



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday June 7, 2019 at 9:30 a.m.**

**61 Woodland Street, Hartford, CT – Board Room (ground floor)**

1. Approval of Minutes
  - a. April 26, 2019 – *Page 1*
2. Action Items
  - a. Accreditation of a Licensed Program
    - i. CSCU Retroactive Accreditation of Academic Programs – *Page 9*
  - b. Suspensions
    - i. Secondary Education: Earth and Planetary Sciences Option – BS – Western CSU – *Page 17*
  - c. Modifications
    - i. Business Administration – AS – Housatonic CC – *Page 20*
  - d. New Programs
    - i. Child Studies – BS – Charter Oak SC – *Page 33*
    - ii. Data Science – Certificate – Northwestern CT CC – *Page 49*
  - e. CT State University Centers and Institutes
    - i. Discontinuation
      1. CCSU - Institute of Technology and Business Development – *Page 59*
  - f. Appointment of CSU Professors
    - i. Michèle Bacholle – ECSU – *Page 84*
  - g. BOR Policy - Amendment to Satisfactory Academic Progress Policy for Student Financial Aid Recipients – *Page 89*



## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

**Meeting – April 26, 2019 - 9:30 a.m.  
Naugatuck Valley Community College  
750 Chase Parkway, Waterbury, CT 06708  
Technology Hall Dining Room, T531**

### MINUTES

Regents Present: Merle Harris, Naomi Cohen, Aviva Budd, Peter Rosa, Del Cummings, William Lugo

Regents Absent: None

Staff Present: Jane Gates, Alison Buckley, Arthur Poole, Pat Ryiz

Other Attendees: Missy Alexander (WCSU), Michelle Brown (WCSU), Ilene Crawford (SCSU) (via teleconference), David Dauwalder (CCSU), Lisa Dresdner (NVCC), Nicholas Edgington (SCSU), Sara Hanson (MxCC), C. Patrick Heidkamp (SCSU), Bruce Kalk (SCSU), Miah LaPierre Dreger (CCC), John Lewis (QVCC), Sharon Lynch (NVCC), Elsa Núñez (ECSU), Earl Ormond (NVCC), William Salka (ECSU), Jane Wampler (NVCC)

The meeting was called to order at 9:35 a.m. by Chair Merle Harris.

Chair Harris introduced Dr. Daisy Cocco DeFilippis, President of Naugatuck Valley CC, who welcomed the BOR Academic and Student Affairs Committee and guests to NVCC. Chair Harris shared that President Cocco DeFilippis was honored last night as one of the Wonder Women of the Malta House of Care.

1. Approval of Minutes
  - a. April 8, 2019

**On a motion by N. Cohen and seconded by P. Rosa, a vote was taken and the minutes from the April 8, 2019 meeting were approved.**

2. Consent Items

a. Discontinuations

i. Electrical – Certificate – C2 - Tunxis CC

**On a motion by A. Budd and seconded by N. Cohen, a vote was taken and the Consent Item was unanimously approved.**

3. Action Items

a. Licensure and Accreditation of a Program

i. Mechatronics Automation Technician – Certificate – Quinebaug Valley CC

John Lewis, Dean of Academic Affairs and Student Services, presented for QVCC which is requesting licensure and accreditation for the Mechatronics Automation Technician Certificate and that licensure and accreditation be retroactive to the original date of approval May 11, 2017. When the program was licensed, it was licensed only for one year through May, 2018. Three students graduated from the program in May 2018 and 14 students are scheduled to graduate in May 2019. BOR policy states that degrees cannot be conferred for licensed-only programs. The program prepares graduates for immediate employment as entry-level automation technicians. The certificate program flows seamlessly into an existing College of Technology/QVCC two-year Associate's Degree in Technology Studies which can then transfer to CCSU's Mechatronics program.

Questions from the Committee centered on:

a) *Enrollment – Is the enrollment of 31 students in the 3<sup>rd</sup> year actual enrollment?*

Response: As of March, 2019, 31 students have declared the Mechatronics Automation Technician certificate as their major. The 3<sup>rd</sup> year enrollment is projected. There are 14 students currently in the pipeline to graduate in May.

b) *Budget – Projected Revenue – In the first two years of the program, expenses exceeded revenue. In the 3<sup>rd</sup> year, the projection is that revenue will exceed expenses. What is the projection based on?* Response: The projection is based on attendance at open houses and program applications.

**Chair Harris called for a motion to approve the accreditation of the program. The motion was moved by N. Cohen and seconded by P. Rosa.**

A question arose on when the program will be reviewed and the difference between the existing Academic Review Process and the proposed Academic Review Process. Under the proposed Academic Review Process, if approved by ASA and by the BOR on May 9, 2019, programs will be simultaneously licensed and accredited. New academic programs will be reviewed 7 semesters after they are approved. At that point, institutions will be required to apply for continued accreditation. The new policy is not retroactive to existing programs. In response to a question on programs falling short of their enrollment and revenue projections, Chair Harris reiterated that the Committee will look at the following: 1) Where the institution is located (for workforce needs; 2) Were initial projections realistic; and, 3) Revenue and expenditures.

**Chair Harris called for a motion for a substitute resolution for the accreditation of the Quinebaug CC Mechatronics Automation Technician Certificate.**

RESOLVED: That the Board of Regents for Higher Education grant accreditation retroactively to May 2018 of a Mechatronics Automation Technician program (CIP Code: 14.4201, OHE # 19029) leading to a Certificate, requiring 30 course credits delivered via an onground modality, at Quinebaug Valley Community College, **until May 31, 2020.**

**On a motion by A. Budd and seconded by N. Cohen on the substitute BOR Resolution to approve the accreditation of the Quinebaug CC Mechatronics Automation Technician**

**Certificate, a vote was taken and the accreditation of the Quinebaug CC Mechatronics Automation Technician Certificate was unanimously approved until May 31,2020**

ii. Cybersecurity – AS – Naugatuck Valley CC

Dr. Lisa Dresdner, Dean of Academic Affairs, and Earl Ormond, Associate Professor/Coordinator, Criminal Justice, presented the program for Naugatuck Valley CC which is requesting accreditation of the AS in Cybersecurity program retroactive to June, 2017. Several students transferred from their Criminal Justice Computer Crime Deterrence Program directly into Cybersecurity, once it was approved, and they completed the coursework more quickly than expected. One student graduated in Summer 2017 and two degrees were awarded in Spring 2018. In response to the questions regarding why the number of credits is 61 instead of 60 and why the cost of the program is so low, the NVCC representatives responded that there is a lab in the program. No additional courses were added and students from different programs take courses in Cybersecurity which keeps the program cost low.

**Chair Harris called for a motion to approve the substitute BOR Resolution for the accreditation of the Naugatuck Valley CC Cybersecurity AS program.**

RESOLVED: That the Board of Regents for Higher Education grant accreditation retroactively to June 2017 of a Cybersecurity program (CIP Code: 43.0116, OHE # 18547) leading to an Associate of Science degree, requiring 61 course credits delivered via a hybrid modality, at Naugatuck Valley Community College

**On a motion by A. Budd and seconded by N. Cohen on the substitute BOR Resolution to approve the accreditation of the Naugatuck Valley CC Cybersecurity AS program retroactive to June 2017, a vote was taken and the accreditation of the Naugatuck Valley CC Cybersecurity AS program retroactive to June 2017 was unanimously approved.**

iii. Environmental Systems and Sustainability Studies – BS – SCSU

**A motion to approve the retroactive accreditation of the SCSU Environmental Systems and Sustainability Studies BS degree program was made by P. Rosa and seconded by A. Budd.**

Dr. Ilene Crawford, Assoc. VP for Academic Affairs (via teleconference), Dr. Bruce Kalk, Dean of Arts and Sciences, and, Dr. Patrick Heidkamp, from the Center for Environmental Literacy and Sustainability, presented the program for SCSU which is seeking approval of the accreditation of the BS in Environmental Systems and Sustainability Studies retroactive to December 2018. Questions from the Committee centered on the curriculum and the budget. Dr. Kalk listed and explained the three tracks, or options, in the program: Environmental Systems, Coastal Marine Systems, and, Policy and Management. In response to the budget question, it was indicated that no new faculty were hired. New sections of the program will be added to accommodate increased enrollment.

**Chair Harris called for a vote on a substitute Resolution:**

RESOLVED: That the Board of Regents for Higher Education retroactively grant accreditation to December 2018 of an Environmental Systems and Sustainability Studies program (CIP Code: 03.0103, OHE # 18282) leading to a Bachelor of Science degree, requiring 120 course credits delivered via an on ground modality, at Southern Connecticut State University.

**A vote was taken to approve the substitute Resolution for the SCSU Environmental Systems and Sustainability Studies BS degree program granting accreditation retroactive to December 2018. The vote was unanimous.**

b. Accreditation of a Licensed Program

i. Biotechnology – BS – SCSU

**A motion to approve the accreditation of the SCSU BS in Biotechnology degree program was made by P. Rosa and seconded by A. Budd.**

Dr. Nicholas Edgington, Professor, Biology, joined the SCSU representatives to present this program. The BOR approved the SCSU BS in Biotechnology program in May 2016 and licensed it until May 30, 2019. The US Dept. of Education did not approve the BS in Biotechnology as a financial aid-eligible program until Spring 2017; therefore, the program was launched in Fall 2017. Dr. Kalk enumerated other setbacks for the program in addition to the delayed launch. In Fall 2017, Alexion, SCSU's largest industry partner, moved out of New Haven. This exodus of a number of pharmaceutical companies affected the need for interns and future employees. Small start-up companies are gradually taking the place of larger companies in the area and are providing a source of internships. Marketing of the program was limited. Dr. Kalk distributed the new marketing plan for the program. Questions from the Committee centered on projected enrollment and job opportunities. The program will turn a profit with a projected enrollment of 32 students. New startup companies being established in the region will be a source of internships and jobs. **The Committee requested that the BS in Biotechnology degree program be presented for review in one year.**

**Chair Harris called for a vote on the substitute resolution:**

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Biotechnology program (CIP Code: 26.1201, OHE # 18540) leading to a Bachelor of Science degree, requiring 120 course credits delivered via a hybrid modality, at Southern Connecticut State University, **until May 31, 2020.**

**On a motion by A. Budd, seconded by N. Cohen, a vote was taken to approve the SCSU BS in Biotechnology degree for accreditation through May 31, 2020. The vote was unanimous.**

ii. Medical Laboratory Technician – AS – Quinebaug Valley CC

**A motion to approve the accreditation of the Quinebaug CC Medical Laboratory Technician (MLT) AS degree program was made by N. Cohen and seconded by A. Budd.**

Dean John Lewis presented the program for QVCC. The BOR approved and licensed the program in September 2016. The program consists of a total of 63 credits, which includes clinical lab courses and two required specialized internships. There are no other two-year MLT programs in CT. The program leads to immediate employment for students upon graduation and the job rate is expected to grow by 16% through 2024. Two students are graduating in May 2019. Dean Lewis responded to the Regents' questions on Spring 2019 enrollments and retention rates.

**Chair Harris called for a vote to approve the accreditation of the Quinebaug CC Medical Laboratory Technician (MLT) AS degree program. A vote was taken and it was unanimous.**

iii. Computer Networking – AS – Capital CC

**A motion to approve the accreditation of the Capital CC Computer Networking AS degree program was made by N. Cohen and seconded by P. Rosa.** Dr. Miah LaPierre-Dreger, Interim Dean of Academic Affairs, presented the program for Capital CC. Dean LaPierre distributed the Application for Accreditation of a Licensed Program for the Computer Networking AS Degree, the parent degree. This program was licensed in 2015; but, it has not been accredited. Students are scheduled to graduate from the program in May 2019. The parent degree has two certificates, Computer Networking, which will be considered next, and, the CCNA Certificate. In 2015, the Computer Networking AS degree and the two related certificates were presented in one proposal. Chair Harris asked for clarification as to what the BOR ASAC is authorizing today. Dean LaPierre responded the AS in Computer Networking and the first of two certificates, the Computer Networking Certificate. At the June 7 meeting of the BOR ASA, the remaining certificate will be presented for approval.

Provost Gates stated that licensed non-accredited programs with May 2019 graduates are being presented today. This is Phase 1 to assure these students are graduating from approved programs. Phase 2 will present remaining licensed non-accredited programs at the June 7 BOR ASAC meeting. Phase 2.

**Chair Harris proposed a substitute motion to approve accreditation for the Capital CC AS in Computer Networking through May, 2019.** (Capital CC will submit the entire package for continuing accreditation at the June 7 BOR ASAC meeting.)

**N. Cohen moved to approve the substitute motion, seconded by P. Rosa. A vote was taken to approve the accreditation for the Capital CC AS in Computer Networking through May 31, 2019 and the vote was unanimous.**

iv. Computer Networking – Certificate – Capital CC

**Chair Harris proposed a substitute motion to approve accreditation for the Capital CC Certificate in Computer Networking through May, 2019.**

**N. Cohen moved to approve the substitute motion, seconded by P. Rosa. A vote was taken to approve the accreditation for the Capital CC Certificate in Computer Networking through May 31, 2019 and the vote was unanimous.**

v. Applied Computing-BA-WCSU

**A motion to approve the accreditation of the WCSU BA in Applied Computing degree program was made by A. Budd and seconded by N. Cohen.** Dr. Missy Alexander, Provost and VP of Academic Affairs, and Dr. Michelle Brown, Dean of the Macricostas School of Arts and Sciences, presented the program for WCSU which is seeking accreditation of the BA in Applied Computing. The BOR approved and licensed the program in May 2017. This degree provides students with a less theoretical option to the BS in Computer Science degree. Job prospects for students with a BA in Applied Computing are very strong. All courses are part of the BS in Computer Science; therefore, there are no additional costs in offering the BA in Applied Computing as an additional option for some students

**Chair Harris called for a vote to approve the accreditation of the WCSU BA in Applied Computing degree program. A vote was taken and it was unanimous.**

c. Modifications

i. Biomolecular Sciences – MA – CCSU [Name Change]

**A motion to approve the modification of the CCSU MA in Biomolecular Sciences degree program was made by N. Cohen and seconded by P. Rosa.**

Dr. David Dauwalder, Provost and VP of Academic Affairs, presented the program for CCSU which is requesting a name change for the program from the MA in Biomolecular Sciences to the MS in Biomolecular Sciences. Students have requested the name change and employers prefer the MS designation to the MA.

**Chair Harris called for a vote to approve the modification (name change) of the CCSU MA in Biomolecular Sciences to the MS in Biomolecular Sciences. A vote was taken and it was unanimous.**

ii. Communication – MS – CCSU [Name Change/Adding Alternate Modality]

**A motion to approve the modifications to the CCSU MS in Communication degree program to the MS in Strategic Communication with the addition of a fully online track was made by N. Cohen and seconded by A. Budd.** Dr. David Dauwalder, Provost and VP of Academic Affairs, presented the program for CCSU. CCSU is seeking to add a fully online track to the onground modality of the program. Students can choose to complete the program on ground, online or via a combination of the two modalities which would likely increase the enrollment in the program, including opening the program to international students. The name change to the MS in Strategic Communication will more accurately describe the large sub-group specialty of the program and enable students to seek employment in a broader field of Communications.

**Chair Harris called for a vote to approve the modification of the CCSU MS in Communication including a name change to the MS Strategic Communication and the addition of a fully online track. A vote was taken and it was unanimous.**

d. Suspensions

i. Education – MS – WCSU (Six Options)

**A motion to approve the suspension of six options under the WCSU MS in Education degree program was made by N. Cohen and seconded by P. Rosa.** Dr. Missy Alexander, Provost and VP of Academic Affairs and Dr. Joan Palladino, Interim Dean, School of Professional Studies, presented this program for WCSU which is seeking approval to suspend, for two years, six options under the MS in Education (MSED) degree program. The six options are: Option in Curriculum – Concentration Curriculum for the Classroom Teacher; Option in Curriculum – Concentration Curriculum in the Content Area; Option in Special Education - Concentration in Autism; Option in Special Education - Concentration for Special Education for the Classroom Teacher; Option in Reading; and, Option in Curriculum – Teacher Leader. The MSED option in Instructional Technology will continue. In Fall 2018, the Department launched new graduate programs in Special Education, Language and Literacy, and, a Sixth Year Teaching English to Speakers of Other Languages (TESOL).

**Chair Harris called for a vote to approve the suspension of six options under the WCSU MS in Education, for two years, until Spring Semester 2021. A vote was taken and it was unanimous.**

e. Promotions and Tenures

- i. CCSU
- ii. ECSU
- iii. SCSU
- iv. WCSU

**A motion to approve the 2019 Promotions and Tenures recommended by the Presidents of the Connecticut State Universities was made by N. Cohen and seconded by P. Rosa. A vote was taken and the 2019 CSU Promotions and Tenures were unanimously approved.**

f. CSU-AAUP Faculty Research Grants

**A motion to approve the 2019-2020 CSU AAUP Faculty Research Grants was made by P. Rosa and seconded by N. Cohen.** The CSCU AAUP mandates that funds be allocated for research grants at each of the four CSU institutions. A total of \$911,877 has been allocated for the 2019-2020 program year. With \$22,186 in residual funds from previous years, a total of \$934,073 is available for research projects during the 2019-2020 program year. A total of 247 faculty members were selected by the Committee to receive grants totaling \$916,117.

**Chair Harris called for a vote to approve the 2019-2020 CSU AAUP Faculty Research Grants. A vote was taken and it was unanimous.**

g. Academic Programming Approval Policy

**A motion to approve the adoption of a new Academic Programming Approval Policy was made by A. Budd and seconded by P. Rosa.** Arthur Poole, Director of Educational Opportunity, discussed the proposed changes to the Academic Programming Approval Policy. The request to revise the existing policy emanated from the CSCU Academic Council and the BOR Academic and Student Affairs Committee. All new programs will be approved for licensure and accreditation for seven semesters. After the seventh semester, institutions will complete the Application for Continued Licensure and Accreditation which is approved internally, in the Provost's office, and by the Academic Council. The application is then presented to the BOR Academic and Student Affairs Committee which votes on whether or not to approve continued accreditation and licensure of the program. Programs approved for continued licensure and accreditation are placed on the Consent Agenda of the next BOR meeting. Director Poole also stated that a section on low completer programs has been added to the Application for Continued Licensure and Accreditation form and must be completed if an institution is requesting continuance for a low completer program. Other Academic Program Approval forms have been added or revised.

**Chair Harris called for a vote to approve the CT BOR Academic Programming Approval Policy. A vote was taken and the policy was unanimously approved.**

4. Informational Items

a. NECHE Reports – Student Loan Default Rates

- i. Asnuntuck CC
- ii. Middlesex CC

All CSCU institutions' student loan default rates are reviewed. IPEDS data is submitted to NECHE which notifies institutions when their loan rates are outside of the norm. Default rates



not meeting federal requirements could result in the loss of eligibility for Title IV financial aid.

**On a motion by N. Cohen and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at Noon.**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Program Accreditation**

**June 20, 2019**

- WHEREAS,** State Statutes require that the Board of Regents grant accreditation of a licensed program prior to its awarding credentials; and
- WHEREAS,** A number of academic programs within Connecticut State Colleges and Universities have been licensed by the BOR yet heretofore have not been granted accreditation due largely to changes in institutional academic leadership and processing oversights; therefore, be it
- RESOLVED:** That the Board of Regents for Higher Education grant accreditation to those academic programs listed in the attached roster, retroactively to the point of each program's initiation.

A True Copy:

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

**ITEM**

Retroactive accreditation of licensed academic programs

**BACKGROUND**

There are various layers of administration and governance at institutional and System levels regarding the establishment of new academic programming. Previously, in applying to the Board of Regents for approval of the establishment of new academic programs, institutional administrators developed and submitted board resolutions and staff reports for the Board's consideration. These instruments were not always constructed in a consistent manner. Additionally, requests for licensure and/or accreditation were sometimes made for specific time periods; yet that span often elapsed without consequential request for appropriate BOR action.

**RATIONALE**

The Office of the Provost has established uniformity for the academic program approval process at the System level through the construction of application and informational forms and procedural guidelines for the various activities of academic programming requiring Board action. Additionally, the academic affairs staffer has assumed responsibility for the construction of related board resolution and staff reports. Nevertheless, corrective action must be taken for those instances in the past where Board action is incomplete.

**ANALYSIS**

A review of BOR agendas from the calendar years of 2011 through 2017 indicate that 42 academic programs have been licensed by the Board; yet, heretofore have not been accredited. This figure represents 26 percent of all programs licensed by the Board during this span. These programs were proposed by 11 of the System's 17 institutions.

Of the 42 programs, the Office of the Provost has received requested data for 28 from nine reporting institutions:

- 2 programs have been discontinued with BOR approval
- 1 program was consolidated with other concentrations
- 1 program will be requested for discontinuation this summer
- 5 programs will be requested for suspension this fall
- 2 other programs meet the Low Completer definition for the '16-'17 to '18-'19 timespan

**RECOMMENDATION**

The System's Provost and Senior Vice President for Academic and Student Affairs recommends that the Board of Regents grant accreditation retroactively to the point of initiation for each academic programs listed on the attached roster.

## Connecticut State Colleges & Universities

### Retroactive Accreditation of Academic Programs

#### Programs Already Discontinued

<b>Institution</b>	<b>Program</b>
Capital Community College	<b>Health Information Management</b> / AS Degree
Capital Community College	<b>Health Information Management</b> / Certificate
Southern Connecticut State University	<b>Accounting</b> / Graduate Certificate

#### Program Consolidated

<b>Institution</b>	<b>Program</b>
Eastern Connecticut State University	<b>Educational Studies: STEM</b> / MS Degree

#### Programs to be Discontinued

<b>Institution</b>	<b>Program</b>
Capital Community College	<b>Computer Information Systems: Mobil Application Developer</b> / AS Degree
Capital Community College	<b>Computer Information Systems: Mobil Application Developer</b> / Certificate

#### Programs to be Suspended

<b>Institution</b>	<b>Program</b>
Asnuntuck Community College	Additive Manufacturing / Certificate
Asnuntuck Community College	Advanced Manufacturing Machining Technology II / Certificate
Asnuntuck Community College	CAD/CAM / Certificate
Asnuntuck Community College	Quality Inspection / Certificate
Asnuntuck Community College	Metal Fabrication / Certificate

#### Low Completers

<b>Institution</b>	<b>Program</b>
Eastern Connecticut State University	<b>Philosophy</b> / BA Degree
Three Rivers Community College	<b>Graphic Design</b> / AS Degree

**Connecticut State Colleges & Universities**  
**Retroactive Accreditation of Academic Programs**

Institution	Academic Program	Licensure Period	Spring '19 Enrollment	Fiscal Reporting: Academic Year					
				2018-19		2017-18		2016-17	
Asnuntuck CC	<b>Registered Medical Assistant / Certificate<sup>1</sup></b>	5/11/17 – 5/19		Revenue: \$		Revenue: \$		Revenue: \$	
				Expenditure: \$		Expenditure: \$		Expenditure: \$	
				Balance: \$		Balance: \$		Balance: \$	
Capital CC	<b>Biotechnology / AS</b>	not specified	6.9 FTE	Revenue: \$42,000		Revenue: \$46,453		Revenue: \$52,419	
				Expenditure: \$33,600		Expenditure: \$33,600		Expenditure: \$84,000	
				Balance: \$ 8,500		Balance: \$12,853		Balance: \$(31,581)	
Capital CC	<b>Computer Networking / AS, Degree Option, Certificates</b>	6/25/15 - 6/30/18	41.1 FTE total	Revenue: \$208,108		Revenue: \$161,705		Revenue: \$95,555	
				Expenditure: \$121,634		Expenditure: \$111,656		Expenditure: \$96,689	
				Balance: \$ 86,474		Balance: \$ 50,049		Balance: \$(1,134)	
Capital CC	<b>Construction Management / AS, Certificate</b>	10/18/12 - 10/31/15	18.2 FTE total	Revenue: \$97,389		Revenue: \$82,343		Revenue: \$46,311	
				Expenditure: \$93,189		Expenditure: \$88,200		Expenditure: \$88,200	
				Balance: \$ 4,200		Balance: \$(5,857)		Balance: \$(41,889)	
Capital CC	<b>Computer Information Systems: Mobil Application Developer / AS, Certificate<sup>2</sup></b>	1/15/15 - 1/15/18	2.3 FTE total	Revenue: \$19,587		Revenue: \$18,980		Revenue: \$ 6,400	
				Expenditure: \$20,435		Expenditure: \$20,435		Expenditure: \$20,435	
				Balance: \$ (848)		Balance: \$ (1,455)		Balance: \$(14,035)	
Capital CC	<b>Health Information Management / AS, Certificate<sup>3</sup></b>	10/17/13 - 10/31/16	7.2 FTE total	Revenue: \$75,025		Revenue: \$95,741		Revenue: \$101,279	
				Expenditure: \$44,100		Expenditure: \$61,740		Expenditure: \$ 79,380	
				Balance: \$30,925		Balance: \$34,001		Balance: \$ 21,899	
Eastern CSU	<b>Health Sciences / BS</b>	not specified	306 FTE	Revenue: \$3,425,737		Revenue: \$2,774,738		Revenue: \$2,665,600	
				Expenditure: \$ 570,148		Expenditure: \$ 459,063		Expenditure: \$ 356,403	
				Balance: \$2,855,589		Balance: \$2,315,675		Balance: \$2,309,197	
Eastern CSU	<b>Liberal Studies / BA</b>	not specified	67 FTE	Revenue: \$757,466		Revenue: \$670,180		Revenue: \$668,710	
				Expenditure: \$ 43,442		Expenditure: \$ 23,933		Expenditure: \$ 21,409	
				Balance: \$714,024		Balance: \$646,247		Balance: \$647,301	
Eastern CSU	<b>New Media Studies / BA</b>	not specified	99.7 FTE	Revenue: \$1,129,851		Revenue: \$819,483		Revenue: \$705,040	
				Expenditure: \$ 48,254		Expenditure: \$ 43,805		Expenditure: \$ 43,993	
				Balance: \$1,081,597		Balance: \$775,677		Balance: \$661,047	

Institution	Academic Program	Licensure Period	Spring '19 Enrollment	Fiscal Reporting: Academic Year					
				2018-19		2017-18		2016-17	
Eastern CSU	<b>Philosophy / BA</b>	not specified	8 FTE	Revenue:	\$ 79,492	Revenue:	\$ 99,798	Revenue:	\$106,470
				Expenditure:	\$173,775	Expenditure:	\$187,788	Expenditure:	\$174,278
				Balance:	\$(94,283)	Balance:	\$(87,990)	Balance:	\$(67,808)
Eastern CSU	<b>Educational Studies: STEM / MS<sup>4</sup></b>	10/17/13 – 10/31/16	.3 FTE	Revenue:	\$4,235	Revenue:	\$0	Revenue:	\$0
				Expenditure:	\$0	Expenditure:	\$0	Expenditure:	\$0
				Balance:	\$4,235	Balance:	\$0	Balance:	\$0
Eastern CSU	<b>Criminology</b>	6/16/16 – 6/30/19	239 FTE	Revenue:	\$2,721,877	Revenue:	\$1,909,347	Revenue:	\$715,540
				Expenditure:	\$ 321,553	Expenditure:	\$ 151,980	Expenditure:	\$286,622
				Balance:	\$2,400,324	Balance:	\$1,757,367	Balance:	\$428,918
Gateway CC	<b>Business Office Technology: Electronic Health Records and Coding Option / AS<sup>1</sup></b>	not specified		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Gateway CC	<b>Firefighting 1 &amp; 2 Certification Academy / Certificate<sup>1</sup></b>	not specified		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Gateway CC	<b>Data Security Specialist / AS<sup>1</sup></b>	12/18/14 – 12/30/17		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Gateway CC	<b>Mobile Application Development / AS<sup>1</sup></b>	12/18/14 – 12/30/17		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Gateway CC	<b>Automotive Technology / AAS &amp; Certificate<sup>1</sup></b>	5/10/16 – 5/30/19		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Housatonic CC	<b>Medical Assisting / AS</b>	9/18/14 - 9/30/17	104	Revenue:	\$347,496	Revenue:	\$293,334	Revenue:	\$182,411
				Expenditure:	\$178,236	Expenditure:	\$178,236	Expenditure:	\$178,236
				Balance:	\$169,260	Balance:	\$115,098	Balance:	\$ 4,175
Housatonic CC	<b>Paramedic Studies / AS</b>	1/15/15 – 1/15/18	6	Revenue:	\$26,972	Revenue:	\$30,753	Revenue:	\$36,878
				Expenditure:	\$15,111	Expenditure:	\$17,392	Expenditure:	\$21,954
				Balance:	\$11,861	Balance:	\$13,361	Balance:	\$14,924

Institution	Academic Program	Licensure Period	Spring '19 Enrollment	Fiscal Reporting: Academic Year					
				2018-19		2017-18		2016-17	
Manchester CC	<b>Radiologic Science / AS</b>	10/17/13 – 10/30/16	43	Revenue:	\$190,932	Revenue:	\$163,656	Revenue:	\$172,748
				Expenditure:	\$244,144	Expenditure:	\$244,144	Expenditure:	\$244,144
				Balance:	\$(53,212)	Balance:	\$(80,488)	Balance:	\$(71,396)
Manchester CC	<b>Interpersonal and Organizational Communication / AA</b>	4/6/17 – 4/30/20	2	Revenue:	\$4,546	Revenue:	\$0	Revenue:	\$0
				Expenditure:	\$37,528	Expenditure:	\$37,528	Expenditure:	\$0
				Balance:	\$(32,982)	Balance:	\$(37,528)	Balance:	\$0
Middlesex CC	<b>Health Information Management / AS<sup>1</sup></b>	10/17/13 – 10/31/16		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Middlesex CC	<b>Ophthalmic Medical Assisting / Certificate<sup>1</sup></b>	not specified		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Middlesex CC	<b>Health Information Management / Certificate<sup>1</sup></b>	not specified		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Middlesex CC	<b>Biotechnology / Certificate<sup>1</sup></b>	12/18/14 - 12/30/17		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Middlesex CC	<b>Manufacturing Engineering Technology / AS<sup>1</sup></b>	4/6/17 – 4/30/19		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Middlesex CC	<b>Digital Media Production / AAS<sup>1</sup></b>	5/11/17 – 5/19		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Middlesex CC	<b>Audio and Music / Certificate<sup>1</sup></b>	5/11/17 – 5/19		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Middlesex CC	<b>Film and Video / Certificate<sup>1</sup></b>	5/11/17 – 5/19		Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$

Institution	Academic Program	Licensure Period	Spring '19 Enrollment	Fiscal Reporting: Academic Year					
				2018-19		2017-18		2016-17	
Norwalk CC	<b>Software Engineering / AAS</b>	2015-2018	163	Revenue:	\$0 <sup>5</sup>	Revenue:	\$0 <sup>5</sup>	Revenue:	\$0 <sup>5</sup>
				Expenditure:	\$238,600 <sup>6</sup>	Expenditure:	\$182,000 <sup>6</sup>	Expenditure:	\$90,000 <sup>6</sup>
				Balance:	\$(238,600)	Balance:	\$(182,200)	Balance:	\$(90,000)
Norwalk CC	<b>Mobile Programming / AAS</b>	2015-2018	83	Revenue:	\$	Revenue:	\$	Revenue:	\$
				Expenditure:	\$	Expenditure:	\$	Expenditure:	\$
				Balance:	\$	Balance:	\$	Balance:	\$
Quinebaug Valley CC	<b>Business Administration / AS</b>	'15 – '18	10.4 FTE	Revenue:	\$40,685 <sup>7</sup>	Revenue:	\$39,686 <sup>7</sup>	Revenue:	\$38,688 <sup>7</sup>
				Expenditure:	\$ 9,624 <sup>8</sup>	Expenditure:	\$ 9,624 <sup>8</sup>	Expenditure:	\$ 9,624 <sup>8</sup>
				Balance:	\$31,061	Balance:	\$30,062	Balance:	\$29,064
Quinebaug Valley CC	<b>Computer Science / AS</b>	'15 – '18	4 FTE <sup>10</sup>	Revenue:	\$11,736 <sup>7</sup>	Revenue:	\$22,896 <sup>7</sup>	Revenue:	\$31,620 <sup>7</sup>
				Expenditure:	\$ 5,424 <sup>9</sup>	Expenditure:	\$ 5,424 <sup>9</sup>	Expenditure:	\$ 5,424 <sup>9</sup>
				Balance:	\$ 6,312	Balance:	\$17,472	Balance:	\$26,196
Quinebaug Valley CC	<b>Computer Aided Design / Certificate</b>	'14 - present	2.3 FTE	Revenue:	\$19,560 <sup>7</sup>	Revenue:	\$17,172 <sup>7</sup>	Revenue:	\$14,880 <sup>7</sup>
				Expenditure:	\$ 9,978 <sup>11</sup>	Expenditure:	\$ 9,978 <sup>11</sup>	Expenditure:	\$ 9,978 <sup>11</sup>
				Balance:	\$ 9,582	Balance:	\$ 7,194	Balance:	\$ 4,902
Three Rivers CC	<b>Graphic Design / AS</b>	Dec. '14 – Dec, '17	49	Revenue:	\$122,739	Revenue:	\$132,606	Revenue:	\$121,365
				Expenditure:	\$227,049	Expenditure:	\$214,447	Expenditure:	\$222,167
				Balance:	\$(104,310) <sup>12</sup>	Balance:	\$(81,841) <sup>12</sup>	Balance:	\$(100,803) <sup>12</sup>
Three Rivers CC	<b>Construction Technology / AAS</b>	Jan, '16 – Jan. '19	53	Revenue:	\$293,042	Revenue:	\$371,253	Revenue:	\$360,228
				Expenditure:	\$306,704	Expenditure:	\$319,606	Expenditure:	\$276,221
				Balance:	\$(13,662) <sup>12</sup>	Balance:	\$ 51,647	Balance:	\$ 84,007



## NOTATIONS:

### 1. Not Reported

2. An application to discontinue this program will be submitted in Summer 2019.
3. Program was recently approved for discontinuation following phase-out period ending Spring 2020.
4. Program was consolidated with other concentrations in Fall 2017.
5. This P-Tech program is not set up to generate revenue from student tuition. After the state provided a grant of \$250,000 to start the program in 2014, no additional state funds have been provided to support this program. NCC has been working with Norwalk Public Schools to reduce the College's expenditures, and additional funding from Norwalk Public Schools has been promised beginning this summer and for future years.
6. The expenditures in this row are the combined expenditures for both Software Engineering and Mobile Programming programs. Currently, records of instructional costs for students are maintained under a Norwalk P-Tech student category, not separated by program.
7. Revenues are based on paid tuition of students enrolled in the program during each indicated academic year.
8. Expenditure based on proportion of students: 12% of business students are enrolled in the Option in Health Services Management program.  $\text{Cost of PC/faculty} = \$80,199 \times 0.12 = \$9,624$ .
9. Expenditure based on proportion of students: 8% of Computer Science students are enrolled in the Option in Web Development program.  $\text{Cost of PC/faculty} = \$67,795 \times 0.08 = \$5,424$ .
10. This indicates the number of FTE's in the Web Development certificate which is a stackable credential within the AS degree program.
11. All classes in the CAD certificate program are taught by adjunct faculty, two classes per semester  $\$1,663$  per contact hour  $\times 6$  contact hours =  $\$9,978$ .
12. State Appropriations covered the cost of the deficit expenditures each year.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Suspension

June 20, 2019

RESOLVED: That the Board of Regents for Higher Education approve the suspension of the Earth and Planetary degree option within the Secondary Education program (CIP Code: 40.0601, OHE # 00197) leading to a Bachelor of Science degree at Western Connecticut State University, until Spring Semester 2021.

A True Copy:

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

**ITEM**

Suspension of a degree option within the Secondary Education program at Western Connecticut State University

**BACKGROUND**Summary

Enrollment in the referenced program has been 0-2 students each semester for eight years. Thus, students have been restricted to independent studies for several of the option's requirements. The institution considers such arrangement as not providing a good educational experience.

Rationale

During an academic program review, potential ways to revive the program will be examined or it will be determined to discontinue the program.

Phase-Out/Teach-Out Strategy

There are currently two students enrolled in the degree option. They will have access to independent studies as needed. All requisite courses are available since they are applicable to other programming.

Resources

No resources are required for the suspension of this program.

**RECOMMENDATION**

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

06/07/2019 – BOR Academic & Student Affairs Committee  
06/20/2019 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> April 9, 2019	
Program: BS: Secondary Education: Earth & Planetary Sciences Option CIP: 40.0601 OHE#: 00197 Accreditation Date: October 1, 1993		
Date Program will be reinstated or deleted (one, two, or three years maximum): 2021		
<b>Program Characteristics</b>		
Name of Program: Secondary Education: Earth and Planetary Sciences Option		
Degree: Title of Award ( <i>e.g. Master of Arts</i> ) <b>BS</b>		
Certificate: ( <i>specify type and level</i> )		
Modality of Program: <b>X On ground</b> Online Combined		
Institution's Unit ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) offering the Program: <b>School of Professional Studies, Main Campus</b>		
<b>Institutional Contact for this Proposal:</b> Dr. Catherine O'Callaghan	Title: Chair, Department of Education and Education Psychology	Tel.: 203-837-3267 e-mail: ocallaghanc@wcsu.edu

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

**Narrative**

We have had 0-2 students per year in this program for the past 8 years. These students have been placed in independent students in the discipline because enrollments are too low to run the required courses. This does not provide a good educational experience.

We will review requirements and any potential ways to revive the program as part of normal program review processes next year and make a final decision about closure as a result.

**Phase Out/Teach Out Strategy**

All current students (2) will have access to independent studies in earth and planetary sciences, as needed. The education courses will continue run because they are still part of other degrees and have sufficient enrollments.

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

Notes regarding Application:  
 Log of Steps Toward Approval:  
 Date of Approval:  
 Date for Inclusion in BOR-ASA Meeting Package:  
 Comments:

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Modification

Jun 20, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Business Administration (CIP Code: 52.0101, OHE # 01620) leading to an Associate of Science degree at Housatonic Community College; specifically, adding an online modality for instructional delivery.

A True Copy:

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

**ITEM**

Modification of a degree program, Business Administration at Housatonic Community College

**BACKGROUND**Summary

The institution proposes to add an additional modality of program delivery for the referenced program – a fully online alternative. The institution finds that more students are turning to the flexibility of online programs due to personal/work schedules and conflicts. The institution is nationally and locally approved to teach online programs under State Authorization Reciprocity Agreement (NC-SARA); thus, out-of-state students will be eligible to take this course.

Resources

It is expected that projected revenue will exceed projected expenditures over the course of the program next three years by more than \$650,000.

**RECOMMENDATION**

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

06/07/2019 – BOR Academic & Student Affairs Committee

06/20/2019 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

Institution: Housatonic Community College	Date of Submission to CSCU Office of the Provost: 4/24/2019
Most Recent NEASC Institutional Accreditation Action and Date:	
<b>Original</b> Program Characteristics CIP Code No. <u>520101</u> Title of CIP Code: EA67 Name of Program: Business Administration (EA67) Degree: Title of Award (e.g. <i>Master of Arts</i> ) Associates in Science Certificate: ( <i>specify type and level</i> ) N/A Date Program was Initiated: UNK Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? N/A Total # Cr the Institution Requires to Award the Credential (i.e. <i>include program credits, GenEd, other</i> ): 60-62	<b>Original</b> Program Credit Distribution # Cr in Program Core Courses: 51-53 # Cr of Electives in the Field: 9 # Cr of Free Electives: 0 # Cr Special Requirements ( <i>include internship, etc.</i> ): 0 <u>Total # Cr in the Program (sum of all #Cr above): 60-62</u> 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* Offering of Program at Off-Campus Location (specify new location) X Offering of Program Using an Alternate Modality (e.g. from on ground to online) Offering as an Online option Change of Degree Title or Program Title	
<b>Modified</b> Program Characteristics Name of Program: Business Administration Degree: Title of Award (e.g. <i>Master of Arts</i> ) Associate in Science Certificate <sup>1</sup> : ( <i>specify type and level</i> ) N/A Program Initiation Date: Fall 2019 Modality of Program:    On ground    X Online    Combined If "Combined", % of fully online courses? N/A Total # Cr the Institution Requires to Award the Credential (i.e. <i>include program credits, GenEd, other</i> ): 60-62 Other: N/A	<b>Modified</b> Program Credit Distribution # Cr in Program Core Courses: 51-53 # Cr of Electives in the Field: 9 # Cr of Free Electives: 0 # Cr Special Requirements ( <i>include internship, etc.</i> ): 0 <u>Total # Cr in the Program (sum of all #Cr above): 60-62</u> 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
*Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.	

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

Notes regarding Application:  
 Log of Steps Toward Approval:  
 Date of Approval:  
 Date for Inclusion in BOR-ASA Meeting Package:

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

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

Comments:

Conditions for Approval (if any)

**SECTION 1: GENERAL INFORMATION (continued)**

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

Program Discontinued: N/A CIP: N/A OHE#: N/A Accreditation Date: N/A

Phase Out Period N/A Date of Program Termination N/A

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

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: N/A

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

Institutional Contact for this Proposal: Pamela Pirog  
e- mail: ppirog@housatonic.edu

Title: Chairperson of Business Tel.: 203-332-5124

**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 modification to the Business Administration degree is to be able to offer it to students as an online option. This program provides the student with the basic general business knowledge necessary for the start of a business career, and it provides the student with the preliminary knowledge required for transfer to a more specialized four-year business major.

As applicable, please describe:

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

According to CT Department of Labor:

Occupational Group / Group Title / Job Description / Job Title		Employment Projections			2016 - 2026 Annual					1Q2018 Wages	
		2016	2026	10 Year Change Net / Percent	Exits		Transfers	Change	Total	Hourly	Annual
	<a href="#">Management Occupations</a>	145,849	159,965	14,116	9.7%	3,838	7,908	1,412	13,158	<a href="#">\$58.64</a>	\$121,973
	<a href="#">Business and Financial Operations Occupations</a>	103,836	112,841	9,005	8.7%	3,119	6,255	900	10,274	<a href="#">\$36.65</a>	\$76,240

<https://www1.ctdol.state.ct.us/lmi/projections2016.asp#business>



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According to the Bureau of Labor Statistics, the data shows an increase in the number of openings nationally from 2016 to 2026:

2016 National Employment Matrix title and code	Employment		Change, 2016–26			Median annual wage, 2018 <sup>(1)</sup>
	2016	2026	(in thousands) Numbers	Percent		
Customer service representatives	43-4051	2,784.5	2,920.8	136.3	4.9	\$33,750
Sales representatives, services, all other	41-3099	983.0	1,077.9	94.9	9.7	\$54,550
Business operations specialists, all other	13-1199	1,023.9	1,114.3	90.3	8.8	\$70,530
Insurance sales agents	41-3021	501.4	551.2	49.8	9.9	\$50,600
Information and record clerks	43-4000	5,830.0	6,137.9	307.9	5.3	\$ 33,090
Eligibility interviewers, government programs	43-4061	143.1	151.6	8.5	6.0	\$ 46,020
Receptionists and information clerks	43-4171	1,053.7	1,149.2	95.5	9.1	\$ 29,140
Insurance claims and policy processing clerks	43-9041	308.5	342.6	34.1	11.1	\$ 39,660
Office and administrative support workers, all other	43-9199	243.2	265.4	22.1	9.1	\$ 34,850

<https://www.bls.gov/emp/tables/occupations-most-job-growth.htm>

According to the Department of Labor, Bureau of Labor Statistics, growth expected for Management jobs during 2016- 2026, 8.5%, higher than other occupations at 7.4%. Other sources, as stated below, are projecting 9.7% and 8.8%. Therefore, projections are optimistic, showcasing the value of a Business Degree.

A degree in business administration can open up various opportunities in various career paths that lead to high salaries, job satisfaction, and growth. Currently there are over 500 positions in CT for entry level positions for candidates with an associate's degree in Business Administration. Through Department of Labor- CT and other job searches including indeed.com, burning glass and others there is a starting salary of \$45,000/year

- 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 Distance Learning (DL) Dept. under the leadership of the Director of Educational Technologies, is working to increase online programming across the campus. This will be our second online program offering. DL has prepared an Online Teaching Manual, Online Teaching Training requirements for faculty who currently teach online courses or faculty who plan to teach online courses in the future. HCC is also nationally and locally approved under State Authorization Reciprocity Agreement (NC-SARA).

<http://www.housatonic.edu/student-services/educational-technology>

According to Babson Survey Research Group analysis for Connecticut:

- 17.4% of students in CT are taking AT LEAST ONE online course; the national average is almost 30%. But, the number of students taking at least one online course increased by more than 17% from 2012-2015; the national growth average was only 11%. Bottom line: There is room for growth, and we need to be part of this growth that has already begun in the state.
- 8.3% of students in CT are taking ALL online courses; the national average is 14.3%. Bottom line: room for growth.
- 58.2% of students taking online courses from CT institutions live in state; the rest come from outside CT. Bottom line: many students we **can** recruit from out-of-state, and legal for us to do this

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

under SARA now.

- The number of private non-profit 2-year institutions have seen distance enrollments increase by 460.2%, whereas the public 2-year institutions have seen a decrease of 0.6%. Bottom line: while enrollments stay roughly even for community college distance students, there is clearly a huge market that isn't being tapped by anyone except private non-profits.

According to Babson Survey Research Group analysis for the nation:

- Distance education enrollments increased for the fourteenth straight year, growing faster than they have for the past several years. From 2002 to 2012 both distance and overall enrollments grew annually, but since 2012 distance growth has continued its steady increase in an environment that saw overall enrollments decline for four straight years and the largest for-profit distance education institutions continue to face serious issues and lose their enrollments.
- The number of distance education students grew by 5.6% from Fall 2015 to Fall 2016 to reach 6,359,121 who are taking at least one distance course, representing 31.6% of all students. Total distance enrollments are composed of 14.9% of students (3,003,080) taking exclusively distance courses, and 16.7% (3,356,041) who are taking a combination of distance and non-distance courses.

Year-to-year changes in distance enrollments continue to be very uneven between different higher education sectors, with continued steady growth for public institutions, similar levels of growth (albeit on a much smaller base) for the private non-profit sector, and the continuation of the decline in total enrollments for the private for-profit sector for the fourth year in a row.

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

The Business Dept. and the HCC campus have articulation agreements with both private and public institutions in the State of CT. Articulation agreements with the college can be found at: <http://www.housatonic.edu/academics-cat/53-transfer-information/685-articulation-agreements?highlight=WyJhcnRpY3VsYXRpb24iXQ==>

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

Tunxis Community College is the only community college that offers the Business Administration Degree as an online option.

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

Associate Degrees for Business Administration, Management and Operations has increased from 2005-2006 through 2014-2015 and based on projections for Associate Degrees, there will be an increase of 20% by 2022 with 168,000 Associate Degrees. Also, according to the National Center for Education Statistics, Business Degrees represent the largest portion of degrees by discipline.

According to US World and News report, Online Degrees, including Online Business Degrees are experiencing a growth of 5% to 7 %, other sources are citing convenience as a factor.

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Students taking classes are turning to on-line programs because of personal/work schedules and conflicts. There are approximately more than 30% of students turning to on-line classes/programs for the flexibility of doing class work.

Students who perform well in online courses are often:

- \*Technologically-savvy and flexible, and able to quickly adapt to new technologies;
- \*Self-motivated and independent, while able to work effectively in groups;
- \*Aware that online learning requires a knack for time-management and that the flexibility of online learning does not equate to "easier" learning;
- \*Good communicators, and able to communicate well in writing.

HCC participates in National Association of Colleges and Employers (NACE) competencies and their primary mission which is: The career readiness of college graduates is an important issue in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

- Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact

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of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Therefore, based on the evidence highlighted above, the Business Administration Online Degree will provide value for our students, allowing them the convenience of Online Education without compromising the quality of education.

Citations:

<https://nces.ed.gov/pubs2018/2018019.pdf>

[https://nces.ed.gov/programs/digest/d17/tables/dt17\\_321.10.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_321.10.asp)

<https://nces.ed.gov/fastfacts/display.asp?id=37>

<https://www1.ctdol.state.ct.us/lmi/projections2016.asp>

<https://www.bls.gov/emp/tables/occupations-most-job-growth.htm>

<https://www.bls.gov/emp/tables/emp-by-major-occupational-group.htm>

<https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>

<https://www.usnews.com/higher-education/online-education/articles/2018-01-11/study-more-students-are-enrolling-in-online-courses>

<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

<http://www.housatonic.edu/academics-cat/53-transfer-information/685-articulationagreements?highlight=WyJhcnRpY3VsYXRpb24iXQ==>

<http://www.housatonic.edu/student-services/educational-technology>

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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.*

No changes to the program course layout or budget. Program will simply be available as an Online Option as well as offered traditionally on campus.

Online Courses: Online courses incorporate various technological components. All online courses contain the essential resources included in a traditional course, such as course outline, syllabus, reading and written assignments, quizzes and/or tests including any additional resources deemed necessary to assist learners with the subject matter. Online courses are accompanied by a textbook or e-book and interactive learning activities. A learner will interact with faculty and other students through discussion boards, blogs, journals, email, and group collaborative assignments. The use of a computer or any other supported internet-connected device is required. These courses are identified in the course schedule with an ONLN coding.

Online with Campus Requirement: Some online courses require that a student come to the campus to complete an exam or require the student have a proctored exam through Online Proctoring software (eProctor, Skype). These courses are identified with the OLCR coding.

Hybrid Courses: Hybrid courses combine online work with regular on-campus class meetings, but do not have as many on-campus class meetings as the typical on-campus course. Hybrid classes typically require that 50% of the coursework take place in a classroom with a set schedule while the other 50% of the coursework is online, with the use of Blackboard required. These courses are identified in the course schedule with the HYBR coding.

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).*

No changes to current program offering.

Other Considerations

All courses are already available online or as a hybrid option. No changes to course layout, no changes to faculty demands and no change to the current budget.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2018		Fall Term, Year 2017		Fall Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	6	8	9	8	3	2
New Students	17	8	18	22	31	19
Returning Students	41	98	55	89	52	115
ACTUAL Headcount Enrollment	64	114	82	119	86	136
Fall FTE accounted for by Program Majors	103.2		129.3		130.9	
Size of Credentialed Group(s) for Given Year	AY 2017-18 28		AY 2016-17 30		AY 2015-16 34	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

**NOTE: NO CHANGES TO CURRENT CURRICULUM- USE OF ONLINE COURSES FOR ONLINE OPTION**

Curriculum Details for a Program Modification <i>(to be used as appropriate for specific modification request)</i> <sup>2</sup>						
Course Number and Name <sup>3</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
BBG* E101: Introduction to Business (ONLINE) <b>OR</b> BES* E118: Small Business Management (ONLINE)	1-4	N/A	3			
ACC* E113: Principles of Financial Accounting (ONLINE)	1-4	ENG* E094	3			
MAT- Mathematics (ONLINE)		103 or higher	3-4			
BBG* E215: Global Business (ONLINE)	1-4	ENG* E101	3			
CSA* E105: Introduction to Software Applications (ONLINE)	1-4	ENG* E092	3			
BMK* E201: Principles of Marketing (ONLINE)	1-4	ENG* E092	3			
SOCX- Social Phenomena Knowledge/Understanding I (PSY or SOC- ONLINE)		ENG* E101	3			
AESX- Aesthetic Dimensions of Humankind (ONLINE)		ENG* E101	3			
SCKX-Scientific Knowledge/Understanding (ONLINE)		ENG* E101	3-4			
ACC* E117: Principles of Managerial Accounting (ONLINE)	1-4	ENG* E101 & ACC* E113	3			
BFN* E201: Principles of Finance (ONLINE)	1-4	ENG* E101 & ACC* E113	3			
BBG* E231: Business Law I (ONLINE)	1-4	ENG* E102	3			
BMG* E202: Principles of Management (ONLINE) <b>OR</b> BMG* E210: Organizational Behavior (ONLINE)	1-4	ENG* E101	3			

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

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

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BBG* E210: Business Communication (ONLINE)	1-4	ENG* E102	3		
ECN* E101 - Principles of Macro-Economics (ONLINE) <b>OR</b> ECN* E102 - Principles of Micro-Economics (ONLINE)	1-4	ENG* E101	3		
Core Course Prerequisites				Elective Courses in the Field	
ENG* E092: Introduction to College Reading (Or tested out of)- <b>NOT TO BE COUNTED IN TOTAL CREDIT HOURS</b>			3	Elective (BUS) - Business	3
ENG* E094: Introduction to College Writing (Or tested out of) - <b>NOT TO BE COUNTED IN TOTAL CREDIT HOURS</b>			3	Elective (BUS) - Business	3
ENG* E101: Composition			3	Elective (BUS) - Business	3
ENG* E102: Literature & Composition <b>OR</b> WRIX Written Composition in English II			3		
Total Other Credits Required to Issue Modified Credential					
<p>Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</p> <ol style="list-style-type: none"> <li><b>Demonstrate an understanding of basic theory and practice of business and business administration.</b></li> <li><b>Demonstrate the ability to read, understand, and prepare standard types of business communications.</b></li> <li><b>Demonstrate analytical, problem-solving, and decision-making skills applicable to business and business administration.</b></li> <li><b>Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration.</b></li> </ol>					

**SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS**

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
Tuition (do not include internal transfers)	254,272 (*based on in-state only)	371,508 (*based on in-state only)	483,408 (*based on in-state only)
<b>**OUT OF STATE PROJECTIONS**</b>	0	65,760	263,040
Program-Specific Fees	0	0	0
Other Revenue (Annotate in narrative)	0	0	0
<b>Total Estimated Program Revenue</b>	<b>\$ 254,272</b>	<b>\$ 437,268</b>	<b>\$ 746,448</b>

**\*\*NOTE- Due to Online Option and SARA approved- we can market across borders and charge out of state tuition of 13,152.00 (per student)**

**Fall 2020 Projection- 25 in state and 5 out of state**

**Fall 2021- 50 students in state and 20 out of state**

<b>PROJECTED Program Expenditures*</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
Administration (Chair or Coordinator)	8,000	8,000	8,000
Faculty (Full-time, total for program)	195,000	195,000	195,000
Faculty (Part-time, total for program)	47,000	56,400	65,800
Support Staff	0	0	0
Library Resources Program	0	0	0
Equipment (List as needed)	0	0	0
Other (e.g. student services)- MARKETING	0	5,000	5,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0
<b>Total Estimated Program Expenditures</b>	<b>\$ 249,000</b>	<b>\$ 264,400</b>	<b>\$ 273,800</b>

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

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



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

of Application.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

June 20, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Child Studies program (CIP Code: 19.0706) leading to a Bachelor of Science degree, requiring 120 course credits delivered via an online modality, at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

**ITEM**

Establishment of a new program leading to a Bachelor of Science degree in Child Studies at Charter Oak State College

**BACKGROUND**Summary

The referenced program will replace a concentration within the institution's General Studies degree. The Bachelor of Science degree in Child Studies will be an interdisciplinary degree (psychology, sociology, and early childhood) that addresses the state's workforce needs by preparing students at the undergraduate level to work in a variety of positions related to human services, family and youth development, education or special education.

Rationale

As a pre-professional preparation program, students graduating with an undergraduate Child Studies degree will fill important vacancies in hard-to-fill positions related to human services, special education and education. A review of nonprofit job sites reveals open positions for case workers, family engagement staff, clinical supervisors and coordinators, among many others. Currently, there are many job openings posted for case managers, family engagement specialists, peer counselors and substitute teachers in the state's public, private and charter schools. The Child Studies degree can assist nonprofit agencies and schools in meeting their need for degreed professionals.

Resources

Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program. With total annual enrollments in excess of 60 FTE, it is anticipated that the program will generated approximately \$90,000 by the end of year three.

**RECOMMENDATION**

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

06/07/2019 – BOR Academic & Student Affairs Committee

06/20/2019 – Board of Regents

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**APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 1: GENERAL INFORMATION**

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Child Studies Degree: Title of Award ( <i>e.g. Master of Arts</i> ) Bachelor of Science  Certificate: ( <i>specify type and level</i> ) N/A Anticipated Program Initiation Date: Fall 2019 Anticipated Date of First Graduation: May 202 Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential ( <i>i.e. include program credits, GenEd, other</i> ): 120	Program Credit Distribution # Cr in Program Core Courses: 42 # Cr of Electives in the Field: 0 # Cr of Free Electives: 69 # Cr Special Requirements ( <i>include internship, etc.</i> ): <b>9 pre reqs</b> <u>Total # Cr in the Program (<i>sum of all #Cr above</i>): 120</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120	
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below)		
CIP Code No. ( <i>optional</i> ) 19.0706 Title of CIP Code Child Development CIP Year: 200 or 2010		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Child Studies Concentration CIP: NA (it was a concentration within General Studies) OHE#: _____ Accreditation Date: _____ Phase Out Period 2019 Date of Program Termination: End of Fal, 2020		
Institution's Unit ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) Offering the Program: Charter Oak State College, 55 Paul Manafort Drive, New Britain CT 06053		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )		
Institutional Contact for this Proposal: Shirley Adams, PhD.	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

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

Notes regarding Application:  
 Log of Steps Toward Approval:  
 Date of Approval:  
 Date for Inclusion in BOR-ASA Meeting Package:  
 Comments:

**NOTE:** Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:

a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or

b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous

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***APPLICATION FOR NEW PROGRAM APPROVAL***

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licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths.

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

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

### SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

*(Please provide objective and concise statements)*

The proposed Bachelor of Science major in Child Studies aligns with the mission of Charter Oak State College because it provides adults with alternative ways to earn their degrees. The college's mission is to validate learning through both traditional and nontraditional means, including testing, assessment for prior learning and its own courses. The role and scope of Charter Oak State College is to provide adults with opportunity to earn degrees that are of equivalent quality and rigor to those earned at other institutions of higher learning.

The college's mission aligns with the Connecticut State Colleges and University (CSCU) systems mission to increase the number of students completing an academic program for personal and professional reasons. The mission of the proposed major is to prepare students to work in a variety of educational or human service settings and also to prepare students who want to enter a post-baccalaureate teacher education or social service program leading to certification.

Charter Oak State College has had a concentration in child studies since 1994. In 1998, the concentration was refined to designate specific options, including an option for students (option C) who wanted to continue on for a certification program or a master's degree in early childhood education. Last year, we transitioned all of the options/tracks to an Early Childhood Education major, except this one. Based on our program review of the different options/tracks, it was determined that this option should become a separate major in Child Studies since it prepares them for certification programs in education and social services.

Addressing Identified Needs

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

The Bachelor of Science degree in Child Studies will be an interdisciplinary degree (psychology, sociology, and early childhood) that addresses CT workforce needs by preparing students at the undergraduate level to work in a variety of positions related to human services, family and youth development, education or special education. Additionally, the program prepares students to enter into the Alternative Route to Teacher Certification (ARC) program in Early Childhood, Master Degree Programs leading to teacher certification, or Master Degree programs in areas such as social work and sociology. To be accepted into the ARC in ECE, one must have 12 hours of childhood development and a bachelor's degree, which graduates of this program would have. For working adults who cannot quit their jobs but want to earn certification to teach or to engage in work as a licensed social-worker, they must first achieve a bachelor's degree that will prepare them for the advanced degree program work. Because Charter Oak State College is an online institution, students can obtain their degree online as preparation for a master's degree certification program.

As a pre-professional preparation program, students graduating with an undergraduate Child Studies degree will address CT workforce needs in filling important vacancies in hard-to-fill positions related to human services, special education and education. A review of CT nonprofit job sites reveals open positions for case workers, family engagement staff, clinical supervisors and coordinators, among many others. Currently, there are many job openings posted for case managers, family engagement specialists, peer counselors and substitute teachers in CT public, private and charter schools. The Child Studies degree can assist nonprofit agencies and schools in meeting their need for degreed professionals. Salaries and positions held by students graduating with an undergraduate

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### APPLICATION FOR NEW PROGRAM APPROVAL

degree in Child Studies will continue to be determined by the respective qualifications, experience and degrees of each individual worker.

**Employment projections for some of the fields supported by attainment of a child studies degree are listed as follows:**

**Table 1: CT 2016-2026 Occupational Employment Projections- Community and Social Services**

Occupation Name	Base Year	Base	Proj Year	Proj	Change	Percent Change	AvgAnnual Openings
Child, Family, and School Social Workers	2016	5450	2026	5870	420	7.7	610
Childcare Workers	2016	19630	2026	21090	1460	7.4	3070
Mental Health Counselors	2016	2670	2026	3160	490	18.4	350
Preschool Teachers, Except Special Education	2016	6940	2026	7180	240	3.5	710
Special Education Teachers, All Other	2016	280	2026	310	30	10.7	20
Special Education Teachers, Kindergarten and Elementary School	2016	2680	2026	2590	-90	-3.4	170
Special Education Teachers, Preschool	2016	330	2026	360	30	9.1	30

<http://www.projectionscentral.com/Projections/LongTerm>

In addition to the above labor statistics, the CT Office of Early Childhood (OEC) requires that all state-funded early childhood classrooms serving any combination of infants through preschoolers have a designated staff member (QSM) meeting educational qualifications. State-funded is defined as 'any program receiving a combination of the following funds: School Readiness, Child Day Care, State Head Start, Smart Start, PDG (state QE funds). Students obtaining a Child Studies degree are eligible to assist the OEC in meetings its goals. As of 10/27/18, OEC has reported the following unmet need.

Data Date	Total # of State-Funded Programs	#/% of Programs that meet current minimum for one designated QSM per classroom or group; current CDA credential plus 12 ECE credits	#/% of Programs that meet July 1, 2020-June 30, 2023 goal: At least 50% of designated QSM's have a qualifying degree; remaining percentages	#/% of Programs that meet July 1, 2023 goal: 100% of designated QSM's have a qualifying degree.

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		(expires June 30, 2020)		meet non-qualifying degree option.			
		#	%	#	%	#	%
10/27/18	389	285	73%	29	59%	147	38%

- 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?

Because Charter Oak State College is an online institution, the program will continue to use its distinctive character to attract students that may benefit from its alternative learning format. Many adults who decide to return to school desire to do so but cannot afford to take time out of their busy schedules to attend on-campus classes. They have competing family, professional and career goals. They want to study, yet also want the flexibility afforded by Charter Oak State College to be available when necessary for their families. Charter Oak State College is sensitive to the demands of adult learners seeking to earn a degree. Studying online means that students can be available to their families and do their coursework at times of the day or night that work for them. This is a strength of Charter Oak State College programs.

Charter Oak State College also looks at prior learning experiences of the students, and awards credits where appropriate to enable students to complete degrees in a timely manner. This is another attractive feature to students, and a strength of the institution. Charter Oak State College is unique in that the work is done via technology. Systems are user-friendly and support the working adult. While other colleges or universities may offer some online courses, Charter Oak State College is 100% dedicated to its mission of offering programs to adult learners in nontraditional formats. Adult learning principles are applied in the instructional design process to ensure courses offer the rigor expected in higher education yet are student-centered to respect the maturity of the adult student to self-direct his or her learning.

In terms of curriculum, all of the courses already exist. Therefore there are no new course developments. All the courses were reviewed as part of the review for the development of the Early Childhood Education major and contain the key assessments that are required for NAYEC accreditation, even though we are not planning on seeking accreditation for this program.

Finally, the college will also continue to use the expertise of its faculty, who come from regionally accredited colleges and universities or are professionals with advanced degrees working in their area of expertise, to ensure that high standards for curriculum quality are met. Further, all faculty is required to complete annual training to keep up-to-date on best practices in the fields of both online education and also in the areas of study where they teach.

In conclusion, the program makes use of the strengths of the institution by continuing its collaboration with other CT Colleges and Universities, CT State Department of Education and the Office of Early Childhood (OEC) to ensure standards for programs are consistently met.

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

There is a current Transfer Agreement on file for students in the existing child studies concentration to transfer from the community colleges to Charter Oak State College. Recently, the ECE coordinator from Charter Oak State College met with the Co-Manager of the Board of Regents for Transfer and Articulation Policies, as well representatives from Three Rivers Community College, to discuss pathways students might take from the community colleges to enter into a degree program at Charter Oak State College. All attendees agreed that an articulation agreement for the community college students to



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transition to Charter Oak State College to major in Child Studies would be beneficial because it would present a pathway for community college students to move into a bachelor degree program that would allow them to enter into a professional work setting yet also prepare them for additional advanced work in a post-baccalaureate degree and/or certification program. Charter Oak State College as a draft agreement of the TAP that will be finalized upon approval of the Child Studies major.

Articulation is key to supporting the CT education workforce in degree attainment. The college supports all transfer and articulation agreements from Connecticut Community Colleges to Connecticut State Universities and to Charter Oak State College. The goal is to support all articulation agreements for students transferring from two year colleges to Charter Oak State College.

Retention in the CSCU system is the ultimate goal. To that end, the college will honor all existing agreements and work to develop future agreements where they can support the CT student.

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

There are currently child studies majors offered at other colleges in CT but Charter Oak State College will be unique in offering the program 100% online. Naugatuck Valley Community College (NVCC) has a certificate in Child and Family Services and Capital Community College offers the Associate Degree in Social Services with Child and Family Study options, but neither of these programs offer the bachelor's degree in an online format. Therefore, there should be no duplication of services.

#### Cost Effectiveness and Availability of Adequate Resources

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

Charter Oak State College already has a successful child studies concentration.

The Child Studies concentration has produced the following graduates for the past six years;

SY 1213	77
SY 1314	115
SY 1415	85
SY 1516	69
SY 1617	92
SY 1718	70

Due to the development of new TAP agreements to support community college student transfers as well as additional marketing to support the new program and converting it to a major, Charter Oak State College expects to enroll 10-15 new students in the first year, with additional growth expected in future years.

The decline in enrollment from 1617 to 1718 was a result of moving the Early Childhood Education concentration to a major. A number of the students that were in the child studies concentration elected to change the early childhood education major. However, there are currently 48 students that remain enrolled in the child studies concentration and that enrollment is expected to grow once the major is approved.

Expected enrollment growth with the new major is expected to be at least 10% annually after the first year.

Although the budget reflects the total number of students in the program and the total expenses, the only new

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#### APPLICATION FOR NEW PROGRAM APPROVAL

income and expenses would be for the new students and related faculty expenses because the program already exists as a concentration.

#### SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Understand both typical and atypical child and/or youth development;
2. Examine family dynamics and demonstrate knowledge of family, community, society and diversity;
3. Apply strategies to support all learners in multiple settings, including children with special learning needs;
4. Utilize strategies for working with families in various settings that help to empower families;
5. Develop experiences for children and families that are safe, inclusionary and culturally pluralistic and reflect understanding of developmentally appropriate practices;
6. Select and design developmentally appropriate curriculum and activities to promote positive development and learning of children;
7. Analyze theoretical frameworks in the social sciences and apply it to practice;

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 proposed administrator for the program has a Ph.D. in Education and over twenty-five years of experience as a teacher, program director and administrator of NAEYC (National Association for the Education of Young Children) accredited centers. She also has served as higher education faculty for over seven years in CAEP (Council for Accreditation of Teacher Education) accredited programs in both CT and New York. She has experience developing courses for both on-ground and online formats and has eight years of online teaching experience. She also has prior experience as a certified public school teacher.

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?

N/A

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?

100%

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

Faculty will be required to hold at least a Master's Degree in early childhood education or have a specialization in early childhood. For courses not ECE, they will need at least a master's degree in that discipline. Faculty will have practical experience in working as educators in schools and in mentoring professionals preparing to advance their careers in education.

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

N/A

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Curriculum

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

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
ECE 101- Introduction to Early Childhood Education			3			
ECE 176- Health, Safety and Nutrition			3			
ECE 247- Child Development			3			
ECE 217- The Exceptional Learner			3			
ECE 205- Diversity and Ethics in Early Childhood Education			3			
EDU 305- Autism Spectrum Disorder			3			
Early Childhood Education or Education Electives (LL or UL)			6			
Social Science Electives in Human Growth and Development (UL)			6			
SOC 320- Urban Youth in American Society			3			
SOC 350- Children, School and the Community			3			
PSY 410- Research Methods			3			
EDU 4XX- Capstone in Child Studies			3			
			42			
Core Course Prerequisites				Elective Courses in the Field		
MAT 105- Statistics			3			
PSY 101- Introduction to Psychology			3			
SOC 101- Introduction to Sociology			3			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)					69	
<p>Program Outline <i>(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.</i></p> <p>The Child Studies major entails 40 required General Education credits, 42 credits of related course requirements from a range of disciplines (24 hours of credits in early childhood education or education (to include inclusive teaching), 15 credits in social sciences, and a Capstone course in Education. 9 credits of pre-requisite courses are required, including a statistics course in preparation for courses in research methods as well as the final Capstone project. Students must obtain a grade of C to earn credit for courses in the child studies major.</p>						

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

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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*APPLICATION FOR NEW PROGRAM APPROVAL*

**NOTE:** The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Maureen Hogan, PhD.	Capella University	Early Childhood Education/ Elementary Education	ECE Program Coordinator / Faculty/ NAEYC Accreditation and Assessment
Patrice Farquharson, PhD.	Nova Southeastern University	Early Childhood Education	Charter Oak State College Core Faculty / ECE Leadership and Sociology courses
Regina Miller, PhD.	University of Connecticut	Early Childhood Education	Adjunct Faculty
Mary Ellen Galante-DeAngelis, MA	University of Connecticut	Early Childhood Education	Adjunct Faculty
Deborah Watson, MS.	Central Connecticut State University	Early Childhood Education	Adjunct Faculty
Pamela Giberti, M.Ed.	Antioch/ New England Graduate School	Early Childhood Education	Adjunct Faculty
Margaret Dana-Conway, MS.	Hunter College	Early Childhood Education	Adjunct Faculty
Carole Weisberg, MA.	Concordia University	Early Childhood Education/ After School Education	Adjunct Faculty

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

**Notes:** Internal transfers are the students from Spring 2019 who aren't yet on-record as graduating in May or August.  
No internal transfers are anticipated beyond that.  
Based on five years of past Child Studies data, continuing student are projected at 81% for spring, 54% for summer, and 109% for fall.  
Tuition is (FT heads \* 319/credit \* 12 credits) + (PT heads \* 319/credit \* 6 credits).  
Expenses are (12 courses \* 6 students/course \* \$345/student \* 2.5 semesters) + 9% on top for indirect costs.

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	12	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	3	12	3	12	0	0	4	16	4	16	0	0	4	16	4	16	0	0
Continuing Students progressing to credential	0	0	13	28	9	22	10	24	12	34	9	27	10	29	12	38	9	29
Headcount Enrollment	15	33	16	40	9	22	14	40	16	50	9	27	14	45	16	54	9	29
Total Estimated FTE per Year <sup>1</sup>	15	16.5	16	20	9	11	14	20	16	25	9	13.5	14	22.5	16	27	9	14.5
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	57420	63162	61248	76560	34452	42108	53592	76560	61248	95700	34452	51678	53592	86130	61248	103356	34452	55506
Tuition from Internal Transfer <sup>2</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program Specific Fees (lab fees, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	120582		137808		76560		130152		156948		86130		139722		164604		89958	
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) <sup>4</sup>	0	0	0															
Faculty (Full-time, total for program) <sup>4</sup>	0	0	0															
Faculty (Part-time, total for program) <sup>4</sup>	62100	62100	62100															
Support Staff ( lab or grad assist, tutor)	0	0	0															
Library Resources Program	0	0	0															
Equipment (List in narrative)	0	0	0															
Other <sup>5</sup>	0	0	0															
Estimated Indirect Costs <sup>6</sup>	5589	5589	5589															
Total Expenditures per Year	67689	67689	67689															



### Crosswalk/Comparison of Child Studies Concentration to Major for Community College Transfer Students

**Purpose:** The purpose of the moving the Child Studies Concentration to a Child Studies major is to give students the opportunity to earn a degree that will allow them to work with children in entry level professional positions and/or to prepare for advanced studies in the areas of social services or education.

**Outcomes:** Students will obtain employment in a professional setting; students will be prepared for entry into a professional certification program.

**Transfer Requirements:** Students transferring from a community-college with a degree related to Early Childhood Education will transfer seamlessly with 60 credits towards the bachelor's degree already fulfilled. Students will enter with junior-level status as part of the CSCU Transfer Tickets program (pending approval of the TAP agreement).

	Child Studies Concentration	Credits	Child Studies Major	Credits
ECE 101 Intro to Early Childhood Education	X	3	ECE 101 Intro to Early Childhood Education	3
ECE 247 Child Development: Birth to 8	X	3	ECE 247 Child Development: Birth to 8	3
ECE 176 Health, Safety & Nutrition	X	3 co-requisite	ECE 176 Health, Safety, & Nutrition	3
PSY 335 Psychology of Exceptional Children	X	3	ECE 217 The Exceptional Learner	3
PSY 410 Research Methods	X	3	PSY 410 Research Methods	3
Early Childhood Electives*	X	9	Early Childhood Electives Examples: ECE 261: Infant /Toddler Care: Methods & Techniques; ECE 222: Curriculum for Young Children: Methods & Techniques; ECE 330: Math, Science & Technology; ECE 351: History of Montessori Education; ECE 304: Adv. Language & Literacy: Infant/Toddler	6
Social Science Electives ** • Typical/Atypical Development • Family Studies	X	15	Social Science Electives in Human Growth & Development (6 upper level). Examples: SOC 315 Soc. of Diversity; PSY 335 Exceptional	6



• Social Issues			Children; Infant/Toddler Growth & Development; Child & Adolescent Psychology	
			ECE 205 Diversity and Ethics in ECE	3
			SOC 320 Urban Youth in American Society	3
SOC 210 Sociology of the Family	x	3	SOC 350 Children, School & the Community	3
			EDU 305 Autism Spectrum Disorder	3
ECE 499 Capstone	X	3	Child Studies Capstone	3
<b>Prerequisites</b>				
PSY 101 Intro to Psychology	X	3	PSY 101 Psychology	3
SOC 101 Sociology	X	3	SOC 101 Sociology	3
MAT 105 Statistics	X	3	MAT 105 Statistics	3
Total Credits		51		51

\*Reduced ECE electives from 9 to 6 cr.

\*\*The 6 social science electives SOC 320, and ECE 205 equals 12 social science electives in the old concentration

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

June 20, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Data Science program (CIP Code: 27.0304) leading to a Certificate, requiring 15-16 course credits delivered via a hybrid modality, at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

**ITEM**

Establishment of a new program leading to a Certificate in Data Science at Northwestern Connecticut Community College

**BACKGROUND**Summary

The referenced program would provide student with exposure to key elements of data science including data structures and data sources, programming languages, statistical principles, computing and analytics, data management, machine learning tools, and data science applications.

Rationale

This certificate will afford students with more opportunities in the job market by providing them with highly sought-out preferred skills. The use of data scientist teams is becoming more popular in the business industry. While current jobs require a bachelor degree, new jobs are being created at the associate's degree level of entry which allows students to enter this field early while receiving mentorship within these organizations from senior data scientists. Additionally, the market in other parts of the country is moving toward hiring Data Science Technicians with associate degrees and as that trend comes to Connecticut, participating students will be ready to fill those jobs.

Resources

Projected revenue for the proposed program will exceed projected expenditure in each year for the first three years of the program. It is anticipated that the program will generated approximately \$899,000 by the end of year three.

**RECOMMENDATION**

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

06/07/2019 – BOR Academic & Student Affairs Committee

06/20/2019 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

Institution: Northwestern Connecticut Community College	Date of Submission to CSCU Office of the Provost:
Most Recent NEASC Institutional Accreditation Action and Date:	
<b>Program Characteristics</b> Name of Program: Data Science Degree: Title of Award (e.g. <i>Master of Arts</i> ) Certificate: ( <i>specify type and level</i> ) C2 Anticipated Program Initiation Date: Fall 2019 Anticipated Date of First Graduation: Spring 2020 Modality of Program: On ground   x Online   Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. <i>include program credits, GenEd, other</i> ): 18(19)	<b>Program Credit Distribution</b> # Cr in Program Core Courses: 15 # Cr of Electives in the Field: 3/4 # Cr of Free Electives: 0 # Cr Special Requirements ( <i>include internship, etc.</i> ): 0 <u>Total # Cr in the Program (sum of all #Cr above): 18(19)</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 9(10)
Type of Approval Action Being Sought:    Licensure   or   x   Licensure and Accreditation   - (see NOTE below)	
CIP Code No. ( <i>optional</i> ) 27.0304    Title of CIP Code Computational and Applied Mathematics	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                    CIP:                    OHE#:                    Accreditation Date: Phase Out Period                              Date of Program Termination	
Institution's Unit (e.g. <i>School of Business</i> ) and Location (e.g. <i>main campus</i> ) Offering the Program: STEM Main Campus	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Crystal Wiggins	Title: Associate Professor - Math Tel.: 860-738-6310 e-mail: cwiggins@nwcc.edu

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

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:
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**NOTE:** Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:

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

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

### SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

*(Please provide objective and concise statements)*

The Certificate in Data Science provides exposure to key elements of data science including data structures and data sources, programming languages, statistical principles, computing and analytics, data management, machine learning tools, and data science applications. This certificate needs to be paired with a transfer associates degree and can be completed within the following degrees:

Transfer Tickets that 15 credit Data Science Certificate is stackable into:

Political Science:

- All 15 open elective credits for DTS\*201, DTS\*220, CSA\*135, MAT\*222, Directed Elective

English:

- All 15 open elective credits for DTS\*201, DTS\*220, CSA\*135, MAT\*222, Directed Elective

History:

- All 15 open elective credits for DTS\*201, DTS\*220, CSA\*135, MAT\*222, Directed Elective

Geography:

- 9 electives (directed towards a minor) for MAT\*222, DTS\*201, DTS\*220
- 6 open elective credits for CSA\*135 and a Directed Elective

A.A. and A.S.

Liberal Arts and Science

This certificate will afford our students with more opportunities in the job market by providing them with highly sought-out preferred skills. The use of data scientist teams is becoming more popular in the business industry. While current jobs require a bachelor degree, new jobs are being created at the associates degree level of entry which allows our students to enter this field early while receiving mentorship within these organizations from senior data scientists. NCCC's mission is to provide accessible education. This certificate can be completed 100% online depending upon their choice of directed elective.

Addressing Identified Needs

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

Student Internships are currently found in companies in Connecticut, New England, and nationally. Internships in Data Science may be during the last year of a Bachelor's degree at the following companies: Google, Facebook, LinkedIn, and Amazon. There are summer internships offered through RStudio at any level/degree. Local jobs that would be applicable to students with this certificate and a Bachelor's degree would include entry level positions (\$60K-\$100K) those at the following companies with these titles:

- Aetna (Hartford) - Lead Data Scientist
- CyberCoders (NY) - Data Scientist
- United Technologies (East Hartford) - Product Security Data Scientist
- The Hartford (Hartford) - Marketing Data Scientist
- Infosys (Hartford) - Data Visualization Science

However, the market in other parts of the country is moving toward hiring Data Science Technicians with associates degrees and as that trend comes to Connecticut, our students will be ready to fill those jobs.

- 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?

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

This certificate is made up of 3 new courses and 3 existing courses. Statistics II is new to Northwestern but not to the system. The two data science courses are new to the system, Northwestern has a full-time faculty that can teach both courses. New adjuncts can be hired as needs arise in the future. The use of the two existing courses will increase enrollment in those already running courses. In a recent survey of 67 NCCC students, 80% of them expressed interest in taking courses in data science.

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

SCSU will be offering a BS in Data Science starting Fall 2019. SCSU has expressed interest in working with NCCC and other community colleges to create a pathway for data science. There are no other CSU institutions offering data science programs at this time but ECSU does have a concept paper for Data Science BA or BS.

- Please indicate what similar programs exist in other CSU institutions, and how unnecessary duplication is being avoided. Data Science programs can vary greatly from one to another. There are several focus areas with in "Data Science." As of right now, there are no other community colleges nor CSU's that are offering this certificate. ECSU has a Mathematics BS with concentration in Data Science. SCSU developed a BS degree in data science which is scheduled to start fall 2019. The University of Hartford has begun to create a concentration in data science which is scheduled to start in the fall 2019. They are also working on a BA degree for fall 2020. Our courses will transfer to UHart. The University of Saint Joseph has a concentration in data science that is attached to their computer science degree. Post University currently offers a BS in data science.

#### Cost Effectiveness and Availability of Adequate Resources

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

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

1. Master key facets of data investigation, including data wrangling, cleaning, sampling, management, exploratory analysis, regression and classification, prediction, and data communication
2. Implement foundational concepts of data computation, such as data structure, algorithms, simulation, and analysis.
3. Utilize various technologies to organize, analyze, explore, and visualize data
4. Execute data organization, exploration, and develop proficiency in the programming language of R
5. Apply advanced statistical techniques
6. Understand machine learning models and their applications

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)*

This certificate will be overseen and advised by Crystal Wiggins, Assistant Professor of Mathematics, who has researched and designed this program. She is the content expert on campus and has pursued additional professional development in this area. Approximately 40% of her FTE will be spent on teaching, advising, and administering in this 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

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

N/A

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

Current Full-Time faculty members and/or adjunct faculty will teach in the program. At the beginning of the program, 100% of the courses will be taught by current full-time faculty. If enrollment grows in this program, there is a recruitment plan to conduct a national search (higherjobs.com) to find qualified adjunct faculty in Data Science with online teaching experience and training.

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

A Masters Degree is required to teach the courses in the program.

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

No special resources are required for this program. Open source and free software will be utilized for coding, statistics, and machine learning. The goal for this certificate, in the next two years, is to be entirely #nolo.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

### Curriculum

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

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
CSA*135 Spreadsheet Applications**	1,3	None	3			
MAT*167 Principles of Statistics**	2,3	MAT*137	3			
MAT*222 Statistics II with Technology Apps**	3,5	MAT* 167	3			
DTS*201 Data Science in R* (**)	1,2,3,4,5	MAT* 167	3			
DTS*220 Intro to Machine Learning for Data Science* (**)	1,2,6	DTS* 201	3			
Directed Elective**	varies		3(4)			
Core Course Prerequisites				Elective Courses in the Field		
				BIO*270 Ecology		4
				BIO*263 Molecular Genetics		4
				CSC*213 Object Oriented Programming using C++(**)		3
				CSC*220 Object Oriented Programming using Java**		3
				CSC*231 Database Design I **		3
				CST*201 Intro to Management Information Systems**		3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

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

The data science certificate must be paired with a transfer associates degree in any field (recommended fields include applied sciences, mathematics, business, marketing, computer science, computer programming, web design). Transfer Tickets that 18 credit Data Science Certificate is stackable into include Political Science, English, History, and Geography. The certificate also pairs well with an LAS degree. This certificate entails 6 credits in data science applications, 6 credits in statistics, 3

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

credits in advanced spreadsheets applications, and 3 credits in directed elective containing data science skills. Students must take a minimum of 18 credits of coursework for the certificate at the institution.

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

**NOTE:** The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Crystal Wiggins, Associate Professor of Mathematics	CCSU	Mathematics & Statistics Received training through a variety of sources; StatPREP, QUBES FMN, R Workshops, Data Camp, Data Quest, PIC Math, etc.	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Connecticut State Colleges & Universities  
APPLICATION FOR NEW PROGRAM APPROVAL  
PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)		3		3				3		3				3		3		
New Students (first time matriculating)								3		3				8		8		
Continuing Students progressing to credential		9		9				9		9				9		9		
Headcount Enrollment		12		12				15		15				20		20		
Total Estimated FTE per Year <sup>1</sup>		6		6				9		9				13		13		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>		11,736		11,736				17,604		17,604				25,428		25,428		
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)		14,388		14,388				21,582		21,582				31,174		31,174		
Total Annual Program Revenue	26,124		26,124				39,186		39,186				56,602		56,602			
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year		Second Year		Third Year													
Administration (Chair or Coordinator) <sup>4</sup>	7,800		8,000		8,400													
Faculty (Full-time, total for program) <sup>4</sup>	23,200		25,200		25,800													
Faculty (Part-time, total for program) <sup>4</sup>																		
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup> (Marketing)	500		500		500													
Estimated Indirect Costs <sup>6</sup>	16,240		17,640		18,060													
Total Expenditures per Year	47,740		51,340		52,760													

\*\*Assume state per FTE revenue of \$2,398. Assume tuition per FTE revenue \$1,956.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Discontinuation of a Center

June 20, 2109

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Institute of Technology and Business Development at Central Connecticut State University, effective June 30, 2019.

A True Copy:

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

**ITEM**

Discontinuation of the Institute of Technology and Business Development at Central Connecticut State University

**BACKGROUND**

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report or Review for Continuation every seven years.

The Institute of Technology and Business Development was originally established as the Institute for Industrial and Engineering Technology on July 23, 1993 (BR 93-60) by the CSU Board of Trustees and renamed in October 2002. The Institute was authorized by the Board of Regents on November 21, 2013 to continue until December 31, 2018. The mission of the Institute is to support Connecticut businesses and business related organizations with training, technology assistance, student interns, conferencing services and business incubation.

In the Institute's 2018 Sunset Report / Review for Continuation, President Zulma R. Toro recommended that the BOR authorize its continuation for only a six-month period. She commented further that Central will conduct a strategic planning process to transition the Institute into a new entity that will fully serve the needs of CCSU students, faculty, industrial partners and clients. The BOR accepted her recommendation and approved the Institute's continuation until June 30, 2019.

**RECOMMENDATION**

President Toro has forwarded a memorandum to Dr. Jane Gates that summarized the recommendations of the work group she established to conduct a plan for the Institute's future. That summary follows:

- Discontinue all ITBD operations effective June 30, 2019.
- Transition the maintenance of ITBD existing commitments, contracts and operations to the Office of Continuing Education (CE).
- To accomplish the transition to CE, the Business Development and Training Coordinator position for ITBD will be transferred to CE.
- Any funding that remains in the ITBD accounts, at the conclusion of this fiscal year, will be used to assist CE in covering any costs associated with the transition and the start-up of the new entity.
- ITBD's assets housed in the CCSU Foundation, Inc. will be used to support the new entity.

To that end, Dr. Toro recommends that the Board of Regents approves discontinuation of the Institute of Technology and Business Development, effective June 30, 2019.

The referenced documents are attached:

06/07/19 – BOR-Academic and Student Affairs Committee

06/20/19 – Board of Regents

## Connecticut State Colleges & Universities

### Center/Institute Report – Seven-Year Sunset Report / Review for Continuation

*This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Arthur Poole ([APoole@commnet.edu](mailto:APoole@commnet.edu)) with a copy to Patricia Ryiz ([PRyiz@commnet.edu](mailto:PRyiz@commnet.edu)).*

Name of University:	Central Connecticut State University
Name of Center/Institute:	Institute of Technology and Business Development
Director/Coordinator:	Rick Mullins
Date of Original Approval:	Fall 1985 Center for Industrial and Engineering Technology
Date of Last Approval:	October 18, 2018
Board Resolution of Last Approval:	October 18, 2018
Sunset Date:	June 30, 2019

#### Recommendation from President:

I have reviewed the attached report and the following is my recommendation to the Board of Regents:

☐ I recommend continuation of this Center/Institute

☒ I recommend discontinuation of this Center/Institute

Signature of President


Comments (OPTIONAL):





## MEMORANDUM

**TO:** Dr. Jane Gates, Provost and Senior Vice President, Academic and Student Affairs  
Connecticut State Colleges and Universities

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

**DATE:** April 24, 2019

**RE:** Institute of Technology and Business Development

On October 18, 2018, the Connecticut State Colleges and Universities Board of Regents for Higher Education (BOR) approved continuation of the Institute of Technology and Business Development (ITBD) at Central Connecticut State University (CCSU) until June 30, 2019.

I appointed a work group with representation from faculty, community partners and administration to provide a recommendation to me addressing the BOR's action described above. In addition, the work group was charged with designing an entity that will facilitate innovation, creativity, enterprise engagement and entrepreneurship. The recommendations submitted by the work group regarding the continuation of ITBD are included in the attached report and are summarized as follows:

- Discontinue all ITBD operations effective June 30, 2019.
- Transition the maintenance of ITBD existing commitments, contracts and operations to the Office of Continuing Education (CE).
- To accomplish the transition to CE, the Business Development and Training Coordinator position for ITBD will be transferred to CE.
- Any funding that remains in the ITBD accounts, at the conclusion of this fiscal year, will be used to assist CE in covering any costs associated with the transition and the start-up of the new entity.
- ITBD's assets housed in the CCSU Foundation, Inc. will be used to support the new entity.

I fully support the recommendations from the work group and am asking the BOR to approve the five recommendations listed above. Furthermore, as soon as the work group submits the recommendations on a new entity that will fully serve the needs of CCSU students, faculty, industrial partners and clients, I will seek approval from the BOR to create it.



## MEMORANDUM

**To:** Zulma R. Toro  
President

**From:** Innovation, Enterprise Management, and Entrepreneurship Work Group

**Date:** April 9, 2019

**Re:** Continuation of the Institute of Technology and Business Development (ITBD)

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The Connecticut State Colleges and Universities (CSCU) Board of Regents for Higher Education (BOR), on October 18, 2018, approved the continuation of ITBD until June 30, 2019.

In collaboration with you, the work group developed the following charge:

Provide a report by April 1, 2019 that addresses the Board of Regents' continuation of the Institute of Technology and Business Development to June 30, 2019.

Design an entity that will facilitate innovation, creativity, enterprise engagement, and entrepreneurship.

The goals of this entity will include:

- Serving the workforce development needs of businesses and organizations;
- Creating an ecosystem on campus and in the community that fosters economic and social development;
- Providing faculty, students, and staff opportunities for multi-disciplinary collaborations to address pressing needs facing communities;
- Serving as an "Innovation Lab" where faculty, students, staff, and alumni will freely, without restrictions, develop ideas;
- Celebrating and encouraging the entrepreneurial spirit of faculty, students, staff, alumni, and our community partners; and
- Engaging our faculty members in the knowledge sharing process.



This memo addresses the first part of the charge: a recommendation pertaining to the continuation of ITBD. The work group intends to have a proposal for the new entity in the coming months.

The ITBD was created over 30 years ago and has grown to offer a diversified set of services, including conference hosting, incubator space, and training. During that time, dramatic changes in the milieu for entities like ITBD has occurred, for example:

1. Incubators and co-working spaces have cropped up all around Connecticut (<https://www.metrohartford.com/blog/metrohartford-alliance/2018/06/22/directory-of-connecticut-accelerators-incubators-co-working-spaces>).
2. Conference centers have multiplied (<http://www.cvent.com/rfp/hartford-ct-event-venues-f4b9228e958fa4587ab8df84e8b69d20e.aspx>)
3. Training companies have established a presence (e.g., <https://www.onlc.com/training/business-analysis/hartford-downtown-ct.htm>)
4. Faculty and student needs at CCSU have changed, with more involvement in the above areas being needed. Additionally, there is a greater focus on innovation that is aligned with academics.

All of the above examples, along with our findings below, lead us to the recommendations in this document.

## Recommendation

The work group recommends that all ITBD operations be discontinued effective June 30, 2019.

This was not an easy decision given the history of ITBD, but the last six years have been especially challenging from a financial perspective. ITBD's business model relies primarily on generating revenue to cover expenses, including some of the maintenance of 185 Main Street (New Britain, CT), which proved problematic over time and required ITBD to severely deplete reserves to cover expenses.

Dramatic changes in the business environment, such as reduced funding for training and development, certainly have had an impact on ITBD's finances. The inability to effectively keep pace with the needs of the business community and the cost of doing business, in particular personnel-related expenses, have also impacted the financial picture.

As Table 1 highlights, ITBD operated at a loss in the five fiscal years leading up to fiscal year 2018. It is important to note that the University (Administrative Affairs) has incurred facility expenses associated with 185 Main Street not reflected in Table 1. In fiscal year 2018, Administrative Affairs contributed approximately \$300,000 to facility expenses at 185 Main Street. The inclusion of this figure in Table 1 (FY18) would make the financial picture much more troubling.

Table 1: ITBD Revenue and Expenses (summation)

Description	FY13	FY14	FY15	FY16	FY17	FY18	Total
Revenues	1,144,880	1,067,206	1,170,181	1,485,729	1,465,378	1,328,421	7,661,796
Expenses	1,252,541	1,298,511	1,406,991	1,746,229	1,579,525	1,286,880	8,570,677
Net Income	(107,661)	(231,305)	(236,809)	(260,500)	(114,146)	41,541	(908,881)

Table 2 highlights revenue generated through conference rentals, incubation/tenants, and training. Conference rentals have been a significant source of revenue but this revenue stream will cease to exist for ITBD as the University considers a more centralized model for facilities rental and the possibility of reduced space exists. The incubation/tenant program has declined through the years. The incubation program has dropped dramatically and morphed into a tenant initiative offering, in some cases, below market rental rates. The tenant business, not of particular interest to the University, has also suffered as more University offices have relocated downtown impacting the possible acquisition of paying tenants. Training continues to be a major driver of revenue for ITBD.

Table 2: ITBD Revenue (detail) with Expenses

Description	FY04-FY15	FY16	FY17	FY18	FY19 as of 3/1/19	Total
Conference	6,424,144	543,458	478,200	450,605	328,804	8,225,210
Incubator/Tenant	2,981,194	151,483	135,210	55,262	37,369	3,360,518
Training	9,148,854	790,789	851,969	822,554	370,151	11,984,316
Grant O/H	168,982	0	0	0	0	168,982
						0
TOTAL REVENUES	18,723,174	1,485,729	1,465,378	1,328,421	736,323	23,739,026
TOTAL EXPENSES	18,206,672	1,746,229	1,579,525	1,286,880	819,794	23,639,100
NET INCOME	516,502	(260,500)	(114,147)	41,541	(83,471)	99,926

As noted in Table 3, a significant portion of ITBD's expenses are related to ITBD's three full-time employees. Despite efforts to control personnel costs and contain operating and building and maintenance, expenses continue to exceed revenue. As previously mentioned, the University's Administrative Affairs Division covered approximately \$300,000 in facility expenses for 185 Main Street during fiscal year 2018, a figure not reflected in the Net Income in the Tables. In an effort to improve ITBD's financial position, CCSU invested in more robust marketing and equipment for the Education and Innovation Center, but these cash outlays did not translate into more revenue.

Table 3: ITBD Expenses (detail) with Revenue

Description	FY16	FY17	FY18	Totals
Total ITBD Revenues & Accounts Receivable	1,485,729	1,465,378	1,328,421	4,279,528
ITBD Personnel Expenses	986,620	868,080	651,661	2,506,361
ITBD Operating Expenses	532,904	453,558	397,199	1,383,662
Sub-Total ITBD Expenses	1,519,524	1,321,638	1,048,860	3,890,022
ITBD Operating Income	(33,795)	143,740	279,561	389,506
				0
Building & Maintenance Expenses (ITBD)	226,705	257,887	238,021	722,613
Total Net Income	(260,500)	(114,147)	41,540	(333,107)

As Table 4 indicates, ITBD reserves have been severely depleted. The staff of ITBD is projecting a \$50,000 surplus for fiscal year 2019. Based on the progress toward ITBD's revenue forecast for fiscal year 2019 this surplus may not be obtainable, once again drawing down on reserves.

Table 4: ITBD Reserves

Description	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11
ITBD30	(104,547)	89,771	(47,660)	328,613	317,697	160,707	125,810	148,862
ITBD39	0	0	0	3,824	40,437	103,400	19,680	1,640
Net Income	(104,547)	89,771	(47,660)	332,437	358,134	264,107	145,490	150,502

FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	TOTALS
(95,953)	(107,661)	(231,305)	(236,809)	(260,500)	(114,146)	41,541	(83,471)	(69,054)
0	0	0	0	0	0	0	0	168,982
(95,953)	(107,661)	(231,305)	(236,809)	(260,500)	(114,146)	41,541	(83,471)	99,928

### Conclusion and Transition

The financial picture of ITBD continues to deteriorate. Operating as a “break-even” entity is no longer viable. In reality, ITBD has not broken even in six of the last seven fiscal years. Relying on reserves to cover any overages is a practice that will eventually end as this pool of money will be depleted. In May 2018, the staff of ITBD submitted a plan to address its overall sustainability. The plan went through two iterations and was subsequently rejected.

To maintain service to ITDB clients, the work group recommends that the Office of Continuing Education (CE) take over the maintenance of existing commitments, contracts, and operations. To ensure the continuation of service, the Business Development and Training Coordinator position will be transferred to CE (remaining as a soft money position). The remaining full-time positions (Director and Business Manager) will be discontinued.

Any funding that remains in the ITBD accounts, at the conclusion of the fiscal year, will be used to assist CE and be set aside for the new initiative.

ITBD's assets housed in the CCSU Foundation, Inc. (approximately \$120,000) will be used to support future initiatives related to the new entity. Any funding received for a specific purpose will continue to be used in the appropriate manner.

The work group's recommendation to discontinue ITBD was not easy. We understand the overall impact. But with Connecticut's rapidly shifting business culture, the University must create a more nimble entity that can engage with the Central family and meet the economic, social and workforce needs of the region and beyond.

### Timeline for Discontinuation

- April 24, 2019 Submission to Academic Council
- May 8, 2019 Academic Council
- June 7, 2019 Academic and Student Affairs Committee
- June 20, 2019 Board of Regents

No substantial notice is required for individuals occupying soft money positions. The work group does recommend at least 30 days' notice to the staff of ITBD (pending approval of this recommendation by the Board of Regents).

#### **Work Group Members**

Mary Collins, Professor, English

Michele Dischino, Professor, Technology and Engineering Education

Michael Gendron, Professor, Management Information Systems

Christopher Galligan, Vice President for Institutional Advancement

Kimberly Kostelis, Interim Dean, School of Education and Professional Studies

John Patrick, President and Chief Executive Officer, Farmington Bank, Retired

# CONNECTICUT STATE COLLEGES & UNIVERSITIES

## Connecticut State Universities

### Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

*This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Arthur Poole ([apoole@commnet.edu](mailto:apoole@commnet.edu)) with a copy to Patricia Ryiz ([pryiz@commnet.edu](mailto:pryiz@commnet.edu)).*

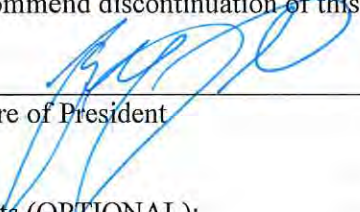
Name of University:	Central Connecticut State University
Name of Center/Institute:	Institute of Technology and Business Development
Director/Coordinator:	Richard C. Mullins, Jr.
Date of Original Approval:	Fall 1985 Center for Industrial and Engineering Technology
Date of Last Approval:	November 21, 2013
Board Resolution of Last Approval:	November 21, 2013
Sunset Date:	December 31, 2018

#### Recommendation from President:

I have reviewed the attached report and the following is my recommendation to the Board of Regents:

☒ I recommend continuation of this Center/Institute *for six months. Please see attached memorandum.*

☐ I recommend discontinuation of this Center/Institute

  
Signature of President

*9/10/2018*

Comments (OPTIONAL):

See attached memorandum.

#### Mission:

*(Provide the mission of the Center/Institute; note any changes from the most recent approval)*

Central Connecticut State University's Institute of Technology and Business Development (ITBD) supports Connecticut businesses and business related organizations with training, technology assistance, student interns, conferencing services and business incubation.

#### Needs Assessment:

*(Describe why this Center/Institute was created)*

The ITBD was created to link Connecticut's business needs in technology development and implementation using skilled faculty and student interns in multiple disciplines including: manufacturing, accounting & financial services, healthcare, Information Technology and Stage 1 Mixed Use business incubation and tenant space.

# CONNECTICUT STATE COLLEGES & UNIVERSITIES

## Connecticut State Universities

### Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

Connecticut is facing a serious workforce shortage due to the graying of the workforce and the retiring baby boomers. Connecticut is recognized as a leader in Aerospace, Medical and Military manufacturing. Thirty-one percent of the businesses in the Knowledge Corridor (New Haven to Springfield, MA) plan on expanding their businesses. Twenty-one percent state there is a shortage of skilled talent in the region. Thirty-three percent will expand facilities. They anticipate their workforces to grow by sixty percent. Many of these businesses are family owned legacy businesses which are part of the supply chain for the industries mention herein. Fifty percent of these businesses hire workers from area institutions. Forty-eight percent offer internships to local students. Sixty percent of the twenty fastest growing occupations in CT require a minimum of a Bachelor's or Master's degree and have salaries approaching \$75,000 annually. Source CBIA Economic Summits.

#### **Needs Modification:**

*(Describe how the need for this Center/Institute may have changed)*

The core service and revenue driver of ITBD is workforce training and development. Regular meetings with our industry clients, professional organizations, surveys, outreach and meetings with members of the Advisory Board drive our workforce training programs in support of their emerging business needs. The conference center is financially the second driver of the ITBD. Current up to date classrooms and a computer laboratory are used for training programs, community and industry association meetings. The Mixed Use Business Incubation and Tenant Space is used to launch Stage One businesses. To date ITBD has served over 100 businesses owned by students, faculty and private sector entrepreneurs. These entrepreneurs have offered CCSU students scholarships, internships and full time career opportunities. On such Faculty/Student incubator CCSU C.A.R.E.S. - "Go Baby Go" has refurbished wheelchairs for the needy and reconfigured children driven battery operated vehicles for disabled toddlers. ITBD has offered and supported the development of their business model to make the program sustainable. Additionally, the launch of the Education and Innovation Center (3D Design/Printing/Scanning/Modeling) has engaged CCSU students, faculty, local business and youth in New Britain's Consolidated School District in many projects including a 3D campus map, a medical device, a valve body component of a vehicle fuel delivery system, fixturing tools and a financial industry trade model in forensic accounting.

The area of most significant change is the Mixed Use Business Incubator. In September of 2017 a campus decision was made to ready space in the downtown campus for Charter Oak College. This move was expected to take 50% of the building space. In anticipation of the move all but five companies did not receive lease renewals. One incubator client EnterpriseMD, LLC and five remaining tenants; American Savings Foundation, CT Breast Health Initiative, CT Judicial Court Support Services Training Academy, and CT Mortgage Bankers Association all have a strategic alliance with CCSU.

#### **Goals, Objectives, and Principal Activities:**

*(List goals, objectives and principal activities of the Center/Institute)*

The primary goal of the ITBD is to support CCSU's mission in supporting CT's business community in training and technology deployment, workforce development, business growth & incubation using faculty and students and conference center rentals. This supports CT's business community in achieving growth and thriving in world markets.

# CONNECTICUT STATE COLLEGES & UNIVERSITIES

## Connecticut State Universities

### Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

#### **Principal Accomplishments:**

*(List the Center/Institute's principal accomplishments since its last report. Attach a chronological list of the Center/Institute major activities over the course of the past five years; under specific, relevant categories such as research, papers, conferences, presentations, workshops, sponsored events, exhibits, etc.) FY14-18*

**Exhibit "A" is attached to this report is a detailed summary by year of activities of the ITBD.**

#### **General –**

The Institute of Technology and Business Development is the only such program in the CT State College and University System. It is not part of the general fund and earns revenue on a fee for service basis by prospecting opportunities across the state. It is uniquely linked to manufacturing associations and chambers of commerce across the state.

ITBD has built strong institutional relationships with companies like Eversource, Stanley Black and Decker and TD Bank, Peter Paul Electronics, Acme Monaco, Medtronics and many others. Below are just a few examples of organizations that supported ITBD and helped to fund ITBD programs:

- **Eversource:** ITBD Programs, Business Plan Competition, Athletics Event, Ana Grace Project, Air Bridge Project, Storm Catastrophic Lineperson Housing and client service referrals. (Over \$10,000 in support to date).
- **Stauley Black and Decker:** Roughly \$50,000 a year for the past (3) years \$15,000 in scholarships for CCSU students, \$25,000 for the Business Plan Competition, Ana Grace Project, Tech it Out Project and Woman of Leadership activities.
- **TD Bank:** Executive Breakfast Funding, Education & Innovation Center (3) years \$25,000 each, University Center (3) years \$10,000

ITBD works with Career Advising Center and Faculty in the School of Engineering, Science and Technology and the School of Business in relaying job opportunities and career job fairs for students. Our Faculty in Residence program has had faculty and students engaged in over 30 projects.

ITBD has supported and recruited organizations for the CCSU Connected Campaign.

#### **Faculty, Staff, and Responsibilities:**

*(Specify Director/Coordinator, Departments/Disciplines of Members, and Time Commitment for each and changes of personnel over time)*

The ITBD reports to Institutional Advancement, led by Dr. Christopher Galligan. The ITBD is led by CCSU Alumnus Rick Mullins. Mullins oversees the daily and fiscal operations of the ITBD. He is the primary business development person at ITBD. Mullins has been engaged with ITBD since its early start in the role of Training Center Director and the Director of the ITBD. He is responsible for much of the growth and transition of the ITBD since 1993. Sue Davis is the Business Development Coordinator of the Training Center. She has been in this role since 1993 as well. Sue handles the open enrollment workforce development programs and operationally the contracted training initiatives of ITBD. She interfaces with

# CONNECTICUT STATE COLLEGES & UNIVERSITIES

## Connecticut State Universities

### Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

faculty, students and clients of the ITBD. Thru her skilled awareness of Industry needs she markets a very successful open enrollment program listing many of the non-credit course offerings of the ITBD. James Bruner serves as the Business and Conference Center Manager of ITBD. In his role he interfaces with clients renting rooms, billing of the incubators/tenants, weekly collects/reports the fiscal operations of the ITBD and interfaces with CCSU's Business office. In the period since our last assessment, ITBD has had three retirees. These include; a Procurement Technical Assistance Coordinator, a Conference Center Manager and a Sales Manager. We have not refilled these positions permanently. We did fill a Sales Coordinator position however the recipient returned to the private sector the position has not been filled. ITBD also had a Youth Program Coordinator. As funding in the youth programs area declined the Youth Program Coordinator accepted another position on campus.

An investment was made in an Education and Innovation Center at ITBD. Similar to a Maker Space, this area has 3D CAD, printing and scanning capacity. We have raised funding to staff the area with campus faculty. We collaborate with the Academic Affairs TRiO program in afterschool learning activities for Middle and High School students. Recently we offered free open enrollment training for CCSU faculty, students and Alums in this technology area which has been well received.

#### **Student Involvement and Student Outcomes:**

*(If applicable, discuss Center/Institute's impact upon the university's students; specifically, what was the nature of student involvement and how many students were involved with Center/Institute activities; what were the resultant student outcomes of that involvement stated numerically. Student outcomes may include such measures as learning outcomes, achievement, persistence, graduation, employment and graduate school placements. Along with or without student involvement and student outcome; a focus of the Center/Institute's mission might be public engagement/outreach. If so, that construct should be discussed here.)*

ITBD made a business decision to change from outside contracted security services to using CCSU Event Management students in the lobby. Working with Event Management we have 4-6 students at the reception desk during building operations. Students learn strong customer service skills in the role and meet various business and industry professionals attending events at the downtown campus. ITBD has also hired students to work in the Education and Innovation Center to assist with student, faculty and industry activities related to Additive Manufacturing and entrepreneurialism. ITBD acquired a \$400,000 grant to assist companies with business transitions from the Department of Economic and Community Development. The grant provides funding for faculty to do a business and technology assessment project at manufacturing companies. The outcome is a 6-9 month Faculty in Residence program at the company working on one of the high priority business needs. Faculty identify students from their classes to work beside them leading to full time employment for the student. Some of the activities qualify for a student internships or senior project as well. In the two years of the grant we have had over 30 engagements with clients and close to 25 students engaged in these projects.

ITBD has supported University\CSUS and Community involvement at ITBD by working with the Community Central, supporting the New Britain EMS Training Academy and its link with the CCSU School of Education Nursing\Athletic Training\Continuing Education programs. Additionally, the School



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of Engineering and Technology Summer Robotics Institute was offered at the NB Boy's and Girl's Club for the second year. A similar ACE Construction Program was launched this spring with 5 NB construction companies, (12) area HS students, (3) CCSU students and a State Construction Association involved. The ITBD Annual Golf outing has contributed to student scholarships for 10 years. Last year on our 20<sup>th</sup> Anniversary of the outing \$10,000 was raised for 10 CCSU scholarships for the fall of 2018.

ITBD remains active in the New Britain Lions, the BOD of the NB Boy's and Girl's Club, the NB Network Group, the School District's - Technology and Future Workforce Initiatives - Finance Academy and STEM committees, Capital Workforce Partners, the Annual CT Dept. of Labor CT Learns & Works Conference. ITBD continues working with the two Governor Malloy task forces related to workforce development: 1. Talent ID Task Force and 2. Manufacturing Round Table DECD\DO\OWC Taskforce. ITBD serves on the Mayor's Mfg. Taskforce and as the CCSU representative to the Metro Hartford Alliance.

ITBD collaboration with Board of Regents (BOR) included; CCSU Day at the Capitol focused on Workforce Development, Charter Oak College and CTDLC on the development of on-line programs and the Community College System and (2) On-line programs; (1) Introduction to Careers in Mfg. and (2) Introduction to Careers in the Gas Industry. Currently ITBD is working with the BOR in expanding its working relationship with the New Britain and Bristol Boy's and Girl's Clubs.

#### **Assessment and Evaluation:**

*(Describe how progress toward meeting goals and objectives has been measured and include a brief description of lessons learned)*

**ITBD** – Fiscally, ITBD as a whole covers the majority of the operating cost of the building at 185 Main St. This amounts to approximately \$250-300,000 annually. In addition, it covers the salaries and benefits of the three staff. In FY18, ITBD covered \$243,000 in building expense and added \$43,000 to reserves while covering the staff salaries and fringe. In addition, ITBD made decisions to reduce expenses effectively. There are other CCSU offices in the downtown campus that do not contribute to facilities operations. This performance is associated with an excellent rating.

**ITBD** – Programmatically, it is the Training Center that has the largest interface with Companies, Faculty and students. Program design and delivery is led by faculty, consultants and most often in the School of Engineering, Science and Technology and the School of Business. The Faculty in Residence concept is very well received by the business community and has led to part-time and full-time student hires. ITBD has a reputation for being knowledgeable (A Trusted Advisor) and up to date on progressive training initiatives to assist CT business with process and productivity. This is proven by the number of repeating customers to our programs. The programs offered are very pragmatic. The Open Enrollment offerings fill quickly because they are topics and skills necessary for companies and employees to be able and ready to face the globally competitive market. Pricing on training programs is fair. The many grants and funding sources that ITBD has access to makes the course cost very reasonable. The ability to serve companies in the southern part of the state is challenging with faculty teaching schedules and distances traveled. We are a University based service and we are not in the league of high end private consulting practices. Our rates are competitive with other like institutions who offer skills training. The Training Center is strongly

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engaged with multiple business communities across the state. The Training Center is associated with an Excellent rating.

The Conference Center offers a professional environment with current technology that allows clients the opportunity to deliver skills, knowledge and learning in an effective manner. The rooms are well equipped, up to date with technology, and provide for a positive learning, testing or meeting venue. The Conference Center gets a lot of use with minimal staff. In fact, in a cost saving measure we elected not to staff it with students for registrations, intake or ITS support. Parking, by using City facilities, is well addressed and convenient to attendees. The food/refreshments, using local vendors, is adequate. Pricing is reasonable on all levels. The Conference Center has built a good reputation statewide. The Conference Center rating is Very Good.

The Business Incubation 5 Year Life Cycle program is the strongest attribute to our incubation program. It is well structured and well-coordinated with the campus business office and facilities. It provides an effective framework for the entrepreneur to launch a successful business. Its Mixed Use format allows the greatest flexibility to tenants and their business models. The Incubator program rates Very Good.

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### ACTUAL Revenues and Expenses:

(For FY 2018, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
<b>REVENUE</b>					
1. Gifts/Grant Support <sup>a</sup>					
2. General Fund <sup>b</sup>					
3. Operating Fund <sup>c</sup>					
4. Other Revenue <sup>d</sup>	1,067,206	1,170,181	1,485,729	1,465,378	1,327,837
5. TOTAL REVENUE (lines 1-4)	1,067,206	1,170,181	1,485,729	1,465,378	1,327,837
<b>EXPENSES</b>					
6. Personnel <sup>e</sup>	413,132	487,222	599,480	509,392	370,241
7. Fringe Benefits	231,937	292,940	387,140	355,508	267,542
8. Travel	2,622	3,796	3,850	2,268	1,861
9. Equipment & Supplies	7,488	9,578	13,154	20,864	13,484
10. Contractual	361,964	356,501	515,900	434,573	383,085
11. Construction <sup>f</sup>					
12. Other					
13. Total Direct Costs (lines 6 through 12)	1,017,143	1,150,037	1,519,524	1,322,605	1,036,213
14. Indirect Costs <sup>g</sup>	281,368	256,954	226,705	256,920	248,326
15. TOTAL COSTS (lines 13 + 14)	1,298,511	1,406,991	1,746,229	1,579,525	1,284,539
<b>NET</b>					
16. TOTAL REVENUE - TOTAL COSTS	(231,305)	(236,810)	(260,500)	(114,147)	43,298
surplus / (deficit)					
17. OPERATIONAL BALANCE	753,316	516,506	256,006	141,859	185,157
from previous year	\$ 984,621				

#### NOTES:

- Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
- Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
- Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.

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g. Estimate costs for facilities use, utilities consumption, etc.

### PROJECTED Revenues and Expenses:

BUDGET CATEGORIES	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
<b>REVENUE</b>					
1. Gifts/Grant Support <sup>a</sup>					
2. General Fund <sup>b</sup>					
3. Operating Fund <sup>c</sup>					
4. Other Revenue <sup>d</sup>	1,300,000	1,350,000	1,400,000	1,450,000	1,500,000
5. TOTAL REVENUE (lines 1-4)	1,300,000	1,350,000	1,400,000	1,450,000	1,500,000
<b>EXPENSES</b>					
6. Personnel <sup>e</sup>	375,000	390,000	400,000	415,000	430,000
7. Fringe Benefits	270,000	280,000	285,000	290,000	295,000
8. Travel	2,000	2,000	2,000	2,000	2,000
9. Equipment & Supplies	8,000	13,000	18,000	18,000	22,000
10. Contractual	345,000	355,000	370,000	385,000	400,000
11. Construction <sup>f</sup>					
12. Other					
13. Total Direct Costs (lines 6 through 12)	1,000,000	1,040,000	1,075,000	1,110,000	1,150,000
14. Indirect Costs <sup>g</sup>	250,000	260,000	275,000	290,000	300,000
15. TOTAL COSTS (lines 13 + 14)	1,250,000	1,300,000	1,350,000	1,400,000	1,450,000
<b>NET</b>					
16. TOTAL REVENUE - TOTAL COSTS	50,000	50,000	50,000	50,000	50,000
surplus / (deficit)					
17. OPERATIONAL BALANCE	235,157	285,157	335,157	385,157	435,157
from previous year	\$	185,157			

#### NOTES:

- Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
- Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
- Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.

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- f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- g. Estimate costs for facilities use, utilities consumption, etc.

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#### **Budget Narrative:**

*(Provide any important context about ACTUAL and PROJECTED Revenues and Expenses)*

The summary detail in the “Actual Revenues and Expenses” has been supported by the CCSU Business office. The detail for the past three years was collected and reviewed in assessing the impact of Charter Oak moving to the downtown campus. These figures are represented in the table.

The original model of the ITBD was that the operation was supposed to be 100% self-supporting with actual revenues generated by fees from the services ITBD provides. In 2006, the CCSU President changed the model and covered the utility costs. Recent Business Office analysis for the past three years demonstrates that CCSU is covering about one-third of the expenses for ITBD. Two-thirds of expenses are covered by ITBD fee for services and cover ITBD Operating expenses including salaries, fringe benefits, faculty & consultant payments, catering & parking costs, educational supplies, software, books, materials and supplies. In addition ITBD Building expenses are recovered covering janitorial, student worker lobby greeters, building repairs, HVAC maintenance, elevator maintenance, fire and security systems maintenance, snow removal, trash removal, landscaping and garage cleaning. The ITBD Building expenses covers the entire building, which includes ITBD, ITBD Tenants, several other CCSU departments and CT State Auditors. ITBD funds all the building expenses for these numerous other CCSU departments and CT State auditors, without any reimbursement.

When reviewing the three core business functions of ITBD Workforce Training is roughly 62% of the revenue generated at ITBD. Conferencing is 34% and Incubation 9%. Incubation was reduced significantly in FY18 due the planned Charter Oak move at the direction of CCSU Administration.

Future revenues reflect a conservative growth of 4%. These revenues will be from fee for service engagements with customers, clients and tenants. ITBD is very fortunate to have a dedicated client base who have been receiving our services for decades. We generally see transformations in our client base (new customers) as we continue to update and market our services. ITBD will aggressively pursue such. Currently we are seeing interest in updates to the process and productivity standards, quality management systems, interest in Technology 4.0 initiatives in coding, mechatronics, robotics and automation. In addition, the ITBD Education and Innovation Center, supporting STEM activities in Academic Affairs Community Engagement initiatives such TRiO, the Elihu Burritt Library and School of Engineering, Science and Technology and School of Business Entrepreneurial activities. It is providing faculty, student and alumni training in STEM activities. This area has received projects from industry supported by faculty and student worker teams, it also addressed the need of a 3D campus map completed faculty, student worker mentors and TRiO programs in Creativity, Innovation and Entrepreneurialism.

Future expenses for ITBD will still include both the ITBD Operating and ITBD Building expenses. The future Operating expenses will increase as salaries, fringe benefits, consultant fees, catering fees, educational supplies, books, software and supplies all increase annually. The future ITBD Building expenses will increase as the contractors and vendors fees also increase annually.

#### **Exhibit “A” Detailed Summary by Fiscal Year of the Activities of the ITBD.**

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The Training Center in FY13 continued its relationship with Eversource and the PRIME program. ITBD was the only educational institution selected to provide LEAN process training and consulting to manufacturers. Often work in this area led to additional opportunities for workforce training in process and productivity. We linked with CT Innovations “Tech Bridge Program” where faculty recommend students as interns and co-ops. We tried to launch a Healthcare Simulation program with Nursing to support the healthcare industry but there wasn’t much interest in the healthcare community. We served many repeat clients. Client satisfaction remained high on all of our program offerings in training. We continued our relationship with the CT Dept. of Labor receiving a \$36,000 training grant to support workforce training,

We renegotiated the Conn/DOT Disadvantaged Business Program for two years. To date we had served about 180 clients in this program. Faculty provided consulting and advising to disadvantaged businesses in CT. Often the companies were looking for talent as well and we connected the companies with the CCSU Construction Management program. As a result about 6 students received internships. Success in this program led to \$30,000 in funding to ITBD by Eversource, TD Bank and the CT Development Authority to support any small business that had interest in assessments and training in business practices. We named this the University Center program. Twenty-three clients were served in the year.

ITBD raised \$25,000 to link with the School of Business, Stanley Black & Decker, Eversource and CT Innovations to develop and Business Plan Competition at CCSU. Scholarship funds were awarded to students who successfully completed the program.

The Training Center Manager retired at the end of 2012. In a cost saving measure and with state hiring restrictions we did not replace the position. The duties were distributed to the existing staff.

**In FY14**, the training center received a \$35,000 grant from the CT Dept. of Labor to support process and productivity improvement at CT manufacturing clients. These funds provided opportunities for faculty to train companies in progress methods and improve their productivity. Faculty often recommend students to these companies for internship, co-ops or hires. The Business Plan program was refunded as mentioned above as well. ITBD launched a collaborative Innovation & Education Center at ITBD. Collaborators in this initiative was the Elihu Burritt Library and Academic Affairs TRiO program. Middle School and High School students were introduced to 3D CAD, Printing, Scanning, Coding, Research and Entrepreneurialism.

In FY14 we completed the last \$150,000 of the Congressional Earmark we received to support CT manufacturers in making their businesses more competitive. Funds were used to finance 50% of the program workforce training cost in advanced manufacturing skills.

In May of 2014 one of the CCSU students working on the ConnDOT program was hired by the CT Minority Supplier Council. Two additional students working the program were hired by disadvantaged businesses as well.

In June of FY14 ITBD delivered the second Hyundai Management program. The program addressed cultural and business topics for executives migrating to North America for a five year period.

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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation  
In December of 2014 a Sales Manager was hired to replace the one who retired. This was a great addition to the Training Center. The employee did a great job in expanding our footprint into New Haven and southern CT. Unfortunately after two years in the position the employee left to pursue another opportunity.

**In FY15**, the Training Center assisted the community in building capacity in an understanding of “Disruption”. Funds were raised by the Training Center to host a statewide conference on the subject which was the backbone of the US Federal Reserve Bank’s Working Cities Challenge and CT Innovations CTNext Innovation Places program. CCSU ITBD was an anchor in both initiatives. The Innovation and Education Center programming forged programs in Creativity, Innovation and Entrepreneurship. In a summer TRiO program, students from the local Middle and High School students built a 3D map of the CCSU campus. Faculty and student hires work on 3D projects for industry as well. Items such as a Fuel Delivery Assembly, Periodic Table Element Boxes for a game, a Forensic Account Scale, and a medical device called the Stoma Shield where the inventor pursued a patent.

**In FY16**, the Training Center completed approximately 78 training programs serving approximately 721 attendees. Working closely with referrals from the CT Department of Labor and Department of Economic and Community Development ITDB gained the reputation as a “Trusted Advisor”. Working with the Department of Economic and Community Development ITBD was awarded a two year contract to help CT manufacturers transition their businesses with technology applications. The value of the contract was \$400,000 and required the companies to match the cost of the projects 50%. There were 10 active Faculty in Residence Programs underway, which continued to link companies with faculty and students. Three on-line learning programs were launched. A Six Sigma course and two courses in collaboration between CCSU faculty, the Board of Regents and Charter Oak College staff. The Six Sigma program was not successful. The two with the collaborative partners were more successful because they were free. There was one class developed in Manufacturing and another in Careers in the Natural Gas industry. These were open enrollments course expected to educate the public in these two career areas the Board of Regents institutions could support. ITBD pursued a \$10,000 grant from Farmington Savings Bank to launch a Hispanic Entrepreneurial Program with 30 participants joining the program across the state.

We began to track the number of students in FY16 that we were impacting through projects and programs. The table below is a summary of the impact.

<b>Student Workers Projects</b>	<b># Students</b>	<b>Student Wages Earned</b>
Faculty in Residence Program	10	\$120,000
ConnDOT	6	\$14,400
CCSU Event Mgt	6	\$60,000
<b>Total</b>	<b>22</b>	<b>\$194,000</b>

**In FY17**, the Training Center’s ConnDOT Disadvantaged Business Program funding was eliminated by US Federal Highways ending the program. ITBD continued to receive funding from TD Bank for the University Center program in the amount of \$10,000. Twenty-nine open enrollment courses were



## **CONNECTICUT STATE COLLEGES & UNIVERSITIES**

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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation delivered. The Faculty in Residence program grew successfully with more clients and new client projects. ITBD pursued a second \$10,000 grant from Farmington Savings Bank to fund a second Hispanic Entrepreneurial Program. The grant was awarded and this time had 40 participants from communities across the state. The Working City Challenge and Innovation Places programs where CCSU ITBD was an anchor participating member were awarded to other communities.

**In FY18**, ITBD continued its onsite and open enrollment training programs with much success. From 2009 to date ITBD has delivered over \$1.5 million in WIA/TAA training thru the regional workforce board Capital Workforce Partners and the CT Dept. of Labor. The CT DOL issued an MOA to ITBD for multiple employer workforce training in the amount of \$100,000. With these funds ITBD had great success in offering open enrollment training. Thirty-five open enrollment courses were delivered. In May and June ITBD delivered four Manufacturing Operations courses to MBA students at Wroclaw and Cracow Universities in Poland using CCSU faculty. This is the first year of a 2 year program in Poland. In June of 2018 the DECD Faculty in Residence program funding expired. We have been asked to make another submittal and we will do so in September. The fee for services model of the Training Center continues to be our largest revenue generator.

#### **Conference Center –**

**In FY13**, we had approximately 25,000 attendees attend events and approximately 225 individual events at ITBD. This volume of attendees and events have been consistent for the past (2) years. ITBD paid approximately, \$80,000 in parking fees to the city from clients attending activities at the downtown campus. The Conference Center successfully developed and delivered the Executive Breakfast program offering up to date business seminars to stimulate interest in the business community that the Training Center often follows up with for on-site training. The Conference Center engaged faculty from the School of Business as a moderator and often sought program sponsors to support the program. The Conference Center is the second largest revenue generating Center at ITBD. The Conference Center has 6 rooms and one computer lab.

**In FY14**, the Conference Center continued the Executive Breakfast program and secured TD Bank as a sponsor. Three sessions were held and facilitated by a School of Business Faculty member. The site was pursued and was qualified for new TEAS state-wide testing for the Nursing and Athletic Training programs. The Conference Center hired faculty to monitor the testing. The site was selected for the new HURST statewide testing site for Nursing exam. It was selected as the site for the Technical High School Administrative quarterly meeting center as well as the UConn Health Center Quarterly STUDUR Training and the Central CT Regional Planning Agency Regional Conference on Business Continuity for Emergency Preparedness and Disaster Recovery. Farmington Bank held its breakfast series during Small Business Week in May of 2014.

**In FY15**, the Conference Center has hosted nearly 500 events with over 42,000 attendees. Occupancy has been nearly 70%.

**In FY16**, performance was very similar to FY15.

**In FY17**, the Conference Center Manager retired. The position was not filled as a cost saving measure. The work load was shared among the three remaining ITBD staff.

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In FY18, performance remains the same with roughly 500 events and 40,000 attendees.

#### **Business Incubation –**

In FY13, the Incubation Program reached a goal of roughly 90% occupancy. There were eleven incubators and three tenants. Four new incubators were added GN International, Eureka, Dialouce, Kinai – which was student owned. Two incubators expanded Tamion and NB EMS. Four incubator companies left (PV Squared, Klingberg, Quail Run, Milton Jackson). Tamion a Information Data/Analytics company and business incubator won a statewide Small Business Incubator Program grant from DECD in the amount of \$30,000. This was ITBD's 5<sup>th</sup> winner to date. The company hired two students to work part-time in support of the grant. Klingberg Family Center's incubators clinic were actively engaged with CCSU faculty\students\graduates from the Marriage and Family Counseling program. PV Squared, a solar panel system design and installer was reaching their 7<sup>th</sup> year status at ITBD. We worked with them to structure their business model to expand in New England. Ultimately Western, MA was selected. We actively supported their exit strategy from ITBD as they sought another site in CT. In 2013, we updated our incubator lifecycle program to provide more effective company support support, direction and ensuring their reporting and fiscal practices were up to date with CCSU. One of our incubator graduates (Victory Energy Solutions) was inducted into the School of Business Wall of Fame in May. In FY13, the campus began moving offices from the main campus to the downtown campus. Those offices didn't contribute to the building expenses and have not to date in FY20.

In FY14, a new student Incubator program launched with Bankernews, LLC a company that also received assistance with a DECD\CCAT SBIP Grant. One of the CCSU Business Plan Competition winners Grow-It, LLC joined ITBD. Another existing Incubator called Eureka, LLC won a DECD\CCAT SBIP grant to help grow the business. Eureka engaged CCSU MBA students and a faculty member to collect business analytics in the transportation industry.

Three additional DECD\CCAT\CBIN grants amounting to \$30,000 each were awarded to ITBD incubators: Eureka, LLC and Dioluce, LLC and Bankernews, LLC (a CCSU student company).

One of our Alums Mr. Paul Genaris heard about the work of one our incubators CCSU C.A.R.E.S. This is a CCSU School of Engineering & Technology faculty/student Company. The alumnus linked the program with Shriners Hospital and the Hospital for Special Care. Another faculty member showed interest in a faculty student incubator called Café Central. Complications with the space, staffing, hours and liability discouraged further investigation.

A local philanthropic gift was established by the Czepiga family to provide seed money for Student\Alumni Incubators. The grant was for \$5,300. They chose to make (3) \$500 awards two to students one to an alumnus who is a minority and DAV.

FY15 and FY16 available incubation space remained flat. We didn't have space to expand the program. Companies were on time with their rents and looking to move to a Stage 2 incubator or traditional office space. One CCSU Alumni Incubator offered a CCSU School of Business student a \$200.00 scholarship. This was the first incubator to do so in our history.

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**FY17 and 18**, many of the incubators began to looking for new space. They had met our 5 year life cycle program at ITBD and began evaluating their next move. To date we have served over 100 companies since 1993, significant number of mixed use incubation clients. In FY17, we were instructed to begin reducing our business incubator footprint in anticipation of Charter Oak College moving into the downtown campus. To date office moves to the 4<sup>th</sup> floor are being made and once that is complete we will reassess the program.

### Summary

For 10 years the funds raised by ITBD's Annual Golf outing has awarded undergraduate and graduate scholarships. In 2018, ITBD awarded 10 student scholarships amounting to \$10,000. ITBD has been responsible for building strong institutional relationships with Stanley Black and Decker, TD Bank, Eversource and many other small and medium sized business in the state (Peter Paul Electronics, Acme Monaco, ebmpapst, etc....). As CT companies return to the United States we are receiving inquiries to assist in automating their facilities and readying them for the Tech 4.0 Industrial Revolution. These relationships transition into faculty classes for tours, semester projects, internships and student hires. Annually ITBD links 20 to 30 students to paying jobs, projects and other activities thru referrals to companies looking for talent, interns, the Faculty in Residence program or supporting faculty requests to assist students in paid internships (Mfg: Gammons & Hoagland, Polar Corporation, Okay Industries, Peter Paul Electronics, Financial Services: F. Marrocco CPA, Mahoney & Sabol, Computer Services: The Computer Company, Walker Group and others). During the 13 years of the CT Dept. of Transportation (ConnDOT) Disadvantaged Business Enterprises (DBE) program which expired in 2017 there were at least 3-6 multidisciplinary students per semester working at ConnDOT or assigned to DBE's. Students were paid thru ConnDOT funding. Recently, one of the companies we work with asked us for recommendations of how other clients are working with our students and providing the students with scholarships while they are employed. These relationships result in funding Foundation scholarships, corporate or community learning, program or center sponsorships impacting activities at ITBD, faculty and students on campus. Community organizations like the New Britain Lions launched a scholarship program in the CCSU Foundation. In the last 3 years we have received grants from TD Bank, Farmington Bank and Eversource go directly into the CCSU Foundation, Inc. to support students and ITBD programs.

ITBD serves as an Ambassador for CCSU committed to supporting increasing enrollment, raising the value of the CCSU Foundation, Inc. and working to achieve the campus goal of 15,000 students.

**MEMORANDUM**

TO: Jane Gates, Provost and Senior Vice President for Academic and Student Affairs  
Connecticut State Colleges and Universities

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

DATE: September 10, 2018

RE: Institute of Technology and Business Development

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My recommendation to continue the Institute of Technology and Business Development for six months responds to feedback I received from one of the main funders of the unit, the Connecticut Department of Economic and Community Development, faculty in the School of Business and in the School of Engineering, Science and Technology, and representatives from companies that have received services from the Institute. In addition, we are in the middle of the planning process to move the operations of Charter Oak State College to the building currently occupied by the Institute. This will affect two of the revenue streams of the Institute: the Conference Center and the Mixed Use Business Incubator. Also, there is a significant degree of overlap between the services provided by the Institute and our Office of Continuing Education. Finally, we have identified the need to provide more support for our students and faculty in the area of entrepreneurship.

This unit is supposed to be self-sustainable, however for the last four out of five years their actual expenses have been more than their revenue. In other words, they have been running a deficit per year that ranged from \$114,147 to \$231,305. They were able to finish fiscal year 2018 with a surplus of \$43,290 because two people left the Institute and were not replaced. Evidently, there are reasons to believe that unless significant changes are made to the Institute's operating model, there is a high probability they will face a deficit again in the years to come.

To address the feedback, facts, and needs described above, we will conduct a strategic planning process that should guide us in the creation of a Center or Institute required that will fully serve the needs of CCSU students, faculty, industrial partners and clients. Such a process should not take more than four months, after which we will seek approval from the Board of Regents to transition the Institute of Technology and Business Development into the new entity.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

MICHÈLE BACHOLLE

June 20, 2019

WHEREAS, The faculty at Eastern Connecticut State University through its CSU Professorship Advisory Committee has recommended Michèle Bacholle for the title of Connecticut State University Professor; and

WHEREAS, The President of Eastern Connecticut State University, Elsa M. Núñez has endorsed the committee's recommendation to award the title to Professor Bacholle and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS, Professor Bacholle, a highly distinguished teacher, prolific scholar and renowned academic with an international reputation, has served Eastern Connecticut State University since 1999 and is currently a tenured Professor of French Studies in the Department of World Languages & Cultures; and

WHEREAS, Professor Bacholle received the Distinguished Professor of the Year Award for 2018, has recently published her sixth book, and has established Eastern's primacy in the world of French and Francophone literature; therefore, be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Michèle Bacholle of Eastern Connecticut State University effective upon the start of the 2019-20 academic year, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Bacholle be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

**ITEM**

Award of the title Connecticut State University (CSU) Professor to Michèle Bacholle of Eastern Connecticut State University

**BACKGROUND**

In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

**RECOMMENDATION**

President Elsa M. Núñez endorses the recommendation of Eastern's nominating committee and request that the Board of Regents award the title CSU Professor to Michèle Bacholle of the Department of World Languages & Cultures. The System President Mark E. Ojakian and Provost Jane M. Gates concur with this recommendation. President Núñez's letter of recommendation is attached.

06/07/2019 – BOR Academic & Student Affairs Committee

06/20/2019 – Board of Regents



## EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

*Office of the President*

May 13, 2019

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

**RE: CSU Professor**

Dear Dr. Gates,

This spring semester the CSU Professorship Advisory Committee at Eastern Connecticut State University received multiple high-quality nominations of faculty for the title of CSU Professor. From those nominations the committee enthusiastically endorses Professor Michele Bacholle in the World Languages Department for this appointment. Based on Professor Bacholle's distinguished career, I believe she admirably fulfills the requirements for the position of CSU Professor. Pursuant to Article 5.6 of the CSU Collective Bargaining Agreement between the Board of Regents and the American Association of University Professors, I am pleased to endorse the committee's recommendation, and further request that it be effective at the start of the 2019-2020 academic year.

When the Board endorses this recommendation, Dr. Bacholle will serve as one of two CSU Professors at Eastern Connecticut State University. Professor Kirchmann in the History Department will be our other CSU Professor.

Dr. Bacholle is a distinguished faculty member and a renowned academic with an international reputation. She is a prolific scholar who has balanced her research and professional activity with her teaching and service to Eastern and to her department. Her letters of support from colleagues at Eastern and outside letters from scholars in four countries attest to her work and international reputation.

Dr. Bacholle joined the World Languages faculty at Eastern in 1999 as an Assistant Professor and was promoted to Associate Professor in 2003 and Professor in 2008. Her research interests



include French and Francophone studies, exploring social class, migration, exile, and loss. By exploring these themes, Dr. Bacholle exposes the mimetic epidemiology of psychological pain in the hope of breaking down the taboos around issues of suicide, racism, and poverty. Her particular specialties are the authors Annie Ernaux and Linda Le, and she also has a well-established name in the discourse surrounding the Algerian War of Independence.

### **Scholarly Works**

Since beginning her career at Eastern, Dr. Bacholle has published six sole-authored books, forty-six articles and interviews, forty-eight book reviews, has presented at five international conferences, forty-six national conferences, and has begun giving multi-media "counter presentations." She has published in the top journals in her field and her work has been supported by several CSU grants.

Dr. Bacholle's work on living authors, Annie Ernaux and Linda Le, bring acclaim to her as a scholar and Eastern as an institution. She has established the foundations of worldwide academic discussions on two seminal Francophone writers, using an astounding breadth of literary discourse to do so: feminist, psychoanalytic, Marxist, and new historical. In doing so, she has also established Eastern's international primacy in the world of French and Francophone literature.

Dr. Bacholle knows that to remain an internationally recognized scholar, her work needs to be multi-modal. Her more recent books discuss the intersection of art, photography, and literature. Francophone writers have praised her book *Paroles d'auteurs jeunesse*, for its willingness to disrupt paradigms not just culturally, but textually.

### **Contributions to the Profession**

Like her scholarly work, Dr. Bacholle's contributions to the profession extend from Willimantic to the national and international communities. She participates in governing boards, editorial boards, and dissertation committees. She served as an elected member of the Administration Board of the Conseil International d'Etudes Francophone, and on the editorial boards of Curbstone Press and the Canadian journal *Tessera*.

She is an international expert with numerous requests to speak on Ernaux, Le, and Francophone studies throughout North America and Europe. She has served as an external reviewer for twenty-nine prestigious journals and academic presses. Dr. Bacholle's impressive range of scholarly work has also put her in great demand as an external reviewer for promotion and tenure at other institutions, averaging about one promotion and tenure review every two years.

Professor Michele Bacholle is an eminent scholar of international reputation, clearly representing the high quality and continuous professional excellence indicative of the CSU Professor title. Her accomplishments clearly demonstrate that she has a significant body of scholarly work that is recognized internationally. She has published in multiple highly ranked academic presses and has contributed immensely to the discourse around her field of French



and Francophone studies. In fact, she has been a leading scholar in the modern evolution of that field. Based on these considerations, I fully recommend Professor Bacholle to the Board of Regents for the title of CSU Professor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elsa M. Núñez', written in a cursive style.

Elsa M. Núñez  
President

c: Mr. Mark E. Ojakian, President  
Board of Regents for Higher Education

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Amendment to Satisfactory Academic Progress Policy for Student Financial Aid Recipients

June 20, 2019

- WHEREAS: The Satisfactory Academic Progress Policy for Student Financial Aid Recipients was established March 2005 by the Board of Trustees for Connecticut Community Colleges and revised November 2011, and approved by the Board of Regents on April 7, 2016, and
- WHEREAS: It is stated therein that “Financial aid recipients are limited to one repetition of a previously passed course in their program of study. The second repetition of a previously passed course will not be eligible for financial aid payment”; and
- WHEREAS: Some professional programs and other academic programs are subject to regulatory and/or accreditation standards that are in conflict with this Board Policy; therefore, be it
- RESOLVED: That the Board of Regents for Higher Education amends its Satisfactory Academic Progress Policy for Student Financial Aid Recipients, as detailed below:
- Programs with professional and regulatory standards may have different requirements for repeating courses.

A True Copy:

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

**ITEM**

Amendment of Satisfactory Academic Progress Policy for Student Financial Aid Recipients

**BACKGROUND**

The Connecticut Community College Nursing Program's Nursing Directors Council has brought it to the attention of the Provost and Senior Vice-President for Academic and Student Affairs for the Connecticut State Colleges and Universities that:

As of academic year 2015-16, the CT-CCNP was mandated to align readmission standards and practices with the Board of Trustees policy that affords students the opportunity to repeat all courses for credit up to two times.

It is instructive to note that selective admission programs such as nursing must report and meet program outcomes such as graduation rates and licensure pass rates to comply with the standards of accrediting and/or governing agencies. Less restrictive readmission standards would potentially jeopardize attainment of desired outcomes and the accreditation status.

Accordingly, the Nursing Directors Council has requested that the referenced policy be amended with the following suggested language:

Programs with professional and regulatory standards may have different requirements for repeating courses.

**RECOMMENDATION**

The System's Provost and Senior Vice President for Academic and Students Affairs concurs with the recommendation of the Nursing Directors Council that the Board of Regents adopts the proposed policy amendment.

The referenced policy statement with the proposed amendment is attached.

06/07/2019 – BOR Academic & Student Affairs Committee

06/20/2019 – Board of Regents

**SATISFACTORY ACADEMIC PROGRESS POLICY FOR STUDENT FINANCIAL AID RECIPIENTS CSCU  
COMMUNITY COLLEGES BR#16-041 04-07-2016**

Federal regulations require that a student receiving financial aid under the Title IV programs make satisfactory academic progress (SAP) in accordance with the standards set by the Board of Regents, and the US Department of Education pursuant to 34 CFR 668.34. The contents of this policy were approved by the Board of Regents on April 7, 2016 and are effective at the conclusion of the Spring 2017 semester. Questions concerning this policy should be addressed to the Director of Financial Aid Services at the attending Connecticut Community College.

**POLICY**

Recipients of financial aid under the Title IV programs or other financial aid programs directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program. Students must be cognizant when selecting a program that certain certificates are not eligible for financial aid. The progress standards within are determined in accordance with a student's current primary curriculum in a certificate or degree program.

Satisfactory academic progress for financial aid recipients in both certificate and degree programs is determined using a student's cumulative academic history at the college, by means of Cumulative Grade Point Average (qualitative) and Cumulative Pace (quantitative) components. A student must successfully complete the designated pace percentage (earned credits/attempted credits) according to their program of study. For financial aid purposes, all attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses are also included in this assessment. Transfer credits are counted as both attempted and earned credits in the calculation for determining satisfactory academic progress.

For students who change majors or change between certificate and degree programs, a cumulative academic history is still considered and assessments will be performed based on the primary program of study. A student's cumulative academic history will be evaluated at the end of each payment period and prior to the subsequent term's financial aid disbursement. This policy will be used to evaluate all students uniformly, regardless of their enrollment level. In order to graduate, a minimum cumulative grade point average of 2.0 is required in all courses that are applicable to the program of study.

**Standards for Certificate Seeking Students**

<b>Credits Attempted</b>	<b>Minimum Cumulative GPA</b>	<b>Minimum Completion Pace</b>
0 – 11.99	0.0	0.00%
12 +	2.0	67.00%

**Standards for Degree Seeking Students**

Credits Attempted	Minimum Cumulative GPA	Minimum Completion Pace
0 – 11.99	0.0	0.00%
12 - 30.99	1.7	50.00%
31 - 49.99	2.0	50.00%
50 – 59.99	2.0	60.00%
60 +	2.0	67.00%

**Advising Requirement**

For students falling below a cumulative GPA of 1.7 and/or a minimum completion pace of 50% they will be required to meet with advising staff prior to continuing to receive financial aid

**Repeat/Audit Coursework**

Financial aid recipients are limited to one repetition of a previously passed course in their program of study. The second repetition of a previously passed course will not be eligible for financial aid payment. Audit courses are not financial aid eligible.

**Communication**

Students will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress status will also be made available to students through myCommNet (<http://my.comnet.edu>).

**Maximum Credit Hours**

Students may receive financial aid for any attempted credits in his/her program of study that do not exceed 150% of the published length of the student's educational program at the college. For example, students enrolled in a 60 credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, students enrolled in a 30 credit certificate program may receive financial aid for a maximum of 45 attempted credit hours. Any attempted credits at the college must be included in the calculation. The 150% maximum credit hours rule is applicable to students who change majors, programs, or who pursue a double major.

**Financial Aid Warning**

Students who fail to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning only once during their academic career at the college. Students on Warning may continue to receive financial aid for one payment period despite a determination that the student is not maintaining satisfactory academic progress. The Warning period will be the student's next semester or period of enrollment at the college. Those students who achieve Satisfactory Progress after a Warning period but fail the academic standards at a later date will have an Unsatisfactory Progress status. The college will communicate the Warning status to these students and inform them that they must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid programs at the college.

**Unsatisfactory Progress**

Students who fail to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. The college will communicate a status of Unsatisfactory Progress to students and inform them of the available Reinstatement and Appeal processes.

**Reinstatement Process**

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress standard. Reinstatement to the financial aid programs may also occur upon a successful appeal by the student (see Appeal Process below).

**Financial Aid Probation**

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. Ineligible students have the opportunity to file an appeal regarding their unsatisfactory progress within the assessment for financial aid programs. Students that have failed the academic progress standard and have been approved with a successful appeal will be considered on Financial Aid Probation. The terms of Financial Aid Probation are set by the college during the Appeal Process.

**Appeal Process**

Students may request consideration for reinstatement to the financial aid programs through the following Appeal Process:

If a student feels their failure to meet the minimum satisfactory academic progress standard was the result of an unusual or extraordinary situation that affected successful progression, the student may appeal to the Financial Aid Office. Examples of personal mitigating circumstances could include illness or injury of the student or dependent of the student, a death in the family, or other undue hardship as the result of special circumstances. An appeal form is available in the Financial Aid Office.

To provide consistency in decision-making, a designated administrator or committee at the attending institution will make all appeal decisions in a timely manner upon review of the appeal form and any applicable documentation. The student must:

1. In writing, explain the extenuating circumstances causing the non-compliance;
2. In writing, give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation; and

3. Substantiate it with third party documentation (i.e. physician's note).

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of the subsequent enrollment period, a designated administrator at or committee at the attending college will devise an appropriate academic plan for the upcoming semester with the student. For example, the terms of an academic plan may be as follows:

1. Register and successfully complete a minimum of six (6) credits; and
2. Successfully complete these courses with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may remain on Financial Aid Probation and continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will become ineligible to participate in all financial aid programs until the student is able to once again meet the minimum requirements for academic progress. Student progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with this policy.

If the student's appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes with a GPA of 2.0 or better, the student may appeal again after that semester.

#### Amendment

Programs with professional and regulatory standards may have different requirements for repeating courses.

*Effective March 2005 Revised*

*November 2011*

*BOR Approved 4/7/16*

*Amended 6/20/19*