in the Student Code that might require interpretation or clarification. The Vice President for Student Affairs at a University, the Dean of Students at a Community College, the Provost at Charter Oak State College or their designee shall make the final decision of the interpretation of the definition of any term found in the Student Code.   For purposes of interpretation and application of the Student Code only, the following terms shall have the following meanings:

1.   *"Accused Student"* means any student accused of violating this Student Code.

2.   *"Advisor"* means a person who accompanies an Accused Student or an alleged victim to a hearing (or a proceeding pertaining to a report of sexual violence) for the limited purpose of providing advice and guidance to the student. An advisor may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding pertaining to a report of sexual violence).

3.   *"Appellate Body"* means any person or persons authorized by the University Vice President for Student Affairs, Community College Dean of Students, Charter Oak State College Provost or their designee to consider an appeal from a determination by a Hearing Body that a student has violated the Student Code.

4.   *"Calendar Days"* means the weekdays (Mondays through Fridays) when the University or College is open.

5.   *"College"* means either collectively or singularly any of the following institutions: Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.

6.   *"Complainant(s)"* means the person(s) who initiates a complaint by alleging that a Student(s) violated the Code.

7.   *"CSCU"* means either collectively or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College,

Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.

8. *"CSCU Affiliates"* means individuals and/or entities with whom or with which the College or University has a contractual relationship.

9. *"CSCU Official"* means any person employed by the College or University to perform assigned administrative, instructional, or professional responsibilities.

10. *"CSCU Premises"* means all land, buildings, facilities, and other property in the possession of, or owned, used, and/or controlled by, the University or College, either solely or in conjunction with another entity.

11. "*Disciplinary Officer" or "Conduct Administrator*" means a University, College or CSCU official who is authorized to determine the appropriate resolution of an alleged violation of the Code, and/or to impose sanctions or affect other remedies as appropriate. Subject to the provisions of this Code, a disciplinary officer or conduct administrator is vested with the authority to, among other duties: investigate a complaint of an alleged violation of the Code decline to pursue a complaint, refer identified disputants to mediation or other appropriate avenues of resolution, establish charges against a student, enter into an administrative agreement developed with an Accused Student in accordance with Section II-B-3 of this Code, advise a Hearing Body, and present the case before the Hearing Body.

12. *"Hearing Body" or "Hearing Panel"* means any person or persons authorized by the University Vice President for Student Affairs, Community College Dean of Students or Charter Oak State College Provost to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.

13. *"Institution"* means the University or College within CSCU.

14. *"Instructor"* means any faculty member, teaching assistant or any other person authorized by the University to provide educational services, including, but not limited to, teaching, research, and academic advising.

15. *"Member of the CSCU Community"* means any person who is a student, an official or any other person who works for CSCU, either directly or indirectly (e.g., for a private enterprise doing business on a CSCU campus).

16. *"Policy"* means the written regulations, standards, and student conduct expectations adopted by the BOR and found in, but not limited to the Student Handbook, the Residence Life Handbook, the housing contract, the graduate and undergraduate catalogs, and other publicized University and College notices.

17. *"Prohibited Conduct"* means the conduct prohibited by this Code, as more particularly described in Part I-D of this Code.

18.   ***"Reporting Party"*** means any person who alleges that a student has violated this Code.

19.   ***"Student"*** means either (1) any person admitted, registered, enrolled or attending any CSCU course or CSCU conducted program, whether full-time or part- time, and whether pursuing undergraduate, graduate or professional studies, or continuing education; (2) any person who is not officially enrolled for a particular term but who has a continuing relationship with a CSCU; or (3) any person within two calendar years after the conclusion of their last registered Community College course unless the student has formally withdrawn, graduated or been expelled from the College.

20.   ***"Student Code" or "Code"*** means this Student Code of Conduct.

21.   ***"Student Organization"*** means an association or group of persons that have complied with the formal requirements for University or College recognition.

22.   ***"Support Person"*** means a person, who accompanies an Accused Student, a Reporting Party or a victim to a hearing for the limited purpose of providing support and guidance. A support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process.

23.   ***"University"*** means any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University, whichever the alleged violation of the Code occurred.

24.   ***"Shall" and "will"*** are used in the imperative sense.

25.   ***"May"*** is used in the permissive sense.

PART B: APPLICATION, DISTRIBUTION, AND ADMINISTRATION OF THE STUDENT CODE OF CONDUCT

1.   <u>Application of the Student Code</u>: The Student Code shall apply to the four Connecticut State Universities, the twelve Community Colleges, and the on-line college:
Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.

An alleged violation of the Student Code shall be addressed in accordance with the Code of Conduct, even if the accused Student has withdrawn from the Institution prior to the completion of the disciplinary procedures.

The Student Code shall apply to Students and to University Student Organizations. The term "student" shall generally apply to the student as an individual and to a Student Organization as a single entity. The officers or leaders of a particular Student Organization usually will be expected to represent the organization during the disciplinary process. Nothing in this Student Code shall preclude holding certain members of a Student Organization accountable for their individual acts committed in the context of or in association with the organization's alleged violation of this Code.

2.   <u>Distribution of the Student Code</u>: The Student Code shall be made readily available electronically and/or in a printed publication to students, faculty and staff. The office responsible for Student Affairs will annually distribute and make available to students, faculty and staff, electronically and/or in a printed publication, any revisions to the Code.

3.   <u>Administration of the Student Code</u>: A University's and Charter Oak State College's Provost or a Community College's Dean of Students shall be the person designated by the institution President to be responsible for the administration of the Academic Misconduct portion of the Student Code. A University's Vice President for Student Affairs, a Community College's Dean of Students, or Charter Oak State College's Provost shall be the person designated by the institution President to be responsible for the administration of the Non-Academic Misconduct portion of the Student Code.

PART C: SCOPE OF AUTHORITY

A Student who is found responsible for engaging in conduct that violates the Student Code on any CSCU campus or on property controlled by the BOR or by any CSCU Affiliate or any CSCU sponsored function or event shall be subject to the sanctions described in this Code. The Student Code of Conduct also applies to online activities, where applicable. Students who attempt to engage in conduct that violates this Code, who knowingly encourage, aid or assist another person in engaging in such conduct, or who agree with another person, explicitly or otherwise, to engage in such conduct, may also be subject to disciplinary action.

Off-campus misconduct by University students may be subject to the jurisdiction of the University and addressed through its disciplinary procedures if one of the following conditions is met: (i) a Student engages in prohibited conduct at an official University event, at a University-sanctioned event, or at an event sponsored by a recognized University Student Organization; or (ii) a Student engages in prohibited conduct under such circumstances that reasonable grounds exist for believing that the Accused Student poses a threat to the life, health or safety of any member of the CSCU or to the property of the CSCU.

Community College students conduct is subject to the Code on campus and off-campus whenever such conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to a member or members of the College community. Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all CSCU regulations governing student conduct and responsibilities. Students do not relinquish their rights nor do they shed their responsibilities as citizens by becoming members of the CSCU Community. However, where a court of law has found a student to have violated the law, an institution has the right to impose the sanctions of this Code even though the conduct does not impair institution-related

activities of another member of the university or college community and does not create a risk of harm to the college or university community. The decision to exercise this right will be in the sole discretion of the President of the impacted institution or his/her designee.

Charter Oak State College applies this Code to matriculated and non-matriculated students, including those participating in portfolio assessment, credential evaluation, testing, or contract learning. Jurisdiction shall be limited to student conduct that occurs while students are taking Charter Oak State College courses or availing themselves of Charter Oak State College services. However, if a matriculated Charter Oak State College student is found guilty of student misconduct at another institution, including but not limited to misrepresentation of records from other institutions, the student may be subject to disciplinary action at Charter Oak State College.

PART D: **PROHIBITED CONDUCT**

The following list of behaviors is intended to represent the types of acts that constitute violations of this Code.

1.   Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating.

    Plagiarism is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution.

    Cheating includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2.   Acts of dishonesty, including but not limited to the following:

    a.   Misuse of University or College documents, including, but not limited to forging, transferring, altering or otherwise misusing a student fee card, student payroll card, identification card or other College or University identification document, course registration document, schedule card, transcript, or any other institution-issued document or record.

    b.   Knowingly furnishing false information to any CSCU Official, faculty member or office.

3.   Theft of property or services, or damage to, defacement or destruction of, or tampering with, real or personal property owned by the State of Connecticut, CSCU/BOR, the institution, or any member of the CSCU Community.

4.   Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.

5.   Sexual misconduct may include engaging in one of more behaviors:

(a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

(b) **Sexual assault** shall include but is not limited to a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another.

A person who initially consents to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. Consent cannot be assumed because there is no physical resistance or other negative response. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent). Consent must be affirmative. (See Sexual Misconduct Reporting, Support Services and Processes Policy).

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

6.   Intimate partner violence is defined as**:**

- Including intimate partner violence, which is any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault, as defined in section 5 above; (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment, as defined in section 5 above or, (5) sexual exploitation, as defined in section 5 above.
- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
- Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.

7.   Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent, when such a recording is intended or likely to cause injury or distress. This includes, but is not limited to: (i) surreptitiously taking pictures or videos of another person in spaces such as sleeping areas, bathrooms, gymnasiums, locker rooms, and changing areas; and (ii) sexually exploiting another person by electronically recording or permitting others to view or electronically record, consensual sexual activity without a partner's knowledge or permitting others to view or listen to such video or audio tapes without a partner's knowledge and consent. Publicizing or threatening to publicize such records will also be considered a violation of this Code.

8.   Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense to an allegation of hazing. Consenting to the activity by remaining silent or not objecting in the presence of hazing is not a neutral act and is also a violation of this Student Code.

9.   Stalking, which is defined as repeatedly contacting another person when:

a.   The contacting person knows or should know that the contact is unwanted by the other person; and

b.   The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on- line community or any other internet communication) or remaining in the physical presence of the other person.

10.   Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.

11.   Conduct that is disorderly, lewd or indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of the campus community), breach of peace or aiding, abetting or procuring another person to breach the peace on CSCU premises or at functions sponsored by, or affiliated with the University or College.

12.   Behavior or activity which endangers the health, safety, or well-being of oneself or others.

13.   Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.

14.   Unauthorized possession, duplication or use of keys (including, but not limited to, card access, card keys, fobs, etc.) to any CSCU premises or forcible and/or unauthorized entry on or into CSCU premises.

15.   Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.

16.   Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices, failure to follow standard fire and/or emergency safety procedures, or interference with firefighting or emergency response equipment or personnel.

17.   Use, possession, purchase, sale or distribution of alcoholic beverages, except as expressly permitted by law and CSCU regulations. Alcoholic beverages may not, under any circumstances, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.

18.   Use, possession, purchase, sale, distribution or manufacturing of narcotics, controlled substances and/or drugs, including, but not limited to, marijuana and heroin, or drug paraphernalia, except as expressly permitted by law.

19.   Use, possession or distribution of firearms, ammunition for firearms, other weapons or dangerous instruments, facsimiles of weapons or firearms, fireworks, explosives or dangerous chemicals. A dangerous instrument is any instrument, article or substance that, under the circumstances in which it is being utilized, is capable of causing death or serious physical injury. The possession of a deadly weapon or dangerous instrument on campus is strictly prohibited, even if such item is legally owned.

20.   Gambling, including, but not limited to, promoting, wagering, receiving monies for wagering or gambling for money or property on CSCU premises.

21.   Disruption or obstruction of any College or University function, activity or event, whether it occurs on or off the campus, or of any non-University or College function, activity or event which is authorized by the institution to occur on its premises.

22.   Intentional obstruction of the free flow of pedestrian or vehicular traffic on CSCU premises or at University or College-sponsored or supervised functions or interference with entry into or exit from CSCU premises or with the free movement of any person.

23.   Failure to comply with the directions of CSCU officials or law enforcement officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.

24.   Conduct that violates published BOR/CSCU policies, rules, and regulations, including, but not limited to, residence hall rules and regulations.

25.   Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.

26.   Unauthorized use of CSCU property or the property of members of the CSCU Community or of CSCU Affiliates.

27.   Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks, including, but not limited to:

    a.   Unauthorized access to CSCU computer programs or files;

    b.   Unauthorized alteration, transfer or duplication of CSCU computer programs or files;

    c.   Unauthorized use of another individual's identification and/or password;

    d.   Deliberate disruption of the operation of CSCU computer systems and networks;

    e.   Use of the Institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);

    f.   Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal mainly to a prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and

    g.   Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.

28.   Abuse of the CSCU conduct and disciplinary system, including but not limited to:

    a.   Failure to obey the notice from a Hearing Body or CSCU Official to appear for a meeting or hearing as part of the Student Conduct system;

    b.   Falsification, distortion, or intentional misrepresentation of information to a Disciplinary Officer or Conduct Administrator, or before a Hearing Body;

    c.   Initiation of a conduct or disciplinary proceeding knowingly without cause;

    d.   Disruption or interference with the orderly conduct of a disciplinary proceeding;

    e.   Attempting to discourage an individual's proper participation in, or use of, the disciplinary system;

    f.   Attempting to influence the impartiality of a Disciplinary Officer, Conduct Administrator or member of a Hearing Body prior to, and/or during the course of, the disciplinary proceeding;

    g.   Harassment (verbal or physical) and/or intimidation of a Disciplinary Officer, Conduct Administrator, or member of a Hearing Body prior to, and/or during the course of the disciplinary proceeding;

    h.   Failure to comply with the sanction(s) imposed under the Student Code; and

    i.   Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

PART E: HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL INTIMATE PARTNER, DOMESTIC VIOLENCE & STALKING REPORTS

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence the reported victim and the accused student shall each have the following rights::

1. At any meeting or proceeding, both the reported victim and accused student may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed and provided an advisor or support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding or pertaining to a report of sexual misconduct);

2. The reported victim of sexual misconduct is entitled to request that disciplinary proceedings begin promptly;

3. Any hearing regarding an accusation of sexual misconduct shall (i) be fair, prompt and impartial; (ii) be conducted by a Hearing Body annually trained in issues relating to sexual misconduct (iii) use the preponderance of evidence (more likely than not) standard; (iv) shall allow both the accused student and reported victim the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding; (v) shall provide both the accused student and the reported victim with equal access to any information that will be used during meetings and hearings; and (vi) invoke the standard of "affirmative consent[1]" in determining whether consent to engage in sexual activity was given by all persons who engaged in sexual activity .

4. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential;

5. Any reported victim shall be provided written notice of the decision of the Hearing Body at the same time as the accused student, normally within one (1) business day after the conclusion of the Hearing. In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any reported victim of sexual misconduct shall contain only the following: the name of the accused student, the violation committed, if any, and any sanction imposed against the accused student.

6. The reported victim shall have the same right to request a review of the decision of the Hearing Body (appeal rights) in the same manner and on the same basis as shall the accused student; however, if a request for review by a reported victim is determined to be properly made and if the review determines there is sufficient grounds for altering the decision of the Hearing Body, among the other actions that may be taken as set forth above, the sanction of the hearing may also be increased. Notwithstanding the foregoing, in any hearing pertaining to sexual misconduct both the reported victim and the accused student are entitled to be simultaneously provided notice of any change in the results of the hearing prior to the time when the results become final as well as to be notified when such results become final.

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[1] The standard of "Affirmative Consent" is set forth in the BOR Sexual Misconduct Reporting, Support Services and Processes Policy and is incorporated herein by reference.

PART F: CONDUCT AND DISCIPLINARY RECORDS

The written decision resulting from an administrative conference or a hearing under this Code shall become part of the student's educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA).   A student's disciplinary record shall be maintained separately from any other academic or official file maintained by the Institution.   Disciplinary records will be maintained for a period of five (5) years from the date of the incident, except that the sanction of expulsion shall be noted permanently.

While student education records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College or University may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her education records as part of the employment application process. A record of having been sanctioned for conduct that violates Section I.D. of the Code may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

PART G: INTERPRETATION AND REVISION

Questions regarding the interpretation of this Code shall be referred to the University's and Charter Oak State College's Provost or a Community College's Dean of Students or their designees for the administration of the Non-Academic Misconduct portion of the Student Code and to the University's Vice President for Student Affairs, a Community College's Dean of Academic Affairs or Charter Oak State College's Provost or their designees for the administration of the Academic Misconduct portion of the Student Code.

This Code shall be reviewed and revised, if and as necessary, every five (5) years, or as directed by the President of the Board of Regents for Higher Education.

II. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO STATE UNIVERSITY STUDENTS

Procedures for University students differ from those procedures applicable to either the Community Colleges or Charter Oak State College. This is due to the environmental, cultural, and administrative differences within the types of the institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1) for University Students as set for in this Section II of the Code.

PART A: DISCIPLINARY PROCEDURES - ACADEMIC MISCONDUCT

1. Instructor's Role:
    When the instructor of record or his or her designee believes that an act of academic misconduct has occurred, he or she shall notify the student of the allegation and save any evidence of such misconduct in its original form. (Copies of the Accused Student's work will be provided to the Student upon request.) In addition, the instructor shall not transmit a final grade to the Registrar until such time as the allegation(s) of academic misconduct are finally determined. Each institution shall establish implementation guidelines in accordance with this Code.

2. Information from Person Other than Student's Instructor: Any member of the CSCU Community may provide information which might lead to a complaint against a Student alleging academic misconduct.

3. The Academic Misconduct Hearing Board: There shall be an academic misconduct hearing board convened by the University's Disciplinary Officer to consider allegations of academic misconduct lodged against a Student. The University's disciplinary officer shall be a non-voting member of the board and act as convener.

4. Hearing Process: The Accused Student shall be afforded adequate notice of the allegation, an opportunity to discuss the allegation with the instructor, and adequate time to request and prepare for a hearing. All parties shall have an opportunity to be heard and a record of the proceedings shall be made. The decision of a hearing board shall be communicated in writing.

5. Sanctions: If the academic misconduct hearing board determines that the Accused Student is "Not Responsible," the board shall not impose any sanctions. The board shall so advise the Student's instructor and the instructor shall reevaluate the student's course grade in light of the Board's determination. If the academic misconduct hearing board determines that the Accused Student is "Responsible," the academic sanction set forth in the instructor's course syllabus shall be imposed.

    The academic misconduct hearing board may make a recommendation to change the academic sanction imposed by the instructor on the basis of its hearing of the evidence of academic m isconduct. (Should the academic sanction not be changed pursuant to this recommendation, the University reserve the right to change the academic sanction.)   Upon

consideration of the Accused Student's record of misconduct and/or the nature of the offense, the academic misconduct hearing board may impose additional non-academic sanctions in proportion to the severity of the misconduct. These sanctions may include the following: warning, written reprimand, discretionary sanctions, suspension and/or expulsion, as described in II.D of this Student Code of Conduct.

6. Appeals: The decision rendered by the academic misconduct hearing board may be appealed to the Provost/Academic Vice President, who shall review the record of the hearing, including any and all documents presented to the academic misconduct hearing board. An appeal shall be in writing and shall be delivered to the Provost/Academic Vice President within three (3) calendar days of receipt of the academic misconduct hearing board's written decision.

   An appeal may be brought on any of four grounds: (a) a claim that error in the hearing procedure substantially affected the decision; (b) a claim that new evidence or information material to the case was not known at the time of the hearing; (c) a claim that the non-academic sanction(s) imposed were not appropriate for the violation of the Code for which the accused student was found responsible; and/or (d) a claim that the academic sanction imposed has resulted in a palpable injustice. The Provost/Academic Vice President shall have the right to deny an appeal not brought on any of the foregoing grounds. The decision rendered by the Provost/Academic Vice President shall be final and there shall be no further right of appeal.

PART B: DISCIPLINARY PROCEDURES - NONACADEMIC MISCONDUCT

The following procedures shall be followed in addressing allegations of non-academic misconduct.

1. Providing Information leading to a Complaint: Any person may provide information leading to the filing of a complaint against a Student or a Student Organization alleging a violation of the Student Code. A complaint must be made in writing and submitted to the University's Disciplinary Officer or Conduct Administrator.

2. Disciplinary Proceedings Against a Student Charged with a Violation of Law and a Violation of the Code: University proceedings may be instituted against an Accused Student who has been charged with a violation of state or federal law for conduct which also constitutes a potential violation of this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following the institution of civil or criminal court proceedings against the Accused Student. Determinations made or sanctions imposed under this Student Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

3. Disciplinary Proceedings Against a Student Charged with Sexual Assault, Sexual, Intimate Partner, Domestic Violence or Other Sex Related Offense: See Section I.E

4. Pre-Hearing Investigation and Administrative Disposition:

    a. The Disciplinary Officer or Conduct Administrator may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the Accused Student and the Disciplinary Officer or Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the charges are not admitted and/or cannot be disposed of by mutual consent, the Disciplinary Officer or Conduct Administrator may also present the case for the University at any subsequent hearing, but if he or she does, he or she shall not serve as a member of the Hearing Body.

    b. The Disciplinary Officer or Conduct Administrator may conduct an investigation to determine if there is reason to believe the student has committed a violation of any part of Section I.D. of the Code and, after considering both the possible violation and the prior conduct record of the student, if the Disciplinary Officer or Conduct Administrator determines that a sanction of less than residential hall separation or suspension or expulsion from the University is appropriate, the Disciplinary Officer or Conduct Administrator shall schedule an administrative conference with the student. The student shall be given reasonable notice of the time and place of the conference. At the administrative conference, the student shall have the opportunity to present information for the Disciplinary Officer's or Conduct Administrator's consideration. At the conclusion of the administrative conference, the Disciplinary Officer or Conduct Administrator shall determine whether it is more likely than not that the student has violated the Policy and, if so, impose a sanction less than residential hall separation, or suspension or expulsion from the University. The Disciplinary Officer or Conduct Administrator shall provide the student with a written explanation for the determination. The decision of the Disciplinary Officer or Conduct Administrator shall be final.

5. Hearing Bodies: A Student accused of misconduct has the right to be heard by an impartial Hearing Body. Any concern surrounding the impartiality of the Hearing Body or any member thereof will be referred to the Vice President for Student Affairs or his or her designee, who will review the matter and make a determination. Any Hearing regarding an accusation of sexual assault, sexual misconduct, intimate partner, domestic violence or other sex related offense or intimate partner violence shall be conducted by an impartial Hearing Body trained in issues relating to sexual assault, sexual violence, intimate partner, and domestic violence.

6. Hearing Procedures:

    a. Notice of Hearing: Normally, a hearing will be conducted within ten (10) calendar days of the Accused Student being notified of the charges. Notice may be provided to the Accused Student by in-hand delivery, by registered mail, with delivery receipt attached or by certified mail, return receipt requested by University email or by overnight delivery with signature of recipient required. Should the

Accused Student refuse to accept in-hand delivery, a written statement of the attempted delivery of the notice signed by the person attempting to make such delivery shall constitute notice. Should the Accused Student refuse to sign for registered or certified mail, the postal document indicating such refusal shall constitute notice.

The notice shall advise the Accused Student of each section of the Student Code alleged to have been violated and, with respect to each such section, a statement of the acts or omissions which are alleged to constitute a violation of the Code, including the approximate time when and the place where such acts or omissions allegedly occurred.

The Accused Student shall be afforded a reasonable period of time to prepare for the hearing, which period of time shall not be less than three (3) Calendar Days. The Accused Student, the Reporting Party and/or any alleged victim may request a delay of the hearing due to extenuating circumstances. Any decision to postpone the hearing shall be made by the Disciplinary Officer or Conduct Administrator or by the Hearing Body, or by the designee of the Vice President for Student Affairs.

b. Hearing: Hearings shall be closed, but the Hearing Body may, in its discretion, admit any person into the hearing room. The Hearing Body shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceedings.

The Accused Student, the Reporting Party and any alleged victim shall have the right to be present at all stages of the hearing process except during the private deliberations of the Hearing Body and the presentation of sanctions. In hearings involving more than one Accused Student, the Hearing Body may determine that, in the interest of fairness, separate hearings should be convened.

In any Hearing alleging sexual assault, sexual, intimate partner, domestic violence or other sex related offense, any alleged victim and the Accused Student are entitled to:

1) be accompanied to any meeting or proceeding by an advisor or support person of their choice, provided that the advisor or support person does not cause a scheduled meeting to be delayed or postponed;
2) present evidence and witnesses on their behalf;
3) in accordance with the Family Educational Rights and Privacy Act (FERPA), to have their identities kept confidential.

In addition, the alleged victim of sexual assault, sexual, intimate partner, domestic violence or other sex related offense is entitled to request that disciplinary proceedings begin promptly.

c. Record of Hearing: When expulsion or suspension from the University or residence hall separation is a possibility, the University shall make a recording of the hearing. The recording shall be the property of the University. No other recordings shall be

made by any person during the hearing. Upon request, the Accused Student may review the recording in a designated University office in order to prepare for an appeal of the decision rendered by the Hearing Body. Further disclosure of the recording shall be governed by applicable state and federal law.

d. <u>Opportunity to Present a Defense</u>: The Accused Student shall have the full opportunity to present a defense and information, including the testimony of witnesses, in his or her behalf. The Reporting Party and the Accused Student may question the statements of any person who testifies in a manner deemed appropriate by the Hearing Body. The Reporting Party and the Accused Student may make concluding statements regarding the charges made and the information presented during the hearing. The Hearing Body may question the Accused Student and the Reporting Party, any witness presented by the Accused Student or the Reporting Party, and any other witness(e)s the Hearing Body may choose to call to testify.

e. <u>Accused Student Can Choose Whether or Not to Testify in His or Her Own</u> Defense: The Accused Student who is present at the hearing shall be advised by the Hearing Body that he or she is not required to testify, to answer questions, or to make any statement regarding the complaint or the allegations set forth in the complaint. Refusal to do so shall not be considered by the Hearing Body to constitute evidence of responsibility.

f. <u>Non-Appearance of Accused Student at Disciplinary Hearing</u>: If an Accused Student does not appear at a disciplinary hearing, the Hearing Body shall enter a plea of "not responsible" on behalf of such student and the hearing shall proceed in the normal manner of hearing evidence, weighing facts, and rendering judgment. The failure of an Accused Student to appear at the disciplinary hearing shall not be considered by the Hearing Body to constitute evidence of responsibility.

g. <u>Advisors and Support Persons</u>: The Reporting Party, any alleged victim, and the Accused Student shall each have the right to be accompanied by an Advisor and Support Person. The Advisor and the Support Person should be someone whose schedule allows attendance at the scheduled date and time for the disciplinary hearing because delays will not normally be allowed due to the scheduling conflicts of an Advisor or Support Person.

h. <u>Presentation of Evidence</u>: Only evidence introduced at the hearing itself may be considered by the Hearing Body in determining whether it is more likely than not that the alleged violation was committed by the accused student.

i. <u>Evidence of Prior Convictions or Disciplinary Actions</u>: Evidence of prior criminal convictions or University disciplinary actions may be presented to the Hearing Body only after a determination of responsibility has been made and only for consideration in connection with determining the sanction.

j. <u>Accommodation of Witnesses</u>: The Hearing Body may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Reporting Party, the Accused Student, and/or other witnesses during the hearing by

providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the Hearing Body to be appropriate.

k.   Written Notice of Decision: The Accused Student shall receive written notice of the decision of the Hearing Body that shall set forth the decision rendered, including a finding of "responsible" or "not responsible," and the sanctions imposed, if any. The decision of the Hearing Body, as well as the sanction(s) imposed, if any, generally will not be released to third parties without the prior written consent of the Accused Student. However, certain information may be released if and to the extent authorized by state or federal law.

With respect to Hearings alleging sexual assault, sexual, intimate partner, domestic violence or other sex related offense, any alleged victim shall receive written notice of the decision of the Hearing Body at the same time as the Accused Student, normally within one (1) business day after the conclusion of the Hearing.

In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any alleged victim of sexual assault, sexual, intimate partner, domestic violence or other sex related offense shall contain only the following: the name of the student, the violation committed and any sanction imposed against the student.

6.   Review: An Accused Student may request that the decision of the Hearing Body be reviewed by the Vice President for Student Affairs or his or her designee. A request for review must be made in writing to the Vice President for Student Affairs or his or her designee within three (3) Calendar Days of the Accused Student's receipt of the written notice of decision. For good cause shown, the Vice President for Student Affairs may extend the three-University Calendar Day limitation on filing a request for a review. An Accused Student may request only one review of each decision rendered by the Hearing Body. A decision reached as a result of an Administrative Disposition may not be reviewed.

a.   Grounds for Review: The Accused Student has the right to request a review of the decision of the Hearing Body on the grounds that: (i) the procedures set forth in this Code were not followed and, as a result, the decision was substantially affected; (ii) the sanction(s) imposed were not appropriate for the violation of the Code for which the Accused Student was found responsible; and/or (iii) new information, sufficient to alter the decision, or other relevant facts were not brought out in the original hearing because such information and/or facts were not known to the Accused Student at the time of the original hearing. The review shall be limited to a review of the record except as required to explain the basis of new information.

b.   Review Procedures: In order to prepare for the review, the Accused Student may review the recording of the original hearing in a designated University office but will not be permitted to remove the recording from that office or make copies. The review will not be heard by anyone involved in the initial hearing. The review shall be considered and a decision rendered within ten (10) Calendar Days of the filing of the request for review.

If a request for review is granted, the matter shall be referred to the original Hearing Body for reconsideration of its original determination or to a newly-constituted Hearing Body for a new hearing, or the sanction imposed may be reduced, as appropriate. If a request is not granted, the matter shall be considered final and binding upon all involved.

c.   <u>Status of Student Pending Review</u>: All sanctions imposed by the Hearing Body shall be and continue in effect pending the outcome of a review. Any request to delay the commencement of sanctions pending a review must be made by the Accused Student, in writing, to the Vice President for Student Affairs or his or her designee.

d.   With respect only to Hearings related to sexual assault, sexual, intimate partner, domestic violence or other sex offense, the alleged victim shall have the same right to request a review in the same manner and on the same basis as shall the Accused Student as set forth above; however, in such cases, if a review by any alleged victim is granted, among the other actions that may be taken as set forth above, the sanction of the Hearing may also be increased.

Upon review, if the decision or sanction of the disciplinary proceeding is changed, any alleged victim must be notified in writing of the change indecision or sanction at the same time that the Accused Student is notified.

PART C: INTERIM SUSPENSIONS AND RESIDENCE HALL SEPARATIONS

In certain circumstances, the Vice President for Student Affairs, or his or her designee, may impose an interim suspension or residence hall separation on an Accused Student prior to the hearing before the Hearing Body.

1.   <u>Basis for Imposition of Interim Suspension or Residence Hall Separation</u>: An interim suspension may be imposed upon an Accused Student only: (i) to ensure the safety and well-being of members of the University Community or preservation of University property; (ii) to ensure the Student's own physical or emotional safety and well-being; or (iii) if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.

A residence hall separation may be imposed if a Student's continued presence will disrupt the academic and social well-being of the residential community. Residence hall separation is the removal of a student from the University residence hall in which he or she resides. Such separation may include a restriction of access to all or designate University residence halls. During the period of the separation, the removed Student shall not be permitted to enter the designated hall(s) as a guest of another resident.

An interim suspension or residence hall separation is not a sanction and will continue in effect only until such time as a hearing on the alleged violation has been completed.

2. Effect of Interim Suspension or Residence Hall Separation: During the interim suspension or residence hall separation, the removed Student shall be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the Student might otherwise be eligible, as the Vice President for Student Affairs, or his or her designee, may determine to be appropriate.

3. Procedure: The Accused Student shall be notified, either orally or in writing, of the pending imposition of an interim suspension or residence hall separation.   Whenever possible prior to the imposition of the interim suspension or suspension, the affected Student will be afforded an opportunity to meet with the Vice President for Student Affairs, or his or her designee.   Otherwise, the meeting will be held on the first Calendar Day that the Student is available.

    At that meeting, the Accused Student will be advised of his/her reported behavior and be offered the opportunity to provide information upon which the determination may be based whether or not the Student engaged in conduct warranting an interim suspension or residence hall separation.

    Any Student placed on an interim suspension will be given an opportunity to appear at an administrative conference or a formal hearing on the misconduct charges lodged against him or her in accordance with II.B.5 of this Code within ten (10) Calendar Days of being placed on such suspension, or as soon as practical after the Accused Student is prepared to participate in such a hearing.

PART D: DISCIPLINARY SANCTIONS

Sanctions which may be imposed for violations of the Student Code are listed below.   In determining appropriate sanctions, the Hearing Body may take into consideration any and all prior violations of the Code for which the Accused Student was determined to be responsible. The Hearing Body shall have the authority to defer the imposition of any sanction when deemed appropriate.   The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code, including the completion of all sanctions imposed, if any.

1. **Sanctions Which May Be Imposed for Violations of the Code:** The following sanctions may be imposed, individually or in various combinations, on any student found to have violated the Student Code, and will be entered into the Student's disciplinary records. Notation of disciplinary sanctions shall be on file only in the appropriate office in the Division of Student Affairs and shall not be released without the written consent of the Student except to appropriate University enforcement personnel, University police, staff and administrators, or as required by law.

    a.   Warning: A disciplinary warning is a written notice to a Student advising him or her that specific behavior or activity constitutes a violation of the Code and that

the repetition of such behavior will likely result in the commencement of more serious disciplinary action by the University.

b. Fine: A sanction involving the imposition of a specified dollar amount due and payable by a specified date.

c. Probation: Disciplinary probation is a designated period of time during which a Student is given the opportunity to modify unacceptable behavior and/or to complete specific assignments in an effort to regain full student privileges within University Community. Disciplinary probation may involve the imposition of certain restrictions and/or conditions upon the Student including, but not limited to, financial restitution, community service, fines, referral for professional services such as counseling, participation in educational programs, parental notification under limited circumstances, and ineligibility to participate in University activities or events. Periodic contact with a designated member of the University Community or non-college professional may be required. If the Student fully complies with the terms and conditions imposed in connection with the disciplinary probation, full student privileges will be restored to the student upon termination of the probationary period. Failure to comply with the terms and conditions of the probation constitutes prohibited conduct that is separate from and in addition to the conduct for which the probation was imposed. A Student accused of violation of probation will be given due notice of the alleged violation and the procedures set forth in this Code shall be followed.

d. Loss of Privileges: Denial of specified privileges for a designated period.

e. Restitution: Compensation for loss, damage to real or personal property. This may take the form of appropriate service and/or monetary or material replacement.

f. Discretionary Sanctions: Work assignments, essays, service to the University, or other related discretionary assignments, referral for professional services such as counseling, participation in educational programs, parental notification under limited circumstances, and ineligibility to participate in University activities or events. Periodic contact with a designated member of the University Community or non-college professional may be required.

g. Residence Hall Warning: A written notice to a Student advising him or her that specific behavior or activity constitutes a violation of the Code and that the repetition of such behavior will likely result in the commencement of more serious disciplinary action by the University.

h. Residence Hall Probation: Residence hall probation is a designated period during which an Accused Student is given the opportunity to modify unacceptable behavior and/or to complete specific assignments in an effort to regain full student privileges within the residence hall in which the Student resides. Residence hall probation may include restrictions and/or conditions on the exercise of residence hall activities

and privileges. Periodic contact with a designated member of the residence hall staff or professional may be required. If the Accused Student fully complies with the terms and conditions imposed in connection with the residence hall probation, full residence hall privileges will be restored to the Student upon termination of the probationary period.   Failure to comply with the terms and conditions of the probation constitutes prohibited conduct that is separate from and in addition to the conduct for which the probation was imposed. A Student accused of violation of probation will be given due notice and the procedures set forth in this Code shall be followed.

i.   Residence Hall Separation: Separation of the Student from the residence halls for a definite period of time, after which the Student is eligible to return. Conditions for readmission may be specified.

j.   Residence Hall Expulsion: Permanent separation of the Student from the residence halls.

k.   Suspension: Suspension is temporary disciplinary separation from all universities among CSCU and the denial of all student privileges. Suspension shall be effective on the date that notice of the suspension is provided to the Accused Student, or later, if so stated in the notice, and shall prescribe the date and conditions upon which the Student may petition for readmission to the University. A Student separated from all universities within CSCU by suspension may under the terms of the suspension be excluded from the premises of all CSCU premises when in the judgment of the suspending authority, the Student's continued presence would constitute a danger to persons or property or a threat to the academic process. Notwithstanding the foregoing, the suspending authority of the suspended Student's home University or his or her designee may authorize a suspended student who has been excluded from all University premises to enter the premises of the student's home University for designated purposes.

l.   Expulsion: Expulsion is permanent disciplinary separation from all universities within CSCU and the denial of all student privileges. Expulsion shall be effective on the date that notice of expulsion is provided to the Accused Student, or later, if so stated in the notice. A student separated from all universities of CSCU by expulsion may under the terms of the expulsion be excluded from all CSCU Premises when in the judgment of the expelling authority the Student's presence would constitute a danger to persons or property or a threat to the academic process.

2.   **Revocation of Admission and/or Degree**: Upon the recommendation of the Hearing Body, admission to or a degree awarded from the University may be revoked by the University, acting through its President (or his or her designee) for fraud, misrepresentation, or other violation of University standards in obtaining admission or the degree.

3.   **Consequences of Failure to Comply with a Duly Assigned Sanction**: Failure to comply with sanctions which have been assigned through a formal judicial process may lead to one or more of the following consequences:

a.   Denial of access to certain university services, including, but not limited to housing and parking;

b.   Denial of access to administrative processes, including, but not limited to, course add/drop, pre-registration, registration, and room selection; and/or

c.   Withholding of the privilege of participation in university sponsored activities and/or public ceremonies, or formal disciplinary charges under II.B hereof.

4.   Sanctions Which May Be Imposed on Student Organizations

a.   <u>Sanctions</u>: Those sanctions listed in subsections 1.a through f of Section II.D.

b.   <u>Loss of recognition</u>: Loss of recognition for a specified period of time results in the loss of privileges, such as the use of university space, access to student activity fee funding, and/or the privilege of functioning as a student organization. Loss of recognition for more than two (2) semesters shall require that an organization reapply for University recognition. Conditions for future recognition may be imposed by the hearing body.

III. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO COMMUNITY COLLEGE STUDENTS

Procedures for Community College students differ from those procedures applicable to either the Universities or Charter Oak State College. This is due to the environmental, cultural and administrative differences within the types of the institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1 above) for Community College Students as set for in this Section III of the Code.

PART A: DISCIPLINARY PROCEDURES **(Academic and Non-Academic Misconduct)**

In regard to College Students, the following procedures shall govern the enforcement of the Code:

1. Information that a student may have violated the Code should be submitted to the Dean of Students, Dean of Academic Affairs or other designee of the President (hereinafter referred to as "the Dean"), normally within thirty (30) calendar days of the date of a possible violation or within thirty (30) calendar days of the date that the facts constituting a possible violation were known.

2. Upon receipt of information relating to a possible violation, the Dean may immediately place restrictions on or suspend a student on an interim basis if, in the judgment of the Dean, the continued presence of the student at the College or continued participation in the full range of college activities poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process.

    a. "Interim restrictions" are limitations on the Student's participation in certain College functions and activities, access to certain locations on campus or access to certain persons, that do not prevent the Student from continuing to pursue his/her academic program. A Student upon whom the Dean has placed interim restrictions shall be afforded written reasons for the restrictions, as well as the time period during which the interim restrictions shall apply. The decision of the Dean regarding interim restrictions shall be final.

    b. "Interim suspension" is the temporary separation of the Student from the College that involves the denial of all privileges, including entrance to College premises. Prior to imposing an interim suspension, the Dean shall make a good faith effort to meet with the Student. At this meeting, the Dean shall inform the Student of the information received and provide the Student an opportunity to present other information for the Dean's consideration. Based upon the information available at that time, the Dean shall determine whether the Student's continued presence on campus poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process. A Student suspended on an interim basis by the Dean shall be provided written reasons for the suspension and shall be entitled to an administrative conference or a hearing as soon as possible, normally within ten (10) calendar days from the date the interim suspension was imposed. The decision of the Dean regarding an interim suspension shall be final.

3. Following the imposition of interim restrictions or interim suspension, if any, the Dean shall promptly investigate the information received by meeting with individuals who may have

knowledge of the matter, including the accused Student, and by reviewing all relevant documents. If upon the conclusion of the Dean's investigation, the Dean determines that there is insufficient reason to believe the Student has committed a violation of any part of Section I.D. of this Policy, the Dean shall dismiss the matter and shall so inform the Student in writing.

4. If upon the conclusion of the Dean's investigation, the Dean determines that there is reason to believe the Student has committed a violation of any part of Section I. D. of this Code and, after considering both the possible violation and the prior conduct record of the Student, that a sanction of less than suspension or expulsion is appropriate, the Dean shall schedule an administrative conference with the Student. The Student shall be given reasonable notice of the time and place of the conference. At the administrative conference, the Student shall have the opportunity to present information for the Dean's consideration. At the conclusion of the administrative conference, the Dean shall determine whether it is more likely than not that the Student has violated the Policy and, if so, impose a sanction less than suspension or expulsion. The Dean shall provide the Student with a written explanation for the determination. The decision of the Dean shall be final.

5. If upon the conclusion of the Dean's investigation, the Dean determines that there is reason to believe the Student has committed a violation of any part of Section I.D. of this Code and, after considering both the violation and the prior conduct record of the Student, that a sanction of suspension or expulsion is appropriate, the Dean shall provide the Student with reasonable written notice of a meeting and shall inform the Student that his/her failure to attend the meeting or to respond to the notice may result in the imposition of the maximum permissible sanction. At the meeting, the Dean shall provide the Student with a written statement that shall include the following:

    a. a concise statement of the alleged facts;
    b. the provision(s) of Section I.D. that appear to have been violated;
    c. the maximum permissible sanction; and
    d. a statement that the student may resolve the matter by mutual agreement with the Dean, or may request a hearing by notifying the Dean in writing, which must be received by 5:00pm on the following business day.

6. If the Student requests a hearing, he/she is entitled to the following:
    a. to be heard within five (5) days or as soon as reasonably possible, by an impartial party or panel whose members shall be appointed by the Dean;
    b. if the Dean appoints an impartial panel, to have a Student on the panel if requested by the Student;
    c. to appear in person and to have an advisor who not shall attend as a representative of the Student. However, if there is pending at the time of the hearing a criminal matter pertaining to the same incident that is the subject of the hearing, a lawyer may be present for the sole purpose of observing the proceedings and advising the Student concerning the effect of the proceedings on the pending criminal matter;
    d. to hear and to question the information presented;
    e. to present information, to present witnesses, and to make a statement on his or her behalf; and
    f. to receive a written decision following the hearing.

7. As used herein, the term "impartial" shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the Student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.

8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the Student committed the violation(s) reported and shall state the sanction to be imposed, if any.   The written decision shall be provided to the Student.

9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the Student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until he has reviewed and acted on the Student's request.

10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the Student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request, and any supporting documentation submitted with the request by the Student. The decision of the impartial party or the panel shall be upheld unless the President finds that:

   a. a violation of the procedures set forth herein significantly prejudiced the Student; and/or
   b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or,
   c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.

 11. Decisions under this procedure shall be made only by the college officials indicated.

PART B: DISCIPLINARY SANCTIONS

The prior conduct record of a Student shall be considered in determining the appropriate sanction for a Student who has been found to have violated any part of Section I.D. of this Code. Sanctions shall be progressive in nature; that is, more serious sanctions may be imposed if warranted by the prior conduct record of the Student.

A "sanction" may be any action affecting the status of an individual as a Student taken by the College in response to a violation of this Policy, and for the purposes of this Section III of the Code include but are not limited to the following:

1. "Expulsion" is a permanent separation from the College that involves denial of all Student privileges, including entrance to College premises;

2. "Suspension" is a temporary separation from the College that involves denial of all Student privileges, including entrance to college premises for the duration of the suspension, and may include conditions for reinstatement;

3. "Removal of College Privileges" involves restrictions on Student access to certain locations, functions and/or activities but does not preclude the Student from continuing to pursue his/her academic program;

4. "Probation" is a status that indicates either (a) serious misconduct not warranting expulsion, suspension, or removal of College privileges, or (b) repetition of misconduct after a warning has been imposed;

5. A "Warning" is a written notice to the Student indicating that he or she has engaged in conduct that is in violation of Section I.D. of this Code and that any repetition of such conduct or other conduct that violates this Code is likely to result in more serious sanctions;

6. "Community Restitution" requires a Student to perform a number of hours of service on the campus or in the community at large.

IV. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO CHARTER OAK STATE COLLEGE STUDENTS

Procedures for Charter Oak State College students differ from those procedures applicable to either the Community Colleges or the Universities. This is due to the environmental, cultural, and administrative differences within the types of the institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1 above) for Charter Oak State College Students as set for in this Section IV of the Code.

PART A: RIGHTS AND RESPONSIBILITIES OF HEARING PARTICIPANTS

Hearing participants may include the accused student(s), a complainant, witnesses, support person(s), and the members of the hearing body.

The complaining party, any alleged victim, and the student who has been charged shall each have the right to:

1. Be notified of all charges.
2. Review any written complaint(s) submitted in support of the charge(s).
3. Be informed of the hearing process.
4. Request a delay of a hearing due to extenuating circumstances.
5. Be accompanied by an advisor or support person during the hearing.
6. Be present at all stages of the hearing process except during the private deliberations of the hearing body.
7. Submit a written statement regarding the incident.
8. Give a personal statement.
9. Question all statements and other information presented at the hearing.
10. Present information and witnesses when deemed appropriate and relevant by the hearing body.
11. Be informed of the finding(s) as well as any sanctions imposed.
12. Present a personal or community impact statement to the hearing body upon a finding of "Violation."

In addition to the above-mentioned rights, a student who has been charged with a violation of the Student Code of Conduct shall have the right to:

1. Be notified of the proposed information to be presented and to know the identity of witnesses who have been called to speak at the hearing when the Chair of the disciplinary hearing knows such information.
2. Request an alternate hearing panel member when there is reasonable cause to believe that the hearing panel will be unable to conduct an impartial hearing.
3. Be presumed not to be in "violation" of the code unless the facts presented at the hearing prove otherwise.
4. Deny or admit violating the Code of Conduct.
5. Decline to give a personal statement.
6. Present Character Witnesses, if appropriate.

    7.   Receive a written notice of the sanction(s) imposed.

PART B: DISCIPLINARY PROCEDURES

The Administration and the Faculty of Charter Oak State College believe that all members of the academic community are entitled to expect compliance with Section I.D.1 Prohibited Conduct. Accordingly, any Student or employee of the College may initiate a disciplinary process in the manner specified by this section. Once the process has been initiated, all subsequent decisions concerning possible discipline of a Student or students rest with the appropriate College officials.   The President shall designate the Provost or another College official to have responsibility for the disciplinary procedures.

1. A statement of possible violation must be filed in writing with the Provost within thirty (30) business days of the date of the alleged violation or within thirty (30) business days of the date the alleged violation was known. Said statement must specify the Student conduct in question and the part or parts of Section I.D.1 Prohibited Conduct, which it is alleged said conduct violates, if applicable.
2. If the Provost determines that the alleged conduct may violate the provisions of the Code or otherwise threatens the safety or order of the College, the Provost shall, within ten (10) business days of receiving a written statement, provide written notice to the Student of the statement of possible violation(s) and the fact that the allegations will be investigated. The investigation shall be conducted by the Provost and/or his or her designee(s), and may include but not be limited to interviews with witnesses, the complainant(s), and review of any pertinent materials and information, and shall include an interview with the Student suspected in engaging in misconduct conduct unless the Student suspected declines to be interviewed. The investigation shall be completed within thirty (30) business days of the Provost's receipt of the written statement of possible violation. A record of the investigations will be maintained.
3. Following completion of the informal investigation specified above, the Provost will (a) determine that there is insufficient basis in fact and dismiss the matter or (b) conclude that there is a sufficient factual basis for discipline.
4. If the Provost determines there is a sufficient factual basis for moving forward with disciplinary proceedings, he or she shall cause a written statement of charges to be provided to the Student. Said statement shall contain (a) a concise statement of the facts on which the charge is based; (b) a citation of the rule or rules alleged to have been violated; (c) a statement of the maximum penalty sought; (d) a statement that the Student may request a hearing by responding in writing to the Provost within thirty (30) business days requesting such hearing; and (e) a statement that failure to request a hearing may result in imposition of the penalty sought.
5. If the Student requests a formal hearing, the Student is entitled to the following: (a) a hearing be conducted within thirty (30) business days after receipt by Provost of a written request for a hearing; (b) to be heard by an impartial panel chaired by the Dean of the Faculty or his/her designee and composed of no fewer than two members of the Charter Oak State College Faculty, one appointed by the Dean of the Faculty and one Student appointed by the Student Association; (c) to appear in person or through a conference call or other mutually agreed upon electronic means, or to have a representative attend on his/her behalf; (d) be accompanied by a support person during the hearing; (e) to hear and have a reasonable opportunity to question adverse witnesses and to present evidence and testimony in his/her behalf; and (f) to receive a written decision within ten (10) business days following the hearing specifying the panel's

findings and the penalty assessed, if any. The hearing shall be taped and a record shall be maintained of this hearing.

6. Hearing: A hearing shall be conducted following the guidelines specified below:

On-site:

a. A hearing shall be conducted in private.
b. Admission of any person into the hearing room shall be at the discretion of the chair of the hearing body. The chair, who is the Dean of the Faculty or his/her designee, shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceeding.
c. Except as directed by the chair, support persons shall limit their role in a hearing to that of a consultant to the accused, to the complainant or to the victim.
d. The complainant and the accused are responsible for presenting their respective witnesses, any additional information, and any concluding statements regarding the charges and the information.
e. In a manner deemed appropriate by the chair, the complainant and/or the accused may question the statements of any person who testifies.
f. The hearing panel may question any witness presented by the accused and the complainant, including the complainant and the accused as well as any other witnesses the chair may choose to call.
g. Pertinent records, exhibits, and written statements may be accepted as information for consideration by the Hearing Body at the discretion of the chair.
h. All procedural questions are subject to the final decision of the chair or the Provost.
i. After the hearing has concluded, the hearing panel, in private, will decide whether the Student charged with misconduct is in violation of the Student Code of Conduct. The Dean of the Faculty or his/her designee may participate in the discussion, but is a non-voting member. Only evidence introduced at the hearing shall be considered in the determination of the decision. Each decision shall be made on the basis of whether or not the information presented at the hearing substantiates the charges in a more likely than not manner.
j. If the panel finds that the student violated the Student Conduct Code, the panel, in private, shall review the Student's academic transcript and disciplinary record, hear **a** character witness, if appropriate, and impose the appropriate sanction (s). The decision of the panel will be provided in writing to the Provost. The decision and sanction will be sent to the student in writing by the Provost.
k. A taped record of the hearing will be maintained. The record shall be the property of the College.

Via the Phone:

a. For the accused or complainant who cannot attend in person, Charter Oak State College will set up a conference call.
b. Twenty-one (21) business days before the hearing, the Provost must receive all materials to be presented by the accused and by the complainant, including the names and relationships of the character witnesses and support persons. The Provost will send copies of the materials to the hearing panel, the accused, and

the complainant at least seven (7) business days before the hearing. The Provost will arrange for the conference call.
   c. The procedures outlined in the "on- site" section will be followed, unless they specifically apply only to the on-site hearing.
   d. Within ten (10) business days of the conclusion of the formal hearing, a Student may appeal the decision, in writing, to the President. An appeal shall be limited to a consideration of the verbatim record of the hearing and supporting documents for one or more of the following: a.) the process set forth in the guidelines was not followed and resulted in prejudice to the Student; b.) the evidence presented was insufficient to justify the decision; and c.) sanction(s) imposed was/were disproportionate to the gravity of the offense. The President may accept the decision of the hearing panel, overturn their decision, return the matter to the original hearing panel, or appoint a new hearing panel. The decision of the original hearing panel or the new hearing panel or the President will be sent to the Student in writing by the President and will be final.
   e. During any appeal period, any sanctions will remain in place and the Student will not be allowed to participate in a graduation ceremony nor graduate until the review process has been completed and a final decision rendered.

PART C: INTERIM ADMINISTRATIVE ACTION

The President or his/her designee may impose an interim "College Suspension" and/or other necessary restrictions on a Student prior to a hearing on the Student's alleged violation. Such action may be taken when, in the professional judgment of the President or his/her designee, a threat of imminent harm to persons or property exists.

Interim Administrative Action is not a sanction. Rather, it is an action to protect the safety and well-being of an accused Student, or other members of the College community, or greater community or to protect property. Such action is in effect only until a hearing is completed.

PART D: DISCIPLINARY SANCTIONS

Disciplinary penalty shall mean any action affecting the status of an individual as a Student taken by the College in response to a Student's misconduct in violation of Section I.D.1 Prohibited Conduct above, which penalties shall include but not be limited to:

1. Warning - A written notice that the Student has violated College Policy and a warning that another violation will likely result in a more severe sanction.
2. Restitution - Compensation for loss of or damage to property.
3. Academic Sanctions
4. Suspension - Suspension is a temporary disciplinary separation from the College involving denial of all Student privileges, including entrance to College premises. A notation of "suspension" will be placed in the Student database but will not be placed on the Student transcript. Charter Oak State College will not accept credits earned at another institution or through any other means during a period of suspension. Suspensions shall range from one semester to two years.
5. Students who are suspended will receive no refund of tuition or fees.
6. A Student who has been suspended must apply for re-matriculation if he/she plans to return.

7. Expulsion - Expulsion is mandatory separation from the College involving denial of all Student privileges, including entrance to college premises for a minimum of 5 years. After the length of the term for expulsion has expired, the Student may request in writing directed to the Provost permission to re-matriculate. That permission must indicate why Charter Oak State College should allow the Student to return.
8. Charter Oak State College will not accept credits earned at another institution or through any other means during a period of expulsion. A permanent notation of "Dismissed" shall be placed on the Student's transcript.

Failure to comply with requirements of Restitution or Academic Sanctions above will result in dismissal from the institution. The Student must complete the requirements of the sanction before he/she would be allowed to apply for readmission and/or graduate.

NEASC

Founded In 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

April 5, 2016

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Groton, CT

President of the Commission
BARBARA E. BRITTINGHAM
bbrittingham@neasc.org

Senior Vice President of the Commission
PATRICIA M. O'BRIEN, SND
pobrien@neasc.org

Vice President of the Commission
CAROL L. ANDERSON
canderson@neasc.org

Vice President of the Commission
PAULA A. HARBECKE
pharbecke@neasc.org

Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

Mr. James Lombella
President
Asnuntuck Community College
170 Elm Street
Enfield, CT 06082-3811

Dear President Lombella:

I am pleased to inform you that at its meeting on March 3, 2016, the Commission on Institutions of Higher Education took the following action with respect to Asnuntuck Community College:

> that Asnuntuck Community College be continued in accreditation;

> that the College submit an interim report for consideration in Fall 2020;

> that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1) developing and implementing plans to assess student learning and use the results for improvement;

2) strengthening communication among constituents at the College;

3) evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical trades;

4) implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates;

> that the next comprehensive evaluation be scheduled for Fall 2025.

The Commission gives the following reasons for its actions.
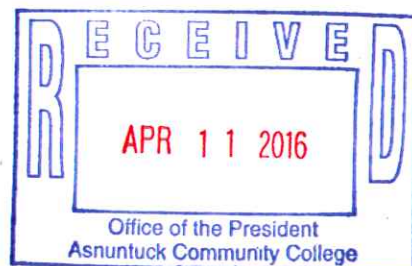
Asnuntuck Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation.*

The Commission commends Asnuntuck Community College (ACC) for its outstanding, comprehensive self-study that demonstrates the institution's many accomplishments and strengths over the last decade. We join the visiting team in its praise of the College's notable success in the systematic use of data to inform mission-centric planning, decision-making, and resource allocation – a shift in culture that has become "part of the ACC ethos." We are gratified to learn of the College's success in securing grants and other funding to establish a state-of-the-art Advanced Manufacturing Technology Center (AMTC) to support certificate and associate degree programs in CNC machining, welding, and electronics technologies. ACC's success in implementing "intentional" high-tech/high-touch initiatives to increase retention and graduation rates is especially impressive, and we congratulate the institution for achieving the highest graduation rates in the Connecticut Community College System (58% among AMTC programs and 29% overall in AY2014) and maintaining retention rates that are well above the national average for the community college sector. Under the leadership of the Chief Academic Officer, the Curriculum and Standards Committees ensure that academic quality is consistent whether courses are offered in an online format or on campus, and faculty and staff are well-qualified and sufficient in number to support the institution's mission. It is especially heartening to learn from the visiting team that students across the campus feel as if they are the institution's top priority due, primarily, to the "deep affection" faculty and staff demonstrate towards the College, its mission, and its students. Capable staff throughout the College ensure that institutional resources are managed and used effectively. The Library's partnership with the Academic Skills Center ensures that information and technological literacy is integrated and continually reinforced at the "most essential skill levels," and we also note favorably that data from various sources, such as the institution's Facility Master Plan Space Program and Utilization Study, are integrated into the strategic planning process to ensure that improvements to the campus are fiscally sound and thoughtfully planned. We are further pleased to note that ACC recently secured $11.4 in bond funding to refurbish the entrance to the College and to make major upgrades to the "older part" of the building. Finally, in light of reductions in state and federal support, we appreciate the institution's focus on seeking revenue generating ideas – such as providing additional training to local businesses to help balance the budget – instead of cutting expenses. With a Board of Trustees, senior leadership team, faculty, staff, and students who are committed to furthering the mission of Asnuntuck Community College, combined with prudent resources management, the College is well-positioned for future success.

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all interim reports the College is asked, in Fall 2020, to report on four matters related to our standards on *The Academic Program, Organization and Governance,* and *Students.*

As the visiting team notes in its report, ACC continues to seek ways to improve student success while at the same time preserving revenue. Accordingly, we appreciate learning through the self-study that the College is "now in a position to begin broad assessment activities [at] the course, program, and institutional level." Currently, the College is focusing its attention on two state-initiated General Education outcomes assessment initiatives – the Transfer Articulation Program (TAP) and the Graduation Outcomes: Responsible, Expressive, Creative, Analytical, Practical (GO-RECAP) program – and we view positively the College's intent to map general education learning outcomes to the curriculum for all programs. As informed by our standard on *The Academic Program,* the interim report submitted in Fall 2020 will provide ACC an opportunity to update the Commission on its success in developing and implementing plans to assess student learning and use the results for improvement:

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

Asnuntuck Community College candidly acknowledges in its self-study that there are opportunities to strengthen communication among constituents at the College. Specifically, the results of an Institutional Effectiveness Survey administered in 2010 and again in 2014 identified several areas of concern related to communication between institutional leadership and faculty and staff, including communication related to: institutional policies and procedures, budget related matters, the institution's strategic long-range goals, and the overall flow of information among departments and offices within the institution. We are therefore gratified to learn that, to address this institutional priority, the College has implemented strategies to enhance transparency and communication. The President's cabinet has been expanded to include faculty, directors, and other administrative staff, and a review of institutional documents by the visiting team further confirmed that increasing communication is, indeed, an institutional focus. As informed by our standard on *Organization and Governance*, we seek assurance, in the interim report submitted in Fall 2020, that "[t]he institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution" (3.9).

While we commend ACC's success in implementing programs offered through the Advanced Manufacturing Technology Center, we also share the concern of the visiting team that the College allocates significantly more resources to support manufacturing programs than it allocates to support programs in general studies, liberal arts, and majors outside of the technical trades. We also note that, as mentioned above, grants received by the College from the State of Connecticut have been earmarked for the development of the AMTC in support of community workforce initiatives; however, the College has experienced a reduction in state funding for general operations. Therefore, we are gratified that the institution candidly acknowledges the need "to be open and transparent" about this issue and, since the team visit, the College has started to "cross-pollinate" various general education courses with advanced manufacturing courses, resulting in an improvement in the morale of faculty and staff. In keeping with our standard on *The Academic Program*, we ask that the Fall 2020 interim report include an update on the institution's success in evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical trades:

The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of

sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives (4.10).

The recent purchase of both analytics and early alert software, along with the systematic use of national survey results to monitor trends among peer institutions, is evidence of ACC's continued commitment to increasing the institution's already impressive retention and graduation rates. We further note with favor that ACC's "first-ever enrollment and retention model" is in the pilot phase and "real-time data" have already been used to develop new practices, such as the Connect and Reach Out Early (CARE) program, and to update the College's financial aid and add/drop policies. We look forward, in the Fall 2020 interim report, to learning of the institution's continued success in using analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates. Our standard on *Students* is relevant here:

> The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission (6.6).

> Measures of student success, including rates of retention and graduation, are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students (6.7)

> The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (6.8).

We remind you that the *Standards for Accreditation* have been revised, and the new Standards go into effect on July 1, 2016. Therefore, the interim report prepared by Asnuntuck Community College for consideration in Fall 2020 should reference the 2016 Standards.

The scheduling of a comprehensive evaluation in Fall 2025 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Asnuntuck Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Mr. Michael Stefanowicz, Dean of Academic Affairs, and Dr. Richard Hopper, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas Donofrio. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

Patricia Maguire Meservey

Patricia Maguire Meservey

PMM/sjp

Enclosures

cc: Mr. Nicholas Donofrio
    Visiting team

INFORMATIONAL ITEM
Report on Academic Program Actions: August 2015 - June 2016

The attached information and data sheets inform the Academic and Student Affairs Committee of developments in academic programs within the Connecticut State Colleges & Universities over the course of the academic year – August 2015 - June 2016. (The June 2016 activities are pending Board of Regents approval.)

The developments codified and compared to last year are:

- New Academic Programs -   2016 = 30   2015 = 28
- Modification of Programs -   2016 = 17   2015 = 18
- Termination of Programs -   2016 = 39   2015 = 11
- Suspension of Programs -   2016 = 0   2015 = 3

Items of note: approval of a doctoral program at Central CSU; terminations reflect the institutions continued response to the Academic Program Review Policy; new degrees include the 11 TAP pathway programs as well as the continued response by the community colleges to the state's workforce needs.

06/03/2016 – Academic and Student Affairs Committee

Connecticut Board of Regents for Higher Education
Connecticut State College & University System
Chronology: Developments in Academic Programs
September 2015 - June 2016

Connecticut Community Colleges

Month	Institution	New Academic Programs
September	Capital	Cisco Certified Networking Associate (CCNA) – Certificate
December	Gateway	Public Utilities Management – AS Degree
	Three Rivers	Precision Sheet Metal Manufacturing – Certificate
	All CCs	CSCU Pathway Transfer Degree: Biology – AA Degrees
January	Three Rivers	Construction Technology – AAS Degree
March	Naugatuck Valley	Cybersecurity – AS Degree
	Tunxis	Energy Management – AAS Degree
	All CCs	CSCU Pathway Transfer Degrees – 10 AA Degrees
May	Capital	Construction Management – Certificate
	Gateway	Automotive Technology (Honda PACT) – AAS Degree
		Automotive Technology (Honda PACT) – Certificate
June	Asnuntuck	Registered Medical Assistant – Certificate[1]

Month	Institution	Modification of Programs
March	Three Rivers	Library Technology - Certificate
April	Manchester	Computer Game Design – AS Degree
		Graphic Design – AS Degree
		Health and Exercise Science – AS Degree
	Three Rivers	Business Administration – AS Degree
May	Gateway	Data Security Specialist – AS Degree
		General Automotive Tech – AAS Degree
		General Automotive Tech – Certificate
		Mobile Application Development – AS Degree
June	Naugatuck Valley	Liberal Arts and Sciences – AA Degree[1]
	Three Rivers	Electrical Engineering Technology – AS Degree[1]

Month	Institution	Termination of Programs
September	Tunxis	Business Office Technology: Medical Transportation - Certificate
		Physical Therapy Assistant - AS Degree
		Technology Studies: CAD Option - AS Degree
December	Asnuntuck	Child Development Associate Prep - Certificate
		Community-Based Corrections – Certificate
		Computer Aided Drafting - Certificate
		Publications - Certificate
		Software Development - Certificate
	Quinebaug Valley	Fine Arts: Graphic Arts Option – AA Degree
		Fine Arts: Photography Option – AA Degree
March	Asnuntuck	Information Systems Technology – AS Degree
	Capital	Accelerated Computer Programming - Certificate

Connecticut Community Colleges (continued)

Month	Institution	Termination of Programs
March	Capital	Business Office Technology: Computer Application Specialist – AA Degree
		Business Office Technology: Computer Application Specialist – Certificate
		Business Office Technology: Word Information Processing – AA Degree
		Computer & Information Systems Network Administrator – AA Degree
		Computer & Information Systems Network Administrator – Certificate
		Insurance and Financial Services – AA Degree
		Medical Assisting: Administrative Medical Insurance – AS Degree
		Medical Assisting: Administrative Medical Insurance – Certificate
	Gateway	General Engineering Technology – AAS Degree
	Northwestern	Allied Health Administration – AS Degree
		Health Career Pathways – Certificate
	Three Rivers	Architectural Design Technology – AS Degree
		Business Information Systems – AS Degree
		Business Information Systems – Certificate
		Civil Engineering Technology – AS Degree
		Computer Applications – Certificate
		Construction Management Technology – AS Degree
		E-Commerce – AS Degree
		E-Commerce – Certificate
		Finance and Banking – AS Degree
		Hospitality Management: Casino Management – AS Degree
		Hospitality Management: Hotel Management – AS Degree
		Hospitality Management: Restaurant Management – AS Degree
		Marketing Career – AS Degree
		Networking Technology - Certificate
		Small Business Entrepreneurial Studies – AS Degree
May	Manchester	Multimedia Studies – AA Degree
		Physical Therapist Assistant – AS Degree
		Polysomnography – Certificate
		Taxation – Certificate
		Supply Chain Management – Certificate
		Sustainable Energy – Certificate
	Middlesex	Electrical – Certificate
June	Quinebaug Valley	Early Childhood Education – Certificate[1]
	Three Rivers	Health Careers Pathway – Certificate[1]

Connecticut State Universities

Month	Institution	New Academic Programs
October	Central	Dance Education – BS Degree
December	Southern	Environmental Systems and Sustainability Studies – BS Degree
		Public Utilities Management – BS Degree
	Central	Doctorate of Nurse Anesthesia Practice – DNAP Degree
January	Southern	Accounting - Certificate
	Western	Digital and Interactive Media Arts – BA Degree
March	Central	Accounting – MS Degree
	Western	Liberal Arts – BA Degree
May	Southern	Biotechnology – BS Degree
June	Eastern	Criminology – BA Degree[1]

Month	Institution	Modification of Programs
September	Western	Health Administration – MS Degree
October	Central	International and Area Studies – BA Degree
December	Central	Modern Languages-Specialization in Spanish – MA Degree
March	Eastern	Bioinformatics (Minor)
	Southern	Communication – BS Degree
May	Central	Masters of Arts in Teaching

Charter Oak State College

Month	New Academic Programs

Month	Modification of Programs
December	Health Information Management – Certificate

Month	Termination of Programs
September	Computer Security – Certificate

NOTES: 1. Pending BOR approval

Connecticut State Colleges & Universities
Summary: Development in Academic Programs
September 2015 - June 2016

INSTITUTION	New Programs		Modifications		Terminations		Suspensions		TOTAL
	Certificate	Degree	Certificate	Degree	Certificate	Degree	Certificate	Degree	
Community Colleges									
TAP		11							**11**
Asnuntuck	1				5	1			**7**
Capital	2								**2**
Gateway	1	2	1	3		1			**8**
Housatonic									**0**
Manchester				3	4	2			**9**
Middlesex					1				**1**
Naugatuck Valley		1		1					**2**
Northwestern Connecticut					1	1			**2**
Norwalk									**0**
Quinebaug Valley					1	2			**3**
Three Rivers	1	1	1	2	5	11			**21**
Tunxis		1			1	2			**4**
Sub-Total	*5*	*16*	*2*	*9*	*18*	*20*	*0*	*0*	**70**
Charter Oak State College			1		1				**2**
Connecticut State Universities									
Central		3		2					**5**
Eastern		1		1					**2**
Southern		4		1					**5**
Western		1		1					**2**
Sub-Total	*0*	*9*	*0*	*5*	*0*	*0*	*0*	*0*	**14**
TOTAL	**5**	**25**	**3**	**14**	**19**	**20**	**0**	**0**	**86**

thru June 2016 BOR meeting