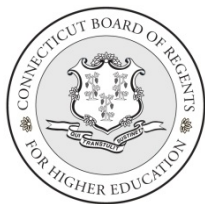




**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

**Thursday, August 25, 2016 –
approximately 12:00 or at conclusion of Executive Committee meeting
61 Woodland Street, Htfd., CT – Board Room (ground floor)**

1. Approval of Minutes
 - a. June 3, 2016
2. CONSENT ITEMS
 - a. Terminations
 - i. Entrepreneurship Certificate – Tunxis CC
 - ii. E-Commerce Certificate – Tunxis CC
 - b. State Institutional Accreditation – Asnuntuck CC
 - c. Extension of State Accreditation date – Gateway CC
3. ACTION ITEMS
 - a. Modifications
 - i. Marketing Management – Tunxis CC
 - ii. Dietetic Technology – Gateway CC
 - iii. Educational Leadership and Policy Studies (Hamden) – 6th Yr Diploma – SCSU
 - iv. Educational Leadership and Policy Studies (Meriden) – 6th Yr Diploma – SCSU
 - v. Educational Leadership and Policy Studies (New Britain) – 6th Yr Diploma – SCSU
 - vi. Educational Leadership and Policy Studies (Waterford) – 6th Yr Diploma – SCSU
 - vii. Reading Teacher Education (Waterbury) – 6th Yr Diploma – SCSU
 - viii. Reading Teacher Education (Waterbury) – MS – SCSU
 - b. New Programs
 - i. Cybersecurity – BBA – Western CSU
 - ii. Medical Laboratory Technician – AAS – Quinebaug Valley CC
 - c. Appointment to Robert C. Vance Endowed Chair – Central CSU
 - d. Professor Designation – Dr. Terrell W. Bynum – Southern CSU
 - e. NEASC accreditation for Danbury location – NVCC
4. INFORMATION ITEMS
 - a. Below-Threshold Items
 - i. HVAC Energy Analysis Certificate – Tunxis CC
 - ii. Energy Core Certificate – Tunxis CC
 - iii. English Language Pathways Program (ELPP) – Southern CSU
 - b. NEASC acceptance of progress report – WCSU
 - c. NEASC acceptance of Charter Oak SC contract with College Unbound
5. OTHER BUSINESS



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – June 3, 2016

9:30 a.m.– 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Stephen Adair, Naomi Cohen (by conf.), Lawrence DeNardis (by conf.)

Regents Absent: Holly Palmer, Catherine Smith

Staff Present: Estela Lopez, Elsa Nunez, Jason Ebbeling, Bill Gammell, Jan Kiehne, Maureen McClay, Ernestine Weaver

Other Attendees: Michael Alfano (CCSU), Carmen Cid (ECSU), Ilene Crawford (SCSU), Russ Gladstone (WCSU), Michele Howard-Swan (ACC), Jerry Ice (TRCC), Carl Lovitt (CCSU), William Lugo (ECSU), Joan Nicoll-Seaft (CCSU), Dimitrios Pachis (ECSU), Nicholas Parsons (ECSU), Eileen Peltier (ACC), Ron Picard (NVCC), Ryan Pierson (CCC), Theresa Severanie (ECSU), Mike Stefanowicz (ACC)

The meeting was called to order by Chair Harris at 9:33 a.m.

1. Approval of Minutes – April 29, 2016. **On a motion by L. DeNardis, seconded by N. Cohen, the minutes were unanimously approved.**

Chair Harris announced a change in the order of agenda items to accommodate schedules. Item 4.c. and d. would be considered first.

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

Chair Harris introduced Ernestine Weaver and mentioned the change in legislation necessitating the revision. Attorney Weaver provided more background, noting the legislation was PA 16-106. The revision incorporates the required changes in addition to language needed for mandated reporters. She reviewed each document and explained changes. **There was a motion to approve revisions in both documents by N. Cohen, seconded by L. DeNardis.** There were a few questions with Ms. Weaver providing clarification. **The vote was taken and unanimously approved.**

2. Consent Items. **On a motion by N. Cohen, seconded by L. DeNardis, Consent Items were unanimously approved.** Consent items approved were:
 - a. Terminations
 - i. Health Careers Pathway – Certificate (C2) - TRCC
 - ii. Early Childhood Education – Certificate – QVCC

- iii. Advertising/Public Relations – Certificate – TRCC
- iv. Laser/Fiber Optics Engineering Technology – AS – TRCC

3. Presentation on Integrated Library System. Chair Harris introduced Provost Lopez, mentioning the benefits of an integrated library system. Provost Lopez provided preliminary remarks on the project and introduced the new Director of the project, Veronica Kenausis, also Library Director at Western CSU. Ms. Kenausis named the other members of the implementation team and delivered a Powerpoint presentation. Regents complimented the project. Comments and questions included books and materials for the blind, online access to e-journals, and licensing requirements.

4. Action Items

a. Modifications

- i. Master of Arts in Teaching – CCSU. Dr. Lopez provided preliminary remarks and introduced Provost Lovitt and colleagues from Central. Dr. Lovitt introduced Dean Michael Alfano and Joan Nicoll-Seaft. They described the modification, redesign of courses and two primary areas. **A motion to approve was made by N. Cohen and seconded by L. DeNardis.** Questions were addressed. **The vote was taken and unanimously approved.**
- ii. Liberal Arts and Sciences – AA – NVCC. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Dr. Lopez gave a brief overview and introduced Associate Dean Ron Picard. Dean Picard remarked that modification approval is required to begin offering the program at the Danbury campus. There were a few questions. Dean Picard noted the NEASC accreditation of the Danbury campus and observed that the program was TAP compliant, with a Gen Ed Framework. **The vote was unanimously approved.**
- iii. Electrical Engineering Technology – AS – TRCC. **A motion was made by L. DeNardis, seconded by N. Cohen.** Dr. Lopez introduced Dean Jerry Ice, Interim Dean at Three Rivers. She noted the modification was basically a name change. Dean Ice offered further comments explaining the combining of two separate programs into one with a new title. Questions were addressed. **The vote was taken and unanimously approved.**
- iv. Psychology – BS – SCSU. Dr. Lopez introduced Asso.Vice President Ilene Crawford and provided an overview. Dr. Crawford provided details on the modification noting it was mainly a name change. There were some questions and discussion. **On a motion by N. Cohen, seconded by L. DeNardis, the vote was taken and unanimously approved.**
- v. Psychology Minor – SCSU. Dr. Crawford noted the reasons for the distinction between the general Psychology program and the minor. **A motion to approve was made by N. Cohen, seconded by L. DeNardis. The vote was unanimous approval.**

b. New Programs

- i. Criminology – BA – ECSU. Provost Lopez provided preliminary remarks noting the background work done by Eastern and introduced Dr.Pachis and

the team from Eastern. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Provost Pachis provided details remarking on the market study and strong demand, and the innovative aspects of the program. Of particular note was the assessment component. The Regents noted the good job in researching the program. **The vote was taken and unanimously approved.**

- ii. Registered Medical Assistant – Certificate – Asnuntuck CC. Dr. Lopez presented Dean Michael Stefanowicz and colleagues from Asnuntuck and provided introductory remarks noting the program was moving from the non-credit side. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dean Stefanowicz emphasized again the long-established non-credit program, noting the move to credit will give students financial aid and address the high demand. **The vote was taken and unanimously approved.**

5. Information Items

- a. NEASC Accreditation – Asnuntuck CC. Regent Harris remarked on the fine report. Dr. Lopez mentioned the areas of emphasis, including diversification. Dean Stefanowicz first noted that President Lombella sent his regrets (he was presenting at a conference out of state). He stated they were pleased with the visit and the report that they were already working on information provided on initiatives to address. Regent Harris mentioned the commendation on graduation rates.
- b. Report on Program Actions. Regent Harris commented that this report was in response to the Committee's request for this annual information. Provost Lopez thanked Arthur Poole for preparing the report and provided some details and highlights.
- c. Presentation – CSCU Employment & Wage Outcomes. Jan Kiehne provided a Powerpoint presentation and details. Questions and discussion ensued.

- 6. Other business. Dr. Lopez gave remarks regarding her experience the last year and a half as provost, providing comments and thanks to each of her staff members. Chair Harris also gave their thanks noting the Board's deep appreciation. Regent Cohen added comments of praise and thanks, with Regent DeNardis also noting a marvelous job.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** The meeting adjourned at 11:32 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Terminations

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the terminations of the following programs at Tunxis Community College:

- A program in Entrepreneurship leading to an undergraduate certificate (C2) at Tunxis Community College effective September 30, 2016; and
- A program in e-Commerce leading to an undergraduate certificate (C2) at Tunxis Community College effective September 30, 2016.

A True Copy:

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

ITEM

Termination of a program in Entrepreneurship leading to an undergraduate certificate (C2) at Tunxis Community College, effective September 30, 2016.

BACKGROUNDSummary

Enrollment in this certificate has been minimal. The main reason is the low enrollment (and subsequent frequent cancelation) of classes required in the certificate, but which only serve as directed electives in the Business Administration degree. While these optional electives transfer seamlessly to most private bachelor degree programs, they are only taken as free electives within the CSUs. The result is that the certificate specific classes have become impossible to run and students are requiring numerous substitutions to complete the program.

Rationale

See summary above.

Phase Out/Teach Out Strategy

There are currently no students enrolled in this program, so phase out/teach out is not necessary.

Resources

None.

7/27/2016 – Academic Council

8/25/2016 – Academic & Student Affairs Committee

9/16/2016 – Board of Regents

ITEM

Termination of a program in e-Commerce leading to an undergraduate certificate (C2) at Tunxis Community College, effective September 30, 2016.

BACKGROUNDSummary

Enrollment in this certificate has been minimal. The main reason is the low enrollment (and subsequent frequent cancelation) of classes required in the certificate, but which only serve as directed electives in the Business Administration degree. While these optional electives transfer seamlessly to most private bachelor degree programs, they are only taken as free electives within the CSUs. The result is that the certificate specific classes have become impossible to run and students are requiring numerous substitutions to complete the program.

Rationale

See Summary above.

Phase Out/Teach Out Strategy

There is presently one student enrolled in this certificate, who will be allowed to complete with course substitutions.

Resources

None.

7/27/2016 – Academic Council

8/25/2016 – Academic & Student Affairs Committee

9/16/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Asnuntuck Community College

September 16, 2016

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and grant accreditation to Asnuntuck Community College until September 30, 2020.

A True Copy:

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

ITEM

Institutional Accreditation of Asnuntuck Community College

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation.

Asnuntuck Community College was last accredited by the Board of Governors for Higher Education in 2011, and recently submitted a 10-year self-study report as well as underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

RATIONALE

NEASC continued the College's regional accreditation having found the institution to be substantially in compliance with its *Standards for Accreditation*. In issuing its evaluation, NEASC identified the following noteworthy findings:

- An outstanding, comprehensive self-study demonstrating the institution's many accomplishments and strengths
- Notable success in the systematic use of data to inform mission-centric planning, decision-making, and resource allocation
- Success in securing grants and other funding to establish a state-of-the-art Advanced Manufacturing Technology Center
- Success in implementing intentional high-tech/high-touch initiatives to increase retention and graduation rates and for achieving the highest graduation rates in the Connecticut Community College system and maintaining retention rates well above the national average for community colleges
- Consistent academic quality, well-qualified faculty and staff and the noteworthy praise that students feel they are the institution's top priority
- Institutional resources are managed and used effectively, a strategic planning process ensuring improvements are fiscally sound and thoughtfully planned
- Despite decreased state support and economic uncertainty, institution's focus on seeking revenue generating ideas

Areas for follow-up due in an Interim Report in Fall 2020 include:

- Developing and implementing plans to assess student learning and use the results for improvement;
- Strengthening communication among constituents at the College;
- Evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical trades;
- Implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates

The next scheduled comprehensive evaluation is due in Fall 2025.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents

ITEM

Institutional Accreditation of Asnuntuck Community College

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation.

Asnuntuck Community College was last accredited by the Board of Governors for Higher Education in 2011, and recently submitted a 10-year self-study report as well as underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

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- Notable success in the systematic use of data to inform mission-centric planning, decision-making, and resource allocation
- Success in securing grants and other funding to establish a state-of-the-art Advanced Manufacturing Technology Center
- Success in implementing intentional high-tech/high-touch initiatives to increase retention and graduation rates and for achieving the highest graduation rates in the Connecticut Community College system and maintaining retention rates well above the national average for community colleges
- Consistent academic quality, well-qualified faculty and staff and the noteworthy praise that students feel they are the institution's top priority
- Institutional resources are managed and used effectively, a strategic planning process ensuring improvements are fiscally sound and thoughtfully planned
- Despite decreased state support and economic uncertainty, institution's focus on seeking revenue generating ideas

Areas for follow-up due in an Interim Report in Fall 2020 include:

- Developing and implementing plans to assess student learning and use the results for improvement;
- Strengthening communication among constituents at the College;
- Evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical trades;
- Implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates

The next scheduled comprehensive evaluation is due in Fall 2025.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Gateway Community College

September 16, 2016

RESOLVED: That the Connecticut Board of Regents for Higher Education extend the State accreditation of Gateway Community College until December 30, 2016

A True Copy:

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

ITEM

Extension of Institutional Accreditation of Gateway Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Connecticut Board of Regents for Higher Education extend the State accreditation of Gateway Community College until December 30, 2016

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless the Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

RATIONALE

Gateway Community College was last accredited by the Board of Governors for Higher Education in 2011 until June 30, 2016, following the acceptance of the College's fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC's comprehensive 10-year evaluation was scheduled in Spring 2016 and the college is awaiting their final report. The extension of the College's state accreditation until December 30, 2016 will allow for the actions of the Commission to be reported with sufficient time for the Board of Regents to review reports from NEASC and then take action on the state accreditation of the College.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Marketing Management leading to a Certificate at Tunxis Community College to modify courses and change the name to *Marketing*.

A True Copy:

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

ITEM

Modification of a program in Marketing Management leading to a Certificate at Tunxis Community College

BACKGROUND**Summary**

Change #1: Name Change – from Marketing Management to Marketing. Marketing Management inaccurately infers that the certificate holder will be qualified for a management position.

Change #2: Changes in course requirements.

Need for the Program

Employers are seeking entry level marketing employees who are skill-based, and these modifications address these needs for current employees who need specific skills in marketing to attain a higher position. This certificate will also provide specific marketing skills for students who already possess a bachelor's degree in another area of business who wish to specialize. Entry level jobs include sales representatives, customer service representatives, and marketing assistant.

Curriculum

The new courses are skill based, rather than program based, and will provide the certificate holder the tangible skills needed to be successful in an entry level marketing position. Also, two of the former required classes –Consumer Behavior and Integrated Marketing Communications--regularly are cancelled due to low enrollment, inhibiting students from completing the certificate without numerous substitutions.

Students

This is a low enrollment program, currently with only 5 FTE and most recently 4 graduates. In the past, it has had as many as 20 students and 15 graduates. It is hoped that with a closer alignment to the skills needed in the workforce that enrollment will increase.

Faculty

No additional faculty are needed. All of the courses are regularly taught as either part of the business administration program or other disciplines.

Learning Resources

Only those regularly used by all Tunxis students.

Facilities

Only those regularly used by all Tunxis students.

Fiscal Note

No additional costs associated with the program modification.

Review of Documents:

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

7/27/2016 – Academic Council

8/25/2016 – Academic & Student Affairs Committee

9/16/2016 – Board of Regents

CURRENT PROGRAM			PROPOSED PROGRAM (MODIFIED)		
			ENG*101	Composition	3
BMK*201	Principles of Marketing (a)	3	BMK*201	Principles of Marketing (a)	3
BMK*207	Consumer Behavior (a)	3	SOC*101	Principles of Sociology	3
			NMC 101	New Media Perspectives OR	
			COM *101	Intro to Mass Communications OR	
BMK*245	Integrated Marketing Communications (a)	3	COM*121	Journalism	3
			COM*173	Public Speaking OR	
	Marketing or Communication Elective	3	ENG*106	Writing for Business	3
			GRA*110	Intro to Computer Graphics OR	3
	Marketing or Communication Elective	3		Photography Elective	
ART*141	Photography OR			200-level Marketing or Communication Elective	3
GRA*110	Intro to Computer Graphics	3			
TOTAL CREDITS		18			
			TOTAL CREDITS		21

Course Sequence & Prerequisites:

		CURRENT PROGRAM				PROPOSED PROGRAM (Modified)			
		course #	course title	credits	prereq	course #	course title	credits	prereq
First Semester		BMK*201	Principles of Marketing	3	ENG 101 CoReq	ENG*101	Composition	3	C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162)
		ART*141	Photography OR		None	BMK*201	Principles of Marketing	3	ENG 101 CoReq
		GRA*110	Intro to Computer Graphics	3	None	SOC*101	Principles of Sociology	3	C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]
		first semester credits:		6		first semester credits:		9	
Second Semester		BMK*207	Consumer Behavior (a)	3	BMK 201	NMC 101 COM *101 COM*121	New Media Perspectives OR Intro to Mass Comm. OR Journalism	3	NMC 101 and Com 101: C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]
			Marketing or Communication Elective	3	Various	COM*173 ENG*106	Public Speaking OR Writing for Business	3	COM 121: C or better in Composition (ENG*101) COM 173: C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101] ENG 106: C- or better in Composition (ENG*101), or permission of Department Chair
		second semester credits:		6		second semester credits:		6	
		BMK*245	Integrated Marketing Communications (a)	3	BMK 201	GRA*110	Intro to Computer Graphics OR Photography Elective	3	None None
			Marketing or Communication Elective	3	Various		200-level Marketing or Communication Elective	3	Various
		third semester credits:		6		third semester credits:		6	
		TOTAL CREDITS:		18		TOTAL CREDITS:		21	

2. Relationship of the modification to approved programs:

[If the program being modified is linked to a degree program or a program option, make sure to complete the appropriate side-by-side program tables (found in **TX Program Revision – Related Programs**) and paste them here, in answer to this question]

	PARENT DEGREE PROGRAM			PROPOSED (MODIFIED) CERTIFICATE			
General Education Requirements:	ENG*101	Composition (a)	3	ENG*101	Composition (a)	3	
	Select two of the following courses:						
	ENG*103	Composition II (a)		COM*173 Public Speaking OR ENG*106 Writing for Business		3	
	COM*173	Public Speaking (c) OR	6				
	ENG*106	Writing for Business (a)(c)					
	Fine Arts	Fine Arts Elective (f)	3	GRA*110 Intro to Computer Graphics OR Photography Elective		3	
	Social Science	ECN*101	Principles of Macroeconomics (a)	3			
		ECN*102	Principles of Microeconomics (a)	3			
	Mathematics	MAT*165	Elem Statistics with Computer Apps (a)	4			
	Natural Science		Science Elective (d)	3-4			
TOTAL GENERAL EDUCATION CREDITS:			25-26				
Core Program Requirements:	BMG*202	Principles of Management (a) OR	3				
	BMG*210	Organizational Behavior *					
	BMK*201	Principles of Marketing (a)	3	BMK*201	Principles of Marketing (a)	3	
	ACC*113	Principles of Financial Accounting	3				
	BBG*115	Business Software Apps	3				
	BBG*231	Business Law I (a)	3				
	BFN*201	Principles of Finance (a)	3				
	BBG*292	Practicum ** (a) OR					
	BBG*290	Business Programs Capstone (a)(1-cr) AND Directed Elective (c)	3-4				
	ACC*117	Principles of Managerial Accounting (a)	3				
	BBG*240	Business Ethics (a)	3				
	TOTAL PROGRAM REQ. CREDITS:			27-28			
		Directed Elective	3	SOC*101	Principles of Sociology	3	
		Directed Elective	3		200-level Marketing or Communication Elective	3	
		Directed Elective	3	NMC 101 COM *101 COM*121	New Media Perspectives OR Intro to Mass Communications OR Journalism	3	
	TOTAL OPTION CREDITS:		9	TOTAL OPTION CREDITS: 0			
	TOTAL CREDITS		61-64	TOTAL CREDITS 21			

3. Resources (specific existing and new costs which will be used to support the program):

- faculty (state credentials and current teaching assignments)
- library (holdings in area of specialization and related fields)
- specialized equipment
- other pertinent information

None

Approved by

(President)

(Date)
BOT

APSAC

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Dietetic Technology leading to an Associate of Science degree at Gateway Community College to change the name to *Nutrition and Dietetics*.

A True Copy:

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

ITEM – Gateway Community College – Modification of an AS degree**Name Change Only:****From: Dietetic Technology****To: Nutrition and Dietetics****BACKGROUND****Summary**

Name change from Dietetic Technology to Nutrition and Dietetics. The national accrediting body, has changed its name to the Academy Nutrition and Dietetics. Gateway Community College's advisory committee, Allied Health and Nursing Division and Nutrition faculty members support the name change to align with current national industry standards.

Need for the Program

There is a growing demand for qualified personnel in the field of nutrition and dietetics throughout the United States. The registered dietetic technician works under the supervision of the registered dietitian in health care, community nutrition, and food service management. Registered dietetic technicians function as active members of the nutrition team by assessing, planning, implementing, and evaluating the nutritional care of individuals or by supervising food service operations.

Curriculum

NTR* 101 Intro. To Dietetics		3	NTR* 210 Nutrition Internship I		3
NTR* 102 Nutrition I		3	NTR* 212 Nutrition Internship II		3
NTR* 120 Foods		3	NTR* 214 Nutrition Internship III		3
BIO* 115 Human Biology		4			
NTR* 103 Nutrition Therapy I		3			
NTR* 105 Food Mgmt. Systems		3			
NTR* 104 Life Cycle Nutrition		3			
NTR* 201 Community Nutrition Educ.		3			
NTR* 202 Nutrition Therapy II		3			
NTR* 205 Management in Dietetics		3			

Students

Many work environments require that an individual be credentialed as a DTR—they work in: Hospitals, HMOs, clinics, nursing homes, retirement centers, hospices, home health-care programs and research facilities, schools, day-care centers, correctional facilities, restaurants, health-care facilities, corporations, hospitals, etc.

Faculty

- Marcia Doran, M.S. R.D.N. Professor/Program Coordinator. B.S. University of Connecticut, M.S. University of Bridgeport
- Elaine Lickteig, M.S. R.D.N. Assistant Professor/Clinical Coordinator. B.A. Michigan State University, M.S. University of Connecticut.

Learning Resources

All resources are currently held by the college. No additional resources are needed.

Facilities

State of the art facilities are in place on Gateway's Downtown Campus including food labs and classroom technology.

Fiscal Note

Approximate current enrollment in the program is 75-80 students.

Accreditation:

- Accreditation Council for Education in Nutrition and Dietetics.
- Students are eligible to take: DTR, A.N.D., ANFP, CDM, CFPP examinations.

7/27/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College		Date of Submission to BOR Office:	
Most Recent NEASC Institutional Accreditation Action and Date:			
Original Program Characteristics CIP Code No. 513103 Title of CIP Code CIP Year: 2000 or 2010 Name of Program: Dietetic Technology Degree: Title of Award (e.g. Master of Arts) AS Certificate: (specify type and level) Date Program was Initiated: Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60 - 61		Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program</u> (sum of all #Cr above): 36 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24	
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) x Change of Degree Title or Program Title			
Modified Program Characteristics Name of Program: Nutrition and Dietetics Degree: Title of Award (e.g. Master of Arts) AS Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60 - 61 Other:		Modified Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program</u> (sum of all #Cr above): 36 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 36 (60 total credits in program)	
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Allied Health Department, 20 Church Street, New Haven, CT			
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: Accreditation Council for Education in Nutrition and Dietetics. If program prepares graduates eligibility to state/professional license, please identify: Eligible to take: DTR, A.N.D., ANFP, CDM, CFPP examinations. (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)			
Institutional Contact for this Proposal: Mark Kosinski		Title: Academic Dean Tel.: 203.285.2077 e-mail:	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

		mkosinski@gatewayct.edu
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BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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)

Name Change Only

From: Dietetic Technology

To: Nutrition and Dietetics

As applicable, please describe:

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

There is a growing demand for qualified personnel in the field of nutrition and dietetics throughout the United States. The registered dietetic technician works under the supervision of the registered dietitian in health care, community nutrition, and food service management. Registered dietetic technicians function as active members of the nutrition team by assessing, planning, implementing, and evaluating the nutritional care of individuals or by supervising food service operations.

Dietetic technicians, work independently or as a team member under the supervision of registered dietitians in a variety of employment settings, including healthcare, business and industry, community/public health, foodservice and research. Many work environments require that an individual be credentialed as a DTR—they work in:

Hospitals, HMOs, clinics, nursing homes, retirement centers, hospices, home health-care programs and research facilities helping to treat and prevent disease by conducting screens, gathering data and performing other tasks to assist the registered dietitian in providing medical nutrition therapy as an important part of health-care teams.

Schools, day-care centers, correctional facilities, restaurants, health-care facilities, corporations and hospitals, managing employees, purchasing and food preparation and preparing budgets within foodservice operations.

Women, infant, children (WIC) programs, public health agencies, Meals on Wheels and community health programs, developing and teaching nutrition classes for the public.

Health clubs, weight management clinics and community wellness centers, helping to educate clients about the connection between food, fitness and health.

Food companies, contract food management companies or food vending and distributing operations developing menus, overseeing foodservice sanitation and food safety and preparing food labeling information and nutrient analysis.

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

The program has two full-time faculty members and four part-time faculty members. All faculty members are available for office hours and actively work with students in and outside of the classroom. In addition, students utilize the Allied Health and Nursing Advisor, Center for Educational Services, Student Success and Counseling department and the numerous student services available at Gateway Community College.

The program curriculum has been revised to meet the Standards of Education for the Dietetic Technician of the Accreditation Council for Education in Nutrition and Dietetics, the new general education requirements at Gateway Community College effective Fall 2016 and the scope of practice for the Dietetic Technician, Registered.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Gateway Community College is located in downtown New Haven and is convenient for students via public transportation and offers free parking for those who drive. As a state-of-the-art facility, students have access to the Library and Learning Commons, many student-focused study and gathering areas, two Allied Health and Nursing computer labs and simulation labs.

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
Students who wish to, may transfer to an A.N.D. –approved four-year program in nutrition and dietetics.
- Please indicate what similar programs exist in other institutions within your constituent unit ³, and how unnecessary duplication is being avoided
This is the only accredited Nutrition and Dietetics program in our service area and the only program in the Connecticut Community College system.
- Please provide a description/analysis of employment prospects for graduates of this proposed program
According to Academy of Nutrition and Dietetics' 2009 Dietetic Compensation and Benefits Survey, half of all DTRs in the US who have been working in the field full-time less than five years earn between \$33,800 and \$37,700 per year. Salary levels vary with region, employment setting, geographic location, scope of responsibility and supply of DTRs.

The job market for dietetic technicians, registered is assumed to be similar to that for dietitians and nutritionists. According to the US Bureau of Labor Statistics, employment of dietetic technicians is expected to grow faster than average for all occupations through the year 2020 because of increasing emphasis on disease prevention, a growing and aging population, and public interest in nutrition. Employment in hospitals is expected to show little change because of anticipated slow growth and reduced lengths of hospital stay; however, faster growth is anticipated in nursing homes, residential care facilities and physician clinics.

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.)*

Nature of Modification: Program Name Change

Current Name: Dietetic Technology

Proposed Name: Nutrition and Dietetics

The national accrediting body, has changed its name to the Academy Nutrition and Dietetics. In addition, the four-year degree program at the University of New Haven has changed its program name to Nutrition and Dietetics to agree with the Academy. Gateway Community College's advisory committee, Allied Health and Nursing Division and Nutrition faculty members support the name change to align with current national industry standards.

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 additional resources are necessary.

Other Considerations

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year __16__		First Term, Year __15__		First Term, Year __14__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
ACTUAL Headcount Enrollment		75		78		75
ACTUAL FTE per Year						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i> ⁴						
Course Number and Name ⁵	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NTR* 101 Intro. To Dietetics			3	NTR* 210 Nutrition Internship I		3
NTR* 102 Nutrition I			3	NTR* 212 Nutrition Internship II		3
NTR* 120 Foods			3	NTR* 214 Nutrition Internship III		3
BIO* 115 Human Biology			4			
NTR* 103 Nutrition Therapy I			3			
NTR* 105 Food Mgmt. Systems			3			
NTR* 104 Life Cycle Nutrition			3			
NTR* 201 Community Nutrition Educ.			3			
NTR* 202 Nutrition Therapy II			3			
NTR* 205 Management in Dietetics			3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Scientific and Evidence Base of Practice: general understanding of scientific information and research related to the dietetic technician level of practice. Learning outcome – access data, references, patient education materials, consumer and other information from credible sources. 2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the dietetic technician level of practice. Learning outcome – Establish collaborative relationships with internal and external stakeholders, including patients, clients, caregivers, other health care professionals and support personnel to facilitate individual and organizational goals. 3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations at the dietetic technician level of practice. Learning outcome – Develop or select print and electronic nutrition education materials for disease prevention and health improvement that are culturally sensitive, age appropriate and designated for the educational level of the audience. 4. Practice Management and Use of Resources: application of principles of management and systems in the provision of clinical and customer services to individuals and organizations at the dietetic technician level of practice. Learning outcome – Complete documentation following guidelines required by the practice setting. 						

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of the programs listed below at Southern Connecticut State University to offer the programs at an off-site locations:

- Modification of programs in Educational Leadership and Policy Studies leading to a Sixth Year Diploma at Southern Connecticut State University to offer the programs at the following four off-campus sites:
 - Hamden
 - Meriden
 - New Britain
 - Waterford
- Modification of programs in Reading Teacher Education leading to a Sixth Year Diploma at Southern Connecticut State University to offer the program at an off-campus site at Waterbury
- Modification of a program in Reading Teacher Education leading to a Master's of Science degree at Southern Connecticut State University to offer the program at an off-campus site at Waterbury

A True Copy:

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

ITEM

Modification to programs in Educational Leadership and Policy Studies leading to a Sixth Year Diploma at Southern Connecticut State University (Hamden; Meriden; New Britain; Waterford)

Modification to programs in Reading Teacher Education leading to a Sixth Year Diploma at Southern Connecticut State University (Waterbury)

Modification to a program in Reading Teacher Education leading to Master's of Science degree at Southern Connecticut State University (Waterbury)

BACKGROUND**Summary**

The only modification requested is to offer the programs at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

Need for the Programs

Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

The Connecticut State Department of Education requires 30 months of prior teaching experience in order to be certified in Remedial Reading and Remedial Language Arts. Teachers earning this certification have a broad background of successful teaching experience. This, combined with the need for teachers who are well equipped to provide reading instruction, gives teachers who have certification as a remedial reading and remedial language arts a competitive advantage in the hiring process.

Curriculum

The only modification requested is to offer the programs at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

*Figures below are for **total** number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

ACTUAL Enrollment	First Term, Year __12__		First Term, Year _13__		First Term, Year _14__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

New Students	10	28	26	15	3	13
Returning Students	23	67	12	75	31	77
ACTUAL Headcount Enrollment	33	95	38	90	34	90
ACTUAL FTE per Year	77		81		65	
Size of Credentialed Group for Given Year	27		27		34	
Please note that institutional research combines enrollment for MS and Sixth Year students. The figures for credentialed group are for Remedial Reading and Remedial Language Arts only.						

Graduate cohorts must have a minimum enrollment of 12 students. Enrollment shall be capped at a maximum of 20 students.

Faculty

Southern's Reading Program has highly-trained faculty and an excellent reputation. There is a well-developed curriculum and program faculty are experienced in teaching the courses within the program. Additionally, the program utilizes adjunct instructors, as needed, who are carefully vetted and have practical, experiential knowledge to share with students. The program faculty are skilled at creating learning environments that foster professional relationships with creating a peer network that peers that remain strong and supportive. The program has a sufficient quantity of the reading assessments and other materials to support instruction at the off-site location.

Learning Resources

Students enrolled in off-site cohorts will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the School of Education (use of TK20 for data collection, adherence to the standards outlined in the SOE Conceptual Framework and the Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.).

Facilities

School districts hosting the cohort will provide access to school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters in addition to summer literacy clinics at no cost to SCSU or minimal cost to be determined by the oversight committee and as agreed upon by SCSU.

Fiscal Note

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council

- e) System Office

Accreditation:

SCSU is fully accredited by NEASC until 2022. The Graduate Reading Program is also fully accredited (with no areas for improvement) by the International Literacy Association.

6/8/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: May, 26, 2016
Most Recent NEASC Institutional Accreditation Action and Date: 10 year accreditation received in 2012	
Original Program Characteristics CIP Code No. 130401 Title of CIP Code Educational Leadership & Administration, General CIP Year: 2000 or 2010 Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma : (specify type and level) Date Program was Initiated: Jan 1, 1976 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
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 <input checked="" type="checkbox"/> Offering of Program at Off-Campus Location (specify new location) Hamden Public School District; specific school facility to be mutually determined Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma : (specify type and level) Program Initiation Date: Fall 2016 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; main campus	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify Intermediate Administrator Certification (092) (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

licensing agency)

Institutional Contact for this Proposal: Dr. Ellen Durnin

Title: Provost and
Vice President of
Academic Affairs

Tel.: 1 (203) 392- 5350

e-mail: durnine1@southernct.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As applicable, please describe:

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

Effective school leadership has a significant impact on student achievement. Improving student achievement is especially important in Connecticut because of the need to close a large achievement gap. Unfortunately, according to the most recently released data by the Connecticut State Department of Education (CSDE), Intermediate Administrator (school leadership) positions continue to be hard to fill in Connecticut; this certification remains on the CSDE list of designated shortage areas for 2016-17 school year. Focusing on expanding the pool of effective school leaders by offering programming at this off-campus location will address Connecticut's shortage of Intermediate Administrators, and it will also provide effective school leaders that will improve the college and career readiness of P-12 students.

- 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?

Southern's Educational Leadership & Policy Studies Department prepares the largest number of school leaders in Connecticut. There is a well-developed curriculum and department faculty are experienced in teaching the courses within the program. Additionally, because of the large number of alumni of the program who are employed in Connecticut public schools, the Department has a adjunct instructors who are familiar with the coursework and have practical, experiential knowledge to share with students. Faculty in the Educational Leadership & Policy Studies Department are skilled at creating learning environment for school leadership candidates that foster professional relationships with peers which remain strong and supportive throughout their administrative careers.

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

No transfer agreements will become instituted.

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

According to the Connecticut Office of Higher Education, both Central Connecticut State University and the University of Connecticut offer programs in Educational Leadership. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and expenses; in addition, students can be assured of timely progress through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

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

Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

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

The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Other Considerations

none

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

*Figures below are for total number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

ACTUAL Enrollment	First Term, Year __12__		First Term, Year _13__		First Term, Year _14__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	2	83	3	63	0	38
Returning Students	10	125	10	225	8	229
ACTUAL Headcount Enrollment	13	288	13	288	8	267
ACTUAL FTE per Year	137		158		156	
Size of Credentialed Group for Given Year	73		88		145	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴						
Course Number and Name ⁵	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NOT APPLICABLE						
Core Course Prerequisites				Elective Courses in the Field		
NOT APPLICABLE						
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)						
1. 2. 3. NOT APPLICABLE 4. 5. 6. 7.						

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Connecticut Board of Regents for Higher Education

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

Institution	Southern Connecticut State University	Date	May 23, 2016
Proposed Program	EDL 6th Year Diploma (Offsite - Hamden)		

PROJECTED Enrollment	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)		12		12		12
Continuing (students progressing to credential)						
Headcount Enrollment	0	12	0	12	0	12
Total Estimated FTE per Year						

PROJECTED Program Revenue	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$141,696		\$94,464		\$141,696
Program-Specific Fees						
Other Rev. (Registration Fee)	\$2,475		\$2,475		\$2,475	
Total Annual Program Revenue	\$144,171		\$96,939		\$144,171	

PROJECTED Expenditures*	FY 2017		FY 2018		FY 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)	2.00	\$40,320	2.00	\$26,880	2.00	\$40,320
Support Staff						
Mileage Reimbursement		\$389		\$389		\$389
Custodial Services		\$750		\$750		\$750
Other (e.g. student services)						
Estimated Indirect Cost @ 18%		\$7,463		\$5,043		\$7,463
Total ESTIMATED Expenditures		\$48,922		\$33,062		\$48,922

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

Assumptions:

Program consists of 30 graduate credits, all taken on a part time basis

Cohorts will run consecutively; each consisting of a minimum of 12 students

Average adjunct rate is \$1,600 per credit.

Mileage Reimbursement is calculated as follows: Distance x 2 (roundtrip) x \$.54 per mile x 2 faculty x 15 weeks x 2 semesters.

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

School of Education Graduate Cohorts
Southern Connecticut State University & Partner Districts
Memorandum of Understanding

This Articulation Agreement (this “Agreement”) is entered into this ____ day of _____ 2016 (the “Effective Date”) by and between the Town of Hamden Board of Education, a municipal corporation organized and existing under the laws of the State of Connecticut with a mailing address at 60 Putnam Ave ,Connecticut 06517(the “BOE”) and Southern Connecticut State University (“SCSU”), a Public University organized and existing under the laws of the State of Connecticut with a mailing address at 501 Crescent Street, New Haven Connecticut 06516 (the “University” or “SCSU”).

Section 1: Interests of the Parties

- 1.1 Whereas** the BOE in collaboration with Southern Connecticut State University proposes to offer a district-based cohort program in Educational Leadership to teachers in Hamden (and surrounding areas as space allows) leading to certification as an Intermediate Administrator (092) and a 6th Year Professional Diploma. In order to run the program, this graduate cohort must have a minimum enrollment of 12 students. Enrollment shall be capped at a maximum of 20 students unless waived by the Dean of the School of Education; and,
- 1.2 Whereas** the University is a fully accredited public institution of higher education located in New Haven, CT and the Educational Leadership Program leading to certification as an Intermediate Administrator is also fully recognized (with no areas for improvement) by the Educational Leadership Constituent Council (ELCC);
- 1.3 Whereas** students enrolled in the Educational Leadership Cohort in Hamden will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the School of Education (use of TK20 for data collection, adherence

to the standards outlined in the SOE Conceptual Framework and the Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.); and,

1.4 Whereas School of Education (hereinafter “SOE”) faculty teaching in the Hamden cohort will include full time tenure-track or tenured faculty in Educational Leadership as well as highly qualified adjuncts; and

1.5 Whereas both parties seek a formal relationship that promotes further sharing of resources and information, including the possible development of other cohorts based on interest and need.

1.6 Then be it resolved that the parties enter into an agreement (this “Agreement”) for the sharing of resources, as set forth in this document. The Agreement is to be administered through the *SCSU/Hamden School District*, the scope of which includes:

- Access to designated Hamden school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters at no cost to SCSU. Cohort classes will meet from 4 PM-9:30 PM, or similar times, on days to be determined by BOE and SCSU to meet scheduling requirements.
- With the exception of weather related cancellations (determined by district), classes meet according to the CT State University academic calendar.
- BOE agrees to a periodic site visit by a NEASC site evaluator in accordance with their Policy on the Review of Off-campus Programming if 50% or more of the program is delivered in the Hamden district
- Implementation of best practices.

SCSU and the BOE agree as follows:

Section 2: The SCSU SOE (Educational Leadership)-Hamden School District

Oversight

- 2.1 Oversight Committee Members:** Members of the SCSU School of Education and the Hamden School District will collaborate to ensure smooth coordination of the cohort. Members will include:
- a) The Dean of the School of Education at SCSU (or designee);
 - b) The Superintendent of Hamden Schools (or designee);
- 2.2** SCSU staff will coordinate and collaborate with the Hamden School District in order to offer and promote professional development, as appropriate, in areas to be mutually determined.
- 2.3** The Oversight Committee will monitor the activities under this Agreement on a semi-annual basis prior to its expiration or renewal. The Oversight Committee may recommend modifications to this Agreement as they deem necessary or desirable. Any such changes agreed to by the parties shall be set forth in writing and signed by the authorized representation(s) of each party.

Section 3: Term and Expenses

- 3.1** The term of this Agreement shall commence upon execution of this Agreement by all representatives of the parties indicated below, and shall continue until August 2020. The parties may then renew this Agreement for subsequent academic years.
- 3.2** Unless expressly indicated otherwise in this Agreement, each party shall be responsible for its own expenses to perform its obligations under this Agreement.

The following authorized representatives of the parties have executed this Agreement on behalf of the parties:

For Hamden

For Southern Connecticut State University:

Mr. Jody Ian Gioeler
Superintendent
Hamden Public Schools
Date: _____

Dr. Mary Papazian
President
Southern Connecticut State University
Date: _____

President
Hamden Board of Education
Date: _____

Dr. Stephen Hegedus
Dean, School of Education
Southern Connecticut State University
Date: _____

Approved as to form (if necessary)

Scott D. Jackson
Mayor
Town of Hamden
Date: _____

Assistant Attorney General

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: May, 26, 2016
Most Recent NEASC Institutional Accreditation Action and Date: 10 year accreditation received in 2012	
Original Program Characteristics CIP Code No. 130401 Title of CIP Code Educational Leadership & Administration, General CIP Year: 2000 or 2010 Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma : (specify type and level) Date Program was Initiated: Jan 1, 1976 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
Type of Program Modification Approval Being Sought (mark all that apply): <input type="checkbox"/> Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <input type="checkbox"/> Significant Modification of Courses/Course Substitutions <input checked="" type="checkbox"/> Offering of Program at Off-Campus Location (specify new location Meriden Public School District; specific school facility to be mutually determined) <input type="checkbox"/> Offering of Program Using an Alternate Modality (e.g. from on ground to online) <input type="checkbox"/> Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma : (specify type and level) Program Initiation Date: Fall 2016 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; main campus	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify Intermediate Administrator Certification (092) (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

licensing agency)

Institutional Contact for this Proposal: Dr. Ellen Durnin

Title: Provost and
Vice President of
Academic Affairs

Tel.: 1 (203) 392- 5350

e-mail: durnine1@southernct.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As applicable, please describe:

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

Effective school leadership has a significant impact on student achievement. Improving student achievement is especially important in Connecticut because of the need to close a large achievement gap. Unfortunately, according to the most recently released data by the Connecticut State Department of Education (CSDE), Intermediate Administrator (school leadership) positions continue to be hard to fill in Connecticut; this certification remains on the CSDE list of designated shortage areas for 2016-17 school year. Focusing on expanding the pool of effective school leaders by offering programming at this off-campus location will address Connecticut's shortage of Intermediate Administrators, and it will also provide effective school leaders that will improve the college and career readiness of P-12 students.

- 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?

Southern's Educational Leadership & Policy Studies Department prepares the largest number of school leaders in Connecticut. There is a well-developed curriculum and department faculty are experienced in teaching the courses within the program. Additionally, because of the large number of alumni of the program who are employed in Connecticut public schools, the Department has a adjunct instructors who are familiar with the coursework and have practical, experiential knowledge to share with students. Faculty in the Educational Leadership & Policy Studies Department are skilled at creating learning environment for school leadership candidates that foster professional relationships with peers which remain strong and supportive throughout their administrative careers.

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

No transfer agreements will become instituted.

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

According to the Connecticut Office of Higher Education, both Central Connecticut State University and the University of Connecticut offer programs in Educational Leadership. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and expenses; in addition, students can be assured of timely progress through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

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

Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

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

The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Other Considerations

none

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

*Figures below are for total number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

ACTUAL Enrollment	First Term, Year __12__		First Term, Year _13__		First Term, Year _14__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	2	83	3	63	0	38
Returning Students	10	125	10	225	8	229
ACTUAL Headcount Enrollment	13	288	13	288	8	267
ACTUAL FTE per Year	137		158		156	
Size of Credentialed Group for Given Year	73		88		145	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴						
Course Number and Name ⁵	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NOT APPLICABLE						
Core Course Prerequisites				Elective Courses in the Field		
NOT APPLICABLE						
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)						
1. 2. 3. NOT APPLICABLE 4. 5. 6. 7.						

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Connecticut Board of Regents for Higher Education

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

Institution	Southern Connecticut State University	Date	May 23, 2016
Proposed Program	EDL 6th Year Diploma (Offsite - Meriden)		

PROJECTED Enrollment	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)		14		14		14
Continuing (students progressing to credential)						
Headcount Enrollment	0	14	0	14	0	14
Total Estimated FTE per Year						

PROJECTED Program Revenue	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$165,312		\$110,208		\$165,312
Program-Specific Fees						
Other Rev. (Registration Fee)	\$2,475		\$2,475		\$2,475	
Total Annual Program Revenue	\$167,787		\$112,683		\$167,787	

PROJECTED Expenditures*	FY 2017		FY 2018		FY 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)	2.00	\$40,320	2.00	\$26,880	2.00	\$40,320
Support Staff						
Mileage Reimbursement		\$1,490		\$1,490		\$1,490
Custodial Services		\$750		\$750		\$750
Other (e.g. student services)						
Estimated Indirect Cost @ 18%		\$7,661		\$5,242		\$7,661
Total ESTIMATED Expenditures		\$50,221		\$34,362		\$50,221

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

Assumptions:

Program consists of 30 graduate credits, all taken on a part time basis

Cohorts will run consecutively; each consisting of a minimum of 14 students

Average adjunct rate is \$1,600 per credit.

Mileage Reimbursement is calculated as follows: Distance x 2 (roundtrip) x \$.54 per mile x 2 faculty x 15 weeks x 2 semesters.

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

School of Education Graduate Cohorts
Southern Connecticut State University & Partner Districts
Memorandum of Understanding

This Articulation Agreement (this “Agreement”) is entered into this ____ day of _____ 2016 (the “Effective Date”) by and between the city of Meriden Board of Education, a municipal corporation organized and existing under the laws of the State of Connecticut with a mailing address at 22 Liberty St, Meriden , Connecticut 06450 (the “BOE”) and Southern Connecticut State University (“SCSU”), a Public University organized and existing under the laws of the State of Connecticut with a mailing address at 501 Crescent Street, New Haven Connecticut 06516 (the “University” or “SCSU”).

Section 1: Interests of the Parties

- 1.1** **Whereas** the BOE in collaboration with Southern Connecticut State University proposes to offer a district-based cohort program in Educational Leadership to teachers in Meriden (and surrounding areas as space allows) leading to certification as an Intermediate Administrator (092) and a 6th Year Professional Diploma. In order to run the program, this graduate cohort must have a minimum enrollment of 14 students. Enrollment shall be capped at a maximum of 20 students unless waived by the Dean of the School of Education; and,
- 1.2** **Whereas** the University is a fully accredited public institution of higher education located in New Haven, CT and the Educational Leadership Program leading to certification as an Intermediate Administrator is also fully recognized (with no areas for improvement) by the Educational Leadership Constituent Council (ELCC);
- 1.3** **Whereas** students enrolled in the Educational Leadership Cohort in Meriden will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the School of Education (use of TK20 for data collection, adherence

to the standards outlined in the SOE Conceptual Framework and the Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.); and,

1.4 Whereas School of Education (hereinafter “SOE”) faculty teaching in the Meriden cohort will include full time tenure-track or tenured faculty in Educational Leadership as well as highly qualified adjuncts; and

1.5 Whereas both parties seek a formal relationship that promotes further sharing of resources and information, including the possible development of other cohorts based on interest and need.

1.6 Then be it resolved that the parties enter into an agreement (this “Agreement”) for the sharing of resources, as set forth in this document. The Agreement is to be administered through the *SCSU/Meriden School District*, the scope of which includes:

- Access to designated Meriden school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters at no cost to SCSU. Cohort classes will meet to meet from 4 PM-9:30 PM, or similar times, on days to be determined by BOE and SCSU to meet scheduling requirements.
- With the exception of weather related cancellations (determined by district), classes meet according to the CT State University academic calendar.
- BOE agrees to a periodic site visit by a NEASC site evaluator in accordance with their Policy on the Review of Off-campus Programming if 50% or more of the program is delivered in the Meriden district
- Implementation of best practices.

SCSU and the BOE agree as follows:

Section 2: The SCSU SOE (Educational Leadership)-Meriden School District

Oversight

- 2.1 Oversight Committee Members:** Members of the SCSU School of Education and the Meriden School District will collaborate to ensure smooth coordination of the cohort. Members will include:
- a) The Dean of the School of Education at SCSU (or designee);
 - b) The Superintendent of Meriden Schools (or designee);
- 2.2** SCSU staff will coordinate and collaborate with the Meriden School District in order to offer and promote professional development, as appropriate, in areas to be mutually determined.
- 2.3** The Oversight Committee will monitor the activities under this Agreement on a semi-annual basis prior to its expiration or renewal. The Oversight Committee may recommend modifications to this Agreement as they deem necessary or desirable. Any such changes agreed to by the parties shall be set forth in writing and signed by the authorized representation(s) of each party.

Section 3: Term and Expenses

- 3.1** The term of this Agreement shall commence upon execution of this Agreement by all representatives of the parties indicated below, and shall continue until August 2020. The parties may then renew this Agreement for subsequent academic years.
- 3.2** Unless expressly indicated otherwise in this Agreement, each party shall be responsible for its own expenses to perform its obligations under this Agreement.

The following authorized representatives of the parties have executed this Agreement on behalf of the parties:

For Meriden

For Southern Connecticut State University:

Mr. Mark Benigni
Superintendent
Meriden Public Schools
Date: _____

Dr. Mary Papazian
President
Southern Connecticut State University
Date: _____

President
Meriden Board of Education
Date: _____

Dr. Stephen Hegedus
Dean, School of Education
Southern Connecticut State University
Date: _____

Approved as to form (if necessary)

Kevin Scarpati
Mayor
City of Meriden
Date: _____

Assistant Attorney General

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: May, 26, 2016
Most Recent NEASC Institutional Accreditation Action and Date: 10 year accreditation received in 2012	
Original Program Characteristics CIP Code No. 130401 Title of CIP Code Educational Leadership & Administration, General CIP Year: 2000 or 2010 Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma: (specify type and level) Date Program was Initiated: Jan 1, 1976 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits Total # Cr in the Program (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
Type of Program Modification Approval Being Sought (mark all that apply): <input type="checkbox"/> Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <input type="checkbox"/> Significant Modification of Courses/Course Substitutions <input checked="" type="checkbox"/> Offering of Program at Off-Campus Location (specify new location New Britain Public School District; specific school facility to be mutually determined) <input type="checkbox"/> Offering of Program Using an Alternate Modality (e.g. from on ground to online) <input type="checkbox"/> Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma 1: (specify type and level) Program Initiation Date: Fall 2016 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits Total # Cr in the Program (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; main campus	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify Intermediate Administrator Certification (092) (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

licensing agency)

Institutional Contact for this Proposal: Dr. Ellen Durnin

Title: Provost and
Vice President of
Academic Affairs

Tel.: 1 (203) 392- 5350

e-mail: durnine1@southernct.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As applicable, please describe:

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No transfer agreements will become instituted.

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

According to the Connecticut Office of Higher Education, both Central Connecticut State University and the University of Connecticut offer programs in Educational Leadership. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and expenses; in addition, students can be assured of timely progress through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

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

Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

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

The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Other Considerations

none

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

*Figures below are for total number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

ACTUAL Enrollment	First Term, Year __12__		First Term, Year _13__		First Term, Year _14__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	2	83	3	63	0	38
Returning Students	10	125	10	225	8	229
ACTUAL Headcount Enrollment	13	288	13	288	8	267
ACTUAL FTE per Year	137		158		156	
Size of Credentialed Group for Given Year	73		88		145	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴						
Course Number and Name ⁵	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NOT APPLICABLE						
Core Course Prerequisites				Elective Courses in the Field		
NOT APPLICABLE						
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced) <div> <div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div> <div>6.</div> <div>7.</div> </div> <div>NOT APPLICABLE</div>						

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Connecticut Board of Regents for Higher Education

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

Institution	Southern Connecticut State University	Date	May 23, 2016
Proposed Program	EDL 6th Year Diploma (Offsite - New Britain)		

PROJECTED Enrollment	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)		14		14		14
Continuing (students progressing to credential)						
Headcount Enrollment	0	14	0	14	0	14
Total Estimated FTE per Year						

PROJECTED Program Revenue	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$165,312		\$110,208		\$165,312
Program-Specific Fees						
Other Rev. (Registration Fee)	\$2,475		\$2,475		\$2,475	
Total Annual Program Revenue	\$167,787		\$112,683		\$167,787	

PROJECTED Expenditures*	FY 2017		FY 2018		FY 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)	2.00	\$40,320	2.00	\$26,880	2.00	\$40,320
Support Staff						
Mileage Reimbursement		\$2,138		\$2,138		\$2,138
Custodial Services		\$750		\$750		\$750
Other (e.g. student services)						
Estimated Indirect Cost @ 18%		\$7,777		\$5,358		\$7,777
Total ESTIMATED Expenditures		\$50,985		\$35,126		\$50,985

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

Assumptions:

Program consists of 30 graduate credits, all taken on a part time basis

Cohorts will run consecutively; each consisting of a minimum of 14 students

Average adjunct rate is \$1,600 per credit.

Mileage Reimbursement is calculated as follows: Distance x 2 (roundtrip) x \$.54 per mile x 2 faculty x 15 weeks x 2 semesters.

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

School of Education Graduate Cohorts
Southern Connecticut State University & Partner Districts
Memorandum of Understanding

This Articulation Agreement (this “Agreement”) is entered into this ____ day of _____ 2016 (the “Effective Date”) by and between the city of New Britain Board of Education, a municipal corporation organized and existing under the laws of the State of Connecticut with a mailing address at 272 Main St New Britain , Connecticut 06050 (the “BOE”) and Southern Connecticut State University (“SCSU”), a Public University organized and existing under the laws of the State of Connecticut with a mailing address at 501 Crescent Street, New Haven Connecticut 06516 (the “University” or “SCSU”).

Section 1: Interests of the Parties

- 1.1** **Whereas** the BOE in collaboration with Southern Connecticut State University proposes to offer a district-based cohort program in Educational Leadership to teachers in New Britain (and surrounding areas as space allows) leading to certification as an Intermediate Administrator (092) and a 6th Year Professional Diploma. In order to run the program, this graduate cohort must have a minimum enrollment of 14 students. Enrollment shall be capped at a maximum of 20 students unless waived by the Dean of the School of Education; and,
- 1.2** **Whereas** the University is a fully accredited public institution of higher education located in New Haven, CT and the Educational Leadership Program leading to certification as an Intermediate Administrator is also fully recognized (with no areas for improvement) by the Educational Leadership Constituent Council (ELCC);
- 1.3** **Whereas** students enrolled in the Educational Leadership Cohort in New Britain will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the School of Education (use of TK20 for data collection,

adherence to the standards outlined in the SOE Conceptual Framework and the Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.); and,

1.4 Whereas School of Education (hereinafter “SOE”) faculty teaching in the New Britain cohort will include full time tenure-track or tenured faculty in Educational Leadership as well as highly qualified adjuncts; and

1.5 Whereas both parties seek a formal relationship that promotes further sharing of resources and information, including the possible development of other cohorts based on interest and need.

1.6 Then be it resolved that the parties enter into an agreement (this “Agreement”) for the sharing of resources, as set forth in this document. The Agreement is to be administered through the *SCSU/ Consolidated School District of New Britain*, the scope of which includes:

- Access to designated New Britain school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters at no cost to SCSU. Cohort classes will meet to meet from 4 PM-9:30 PM, or similar times, on days to be determined by BOE and SCSU to meet scheduling requirements.
- With the exception of weather related cancellations (determined by district), classes meet according to the CT State University academic calendar.
- BOE agrees to a periodic site visit by a NEASC site evaluator in accordance with their Policy on the Review of Off-campus Programming if 50% or more of the program is delivered in the New Britain district
- Implementation of best practices.

SCSU and the BOE agree as follows:

Section 2: The SCSU SOE (Educational Leadership)-New Britian School District

Oversight

- 2.1 Oversight Committee Members:** Members of the SCSU School of Education and the Consolidated School District of New Britain will collaborate to ensure smooth coordination of the cohort. Members will include:
- a) The Dean of the School of Education at SCSU (or designee);
 - b) The Superintendent of the Consolidated School District of New Britain (or designee);
- 2.2** SCSU staff will coordinate and collaborate with the Consolidated School District of New Britain in order to offer and promote professional development, as appropriate, in areas to be mutually determined.
- 2.3** The Oversight Committee will monitor the activities under this Agreement on a semi-annual basis prior to its expiration or renewal. The Oversight Committee may recommend modifications to this Agreement as they deem necessary or desirable. Any such changes agreed to by the parties shall be set forth in writing and signed by the authorized representation(s) of each party.

Section 3: Term and Expenses

- 3.1** The term of this Agreement shall commence upon execution of this Agreement by all representatives of the parties indicated below, and shall continue until August 2020. The parties may then renew this Agreement for subsequent academic years.
- 3.2** Unless expressly indicated otherwise in this Agreement, each party shall be responsible for its own expenses to perform its obligations under this Agreement.

The following authorized representatives of the parties have executed this Agreement on behalf of the parties:

For New Britain

Mrs. Nancy Sarra
Superintendent
Consolidated School District of New
Britain
Date: _____

Sharon Beloin-Saavedra, President
New Britain Board of Education
Date: _____

Mayor Erin Stewart
City of New Britain
Date: _____

For Southern Connecticut State
University:

Dr. Joe Bertolino
President
Southern Connecticut State University
Date: _____

Dr. Stephen Hegedus
Dean, School of Education
Southern Connecticut State University
Date: _____

Approved as to form (if necessary)

Assistant Attorney General

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: May, 26, 2016
Most Recent NEASC Institutional Accreditation Action and Date: 10 year accreditation received in 2012	
Original Program Characteristics CIP Code No. 130401 Title of CIP Code Educational Leadership & Administration, General CIP Year: 2000 or 2010 Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma : (specify type and level) Date Program was Initiated: Jan 1, 1976 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
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 <input checked="" type="checkbox"/> Offering of Program at Off-Campus Location (specify new location Waterford Public School District; specific school facility to be mutually determined) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma : (specify type and level) Program Initiation Date: Fall 2016 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; main campus	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify Intermediate Administrator Certification (092) (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

licensing agency)

Institutional Contact for this Proposal: Dr. Ellen Durnin

Title: Provost and
Vice President of
Academic Affairs

Tel.: 1 (203) 392- 5350

e-mail: durnine1@southernct.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As applicable, please describe:

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

Effective school leadership has a significant impact on student achievement. Improving student achievement is especially important in Connecticut because of the need to close a large achievement gap. Unfortunately, according to the most recently released data by the Connecticut State Department of Education (CSDE), Intermediate Administrator (school leadership) positions continue to be hard to fill in Connecticut; this certification remains on the CSDE list of designated shortage areas for 2016-17 school year. Focusing on expanding the pool of effective school leaders by offering programming at this off-campus location will address Connecticut's shortage of Intermediate Administrators, and it will also provide effective school leaders that will improve the college and career readiness of P-12 students.

- 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?

Southern's Educational Leadership & Policy Studies Department prepares the largest number of school leaders in Connecticut. There is a well-developed curriculum and department faculty are experienced in teaching the courses within the program. Additionally, because of the large number of alumni of the program who are employed in Connecticut public schools, the Department has a adjunct instructors who are familiar with the coursework and have practical, experiential knowledge to share with students. Faculty in the Educational Leadership & Policy Studies Department are skilled at creating learning environment for school leadership candidates that foster professional relationships with peers which remain strong and supportive throughout their administrative careers.

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

No transfer agreements will become instituted.

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

According to the Connecticut Office of Higher Education, both Central Connecticut State University and the University of Connecticut offer programs in Educational Leadership. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away

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

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and expenses; in addition, students can be assured of timely progress through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

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

Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

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

The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Other Considerations

none

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

*Figures below are for total number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

ACTUAL Enrollment	First Term, Year __12__		First Term, Year _13__		First Term, Year _14__	
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴						
Course Number and Name ⁵	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
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NOT APPLICABLE						
Core Course Prerequisites				Elective Courses in the Field		
NOT APPLICABLE						
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)						
1. 2. 3. NOT APPLICABLE 4. 5. 6. 7.						

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Connecticut Board of Regents for Higher Education

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

Institution	Southern Connecticut State University	Date	May 23, 2016
Proposed Program	EDL 6th Year Diploma (Offsite - Waterford)		

PROJECTED Enrollment	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)		14		14		14
Continuing (students progressing to credential)						
Headcount Enrollment	0	14	0	14	0	14
Total Estimated FTE per Year						

PROJECTED Program Revenue	FY 2017		FY 2018		FY 2019	
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Tuition (Do not include internal transfers)		\$165,312		\$110,208		\$165,312
Program-Specific Fees						
Other Rev. (Registration Fee)	\$2,475		\$2,475		\$2,475	
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Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)	2.00	\$40,320	2.00	\$26,880	2.00	\$40,320
Support Staff						
Mileage Reimbursement		\$2,851		\$2,851		\$2,851
Custodial Services		\$750		\$750		\$750
Other (e.g. student services)						
Estimated Indirect Cost @ 18%		\$7,906		\$5,487		\$7,906
Total ESTIMATED Expenditures		\$51,827		\$35,968		\$51,827

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

Assumptions:

Program consists of 30 graduate credits, all taken on a part time basis

Cohorts will run consecutively; each consisting of a minimum of 14 students

Average adjunct rate is \$1,600 per credit.

Mileage Reimbursement is calculated as follows: Distance x 2 (roundtrip) x \$.54 per mile x 2 faculty x 15 weeks x 2 semesters.

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School of Education Graduate Cohorts
Southern Connecticut State University & Partner Districts
Memorandum of Understanding

This Articulation Agreement (this “Agreement”) is entered into this ____ day of _____ 2016 (the “Effective Date”) by and between the Town of Waterford Board of Education, a municipal corporation organized and existing under the laws of the State of Connecticut with a mailing address at 15 Rope Ferry Rd, Waterford 06385-2886, Connecticut 06702 (the “BOE”) and Southern Connecticut State University (“SCSU”), a Public University organized and existing under the laws of the State of Connecticut with a mailing address at 501 Crescent Street, New Haven Connecticut 06516 (the “University” or “SCSU”).

Section 1: Interests of the Parties

- 1.1 Whereas** the BOE in collaboration with Southern Connecticut State University proposes to offer a district-based cohort program in Educational Leadership to teachers in Waterford (and surrounding areas as space allows) leading to certification as an Intermediate Administrator (092) and a 6th Year Professional Diploma. In order to run the program, this graduate cohort must have a minimum enrollment of 14 students. Enrollment shall be capped at a maximum of 20 students unless waived by the Dean of the School of Education; and,
- 1.2 Whereas** the University is a fully accredited public institution of higher education located in New Haven, CT and the Educational Leadership Program leading to certification as an Intermediate Administrator is also fully recognized (with no areas for improvement) by the Educational Leadership Constituent Council (ELCC); **Whereas** students enrolled in the Educational Leadership Cohort in Waterford will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the School of Education (use of TK20 for data collection, adherence to the standards outlined in the SOE Conceptual Framework and the

Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.); and,

1.3 Whereas School of Education (hereinafter “SOE”) faculty teaching in the Waterford cohort will include full time tenure-track or tenured faculty in Educational Leadership as well as highly qualified adjuncts; and

1.4 Whereas both parties seek a formal relationship that promotes further sharing of resources and information, including the possible development of other cohorts based on interest and need.

1.5 Then be it resolved that the parties enter into an agreement (this “Agreement”) for the sharing of resources, as set forth in this document. The Agreement is to be administered through the *SCSU/Waterford School District*, the scope of which includes:

- Access to designated Waterford school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters at no cost to SCSU. Cohort classes will meet to meet from 4 PM-9:30 PM, or similar times, on days to be determined by BOE and SCSU to meet scheduling requirements.
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- BOE agrees to a periodic site visit by a NEASC site evaluator in accordance with their Policy on the Review of Off-campus Programming if 50% or more of the program is delivered in the Waterford district
- Implementation of best practices.

SCSU and the BOE agree as follows:

Section 2: The SCSU SOE (Educational Leadership)-Waterford School District

Oversight

- 2.1 Oversight Committee Members:** Members of the SCSU School of Education and the Waterford School District will collaborate to ensure smooth coordination of the cohort. Members will include:
- a) The Dean of the School of Education at SCSU (or designee);
 - b) The Superintendent of Waterford Schools (or designee);
- 2.2** SCSU staff will coordinate and collaborate with the Waterford School District in order to offer and promote professional development, as appropriate, in areas to be mutually determined.
- 2.3** The Oversight Committee will monitor the activities under this Agreement on a semi-annual basis prior to its expiration or renewal. The Oversight Committee may recommend modifications to this Agreement as they deem necessary or desirable. Any such changes agreed to by the parties shall be set forth in writing and signed by the authorized representation(s) of each party.

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- 3.1** The term of this Agreement shall commence upon execution of this Agreement by all representatives of the parties indicated below, and shall continue until August 2020. The parties may then renew this Agreement for subsequent academic years.
- 3.2** Unless expressly indicated otherwise in this Agreement, each party shall be responsible for its own expenses to perform its obligations under this Agreement.

The following authorized representatives of the parties have executed this Agreement on behalf of the parties:

For Waterford

For Southern Connecticut State University:

Mr. Thomas Giard III
Superintendent
Waterford Public Schools
Date: _____

Dr. Mary Papazian
President
Southern Connecticut State University
Date: _____

President
Waterford Board of Education
Date: _____

Dr. Stephen Hegedus
Dean, School of Education
Southern Connecticut State University
Date: _____

Approved as to form (if necessary)

First Selectman
Daniel M. Steward
Town of Waterford
Date: _____

Assistant Attorney General

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: May, 26, 2016
Most Recent NEASC Institutional Accreditation Action and Date: 10 year accreditation received in 2012	
Original Program Characteristics CIP Code No. 131315 Title of CIP Code Reading Teacher Education CIP Year: 2000 or 2010 Name of Program: Reading Degree: Title of Award (e.g. Master of Arts): (specify type and level) Sixth Year Diploma Date Program was Initiated: Jan 1, 1976 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 39 for Sixth Year Diploma	Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 12 credits of practicums <u>Total # Cr in the Program</u> (sum of all #Cr above): 39 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 39
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 <input checked="" type="checkbox"/> Offering of Program at Off-Campus Location (specify new location Waterbury Public School District; specific school facility to be mutually determined) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Reading Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma 1: (specify type and level) Program Initiation Date: Fall 2016 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 39 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 12 credits of practicums <u>Total # Cr in the Program</u> (sum of all #Cr above): 39 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 39
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; main campus	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review:	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

If program prepares graduates eligibility to state/professional license, please identify **Reading & Language Arts Consultant (097/6th)** (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Ellen Durnin	Title: Provost and Vice President of Academic Affairs	Tel.: 1 (203) 392- 5350 e-mail: durnine1@southernct.edu
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BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As applicable, please describe:

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

Connecticut, as elsewhere requires a literate workforce in order to attract and maintain businesses. Currently only 44 percent of Connecticut's fourth graders and 43 percent of eighth graders score as proficient in reading. Low literacy skills impact many quality of life issues, including the ability of to obtain jobs that offer benefits and higher wages. Well-prepared reading teachers can meet the needs of struggling and non-readers, leading to more positive futures for the students and the state.

- 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?

Southern's Reading Program has highly-trained faculty and an excellent reputation. There is a well-developed curriculum and program faculty are experienced in teaching the courses within the program. Additionally, the program utilizes adjunct instructors, as needed, who are carefully vetted and have practical, experiential knowledge to share with students. The program faculty are skilled at creating learning environments that foster professional relationships with creating a peer network that peers that remain strong and supportive. The program has a sufficient quantity of the reading assessments and other materials to support instruction at the off-site location.

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

No transfer agreements will become instituted.

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

According to the Connecticut Office of Higher Education, both Central Connecticut State University, Eastern Connecticut State University, and the University of Connecticut offer programs in Reading and/or Reading/ Language Arts Consultant. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

expenses; in addition, students can be assured of timely progress through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

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

According to information available from Learn.org, "Reading and literacy teachers are lumped statistically with regular teachers. . . . In general, teachers can expect a 13% increase in job opportunities, while elementary school teachers will experience a 16% growth." The Connecticut State Department of Education requires 30 months of prior teaching experience in order to be certified as a Reading and Language Arts Consultant. Teachers earning this certification have a broad background of successful teaching experience. This, combined with the need for teachers who are well equipped to provide reading instruction, gives teachers who have certification as a reading and language arts consultant a competitive advantage in the hiring process.

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

The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Other Considerations

none

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

*Figures below are for total number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

ACTUAL Enrollment	First Term, Year __12__		First Term, Year _13__		First Term, Year _14__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0
New Students	10	28	26	15	3	13
Returning Students	23	67	12	75	31	77
ACTUAL Headcount Enrollment	33	95	38	90	34	90
ACTUAL FTE per Year	77		81		65	
Size of Credentialed Group for Given Year	27		14		32	

Please note that institutional research combines enrollment for all reading students. The figures for credentialed group are for Reading and Language Arts Consultant only.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴						
Course Number and Name ⁵	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NOT APPLICABLE						
Core Course Prerequisites				Elective Courses in the Field		
NOT APPLICABLE						
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)						
1. 2. 3. NOT APPLICABLE 4. 5. 6. 7.						

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: May, 26, 2016
Most Recent NEASC Institutional Accreditation Action and Date: 10 year accreditation received in 2012	
Original Program Characteristics CIP Code No. 131315 Title of CIP Code Reading Teacher Education CIP Year: 2000 or 2010 Name of Program: Reading Degree: Title of Award (e.g. Master of Arts): (specify type and level) Masters of Science Date Program was Initiated: Jan. 1, 1976 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 Internship credits <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions x Offering of Program at Off-Campus Location (specify new location Waterbury Public School District; specific school facility to be mutually determined) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Reading Degree: Title of Award (e.g. Master of Arts) Master of Science 1: (specify type and level) Program Initiation Date: Fall 2016 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 24 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 6 credits of practicums <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; main campus	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify Certification as a Reading Specialist (102) (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

agency)

Institutional Contact for this Proposal: Dr. Ellen Durnin

Title: Provost and
Vice President of
Academic Affairs

Tel.: 1 (203) 392- 5350

e-mail: durnine1@southernct.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As applicable, please describe:

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

Connecticut, as elsewhere requires a literate workforce in order to attract and maintain businesses. Currently only 44 percent of Connecticut's fourth graders and 43 percent of eighth graders score as proficient in reading. Low literacy skills impact many quality of life issues, including the ability of to obtain jobs that offer benefits and higher wages. Well-prepared reading teachers can meet the needs of struggling and non-readers, leading to more positive futures for the students and the state.

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

No transfer agreements will become instituted.

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

According to the Connecticut Office of Higher Education, both Central Connecticut State University, Eastern Connecticut State University, and the University of Connecticut offer programs in Reading and/or Reading/ Language Arts Consultant. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and expenses; in addition, students can be assured of timely progress through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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

According to information available from Learn.org, "Reading and literacy teachers are lumped statistically with regular teachers. . . . In general, teachers can expect a 13% increase in job opportunities, while elementary school teachers will experience a 16% growth." The Connecticut State Department of Education requires 30 months of prior teaching experience in order to be certified in Remedial Reading and Remedial Language Arts. Teachers earning this certification have a broad background of successful teaching experience. This, combined with the need for teachers who are well equipped to provide reading instruction, gives teachers who have certification as a remedial reading and remedial language arts a competitive advantage in the hiring process.

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

The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

Other Considerations

none

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

(Please Complete Sections as Applicable)

*Figures below are for **total** number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

Please note that institutional research combines enrollment for MS and Sixth Year students. The figures for credentialed group are for Remedial Reading and Remedial Language Arts only.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴						
Course Number and Name ⁵	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NOT APPLICABLE						
Core Course Prerequisites				Elective Courses in the Field		
NOT APPLICABLE						
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)						
1. 2. 3. NOT APPLICABLE 4. 5. 6. 7.						

⁴ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Connecticut Board of Regents for Higher Education

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

Institution	Southern Connecticut State University	Date	May 23, 2016
Proposed Program	RDG MS & 6th Year (Offsite - Waterbury)		

PROJECTED Enrollment	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)		14		14		14
Continuing (students progressing to credential)						
Headcount Enrollment	0	14	0	14	0	14
Total Estimated FTE per Year						

PROJECTED Program Revenue	FY 2017		FY 2018		FY 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$165,312		\$110,208		\$165,312
Program-Specific Fees						
Other Rev. (Registration Fee)	\$2,475		\$2,475		\$2,475	
Total Annual Program Revenue	\$167,787		\$112,683		\$167,787	

PROJECTED Expenditures*	FY 2017		FY 2018		FY 2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)	2.00	\$40,320	2.00	\$26,880	2.00	\$40,320
Support Staff						
Mileage Reimbursement		\$1,490		\$1,490		\$1,490
Custodial Services		\$750		\$750		\$750
Other (e.g. student services)						
Estimated Indirect Cost @ 18%		\$7,661		\$5,242		\$7,661
Total ESTIMATED Expenditures		\$50,221		\$34,362		\$50,221

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

Assumptions:

Program consists of 30-39 graduate credits, all taken on a part time basis

Cohorts will run consecutively; each consisting of 14 students

Average adjunct rate is \$1,600 per credit.

Mileage Reimbursement is calculated as follows: Distance x 2 (roundtrip) x \$.54 per mile x 2 faculty x 15 weeks x 2 semesters.

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

School of Education Graduate Cohorts
Southern Connecticut State University & Partner Districts
Memorandum of Understanding

This Articulation Agreement (this “Agreement”) is entered into this ____ day of _____ 2016 (the “Effective Date”) by and between the City of Waterbury Board of Education, a municipal corporation organized and existing under the laws of the State of Connecticut with a mailing address at 236 Grand Street, Waterbury, Connecticut 06702 (the “BOE”) and Southern Connecticut State University (“SCSU”), a Public University organized and existing under the laws of the State of Connecticut with a mailing address at 501 Crescent Street, New Haven Connecticut 06516 (the “University” or “SCSU”).

Section 1: Interests of the Parties

- 1.1** **Whereas** the BOE in collaboration with Southern Connecticut State University proposes to offer a district-based cohort program in Graduate Reading to teachers in Waterbury (and surrounding areas as space allows) leading to certification as a Reading Specialist (102/MS), Reading & Language Arts Consultant (097/6th Year Professional Diploma) and/or certification only (no degree) at school facilities determined by the BOE. In order to run the program, this graduate cohort must have a minimum enrollment of 14 students. Enrollment shall be capped at a maximum of 22 students (due to practicum enrollment limits) unless waived by the Dean of the School of Education; and,
- 1.2** **Whereas** the University is a fully accredited public institution of higher education located in New Haven, CT and the Graduate Reading Program is also fully accredited (with no areas for improvement) by the International Literacy Association; and
- 1.3** **Whereas** students enrolled in the Graduate Reading Cohort in Waterbury will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the

School of Education (use of TK20 for data collection, adherence to the standards outlined in the SOE Conceptual Framework and the Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.); and,

1.4 Whereas School of Education (hereinafter “SOE”) faculty teaching in the Waterbury cohort will include full time tenure-track or tenured faculty in Reading as well as highly qualified adjuncts; and

1.5 Whereas both parties seek a formal relationship that promotes further sharing of resources and information, including the possible development of other cohorts, e.g. Educational Leadership, based on interest and need.

1.6 Then be it resolved that the parties enter into an agreement (this “Agreement”) for the sharing of resources, as set forth in this document. The Agreement is to be administered through the *SCSU/Waterbury School District*, the scope of which includes:

- Access to designated Waterbury school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters in addition to summer literacy clinics at no cost to SCSU or minimal cost to be determined by the oversight committee and as agreed upon by SCSU. Cohort classes are scheduled to meet on Tuesdays & Thursdays from 4 PM-6:30 PM, or similar days and times, to be determined by BOE and SCSU to meet scheduling requirements.
- With the exception of weather related cancellations (determined by district), classes meet according to the CT State University academic calendar.
- Children in the Waterbury district (grades K-12) have first eligibility for participation in “no-fee” practicum/clinic classes (diagnostic, intervention clinics) offered through the reading cohort

- BOE agrees to a periodic site visit by a NEASC site evaluator in accordance with their Policy on the Review of Off-campus Programming if 50% or more of the program is delivered in the Waterbury district
- Implementation of best practices.

SCSU and the BOE agree as follows:

Section 2: The SCSU SOE (Reading)-Waterbury School District Oversight

- 2.1 Oversight Committee Members:** Members of the SCSU Graduate Reading Program and the Waterbury School District will collaborate to ensure smooth coordination of the cohort. Members will include:
- a) The Dean of the School of Education at SCSU (or designee);
 - b) The Superintendent of Waterbury Schools (or designee);
- 2.2** SCSU staff will coordinate and collaborate with the Waterbury School District in order to offer and promote professional development, as appropriate, in areas to be mutually determined.
- 2.3** The Oversight Committee will monitor the activities under this Agreement on a semi-annual basis prior to its expiration or renewal. The Oversight Committee may recommend modifications to this Agreement as they deem necessary or desirable. Any such changes agreed to by the parties shall be set forth in writing and signed by the authorized representation(s) of each party.

Section 3: Term and Expenses

- 3.1** The term of this Agreement shall commence upon execution of this Agreement by all representatives of the parties indicated below, and shall continue until August 2020. The parties may then renew this Agreement for subsequent academic years.

- 3.2** Unless expressly indicated otherwise in this Agreement, each party shall be responsible for its own expenses to perform its obligations under this Agreement.

DRAFT

The following authorized representatives of the parties have executed this Agreement on behalf of the parties:

For Waterbury

For Southern Connecticut State
University:

Dr. Karen Oullette
Superintendent
Waterbury Public Schools
Date: _____

Dr. Mary Papazian
President
Southern Connecticut State University
Date: _____

President
Waterbury Board of Education
Date: _____

Dr. Stephen Hegedus
Dean, School of Education
Southern Connecticut State University
Date: _____

Approved as to form (if necessary)

Neil O'Leary
Mayor
City of Waterbury
Date: _____

Assistant Attorney General

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of a program in Cybersecurity leading to a Bachelor of Business Administration degree at Western Connecticut State University for a period of three years until June 30, 2019.

A True Copy:

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

ITEM

New Program: BBA in Cybersecurity

BACKGROUNDSummary

The BBA in Cybersecurity has been developed from our current MIS Information Security Option which has been growing steadily in enrollment over the last five years. Yet, WCSU has not fully taken advantage of the need for professionals specifically dedicated to the field of Cybersecurity. According to the Federal Department of Homeland Security (<https://niccs.us-cert.gov/careers/cybersecurity-careers>):

There are many different jobs within the cybersecurity field that require a broad range of knowledge, skills and abilities. Cybersecurity professionals must have the ability to rapidly respond to threats as soon as they are detected. Professionals must also possess a range of technical abilities to perform a variety of activities, and be able to work in different locations and environments.

Cybersecurity work also includes the analysis of policy, trends, and intelligence to better understand how an adversary may think or act - using problem solving skills often compared to those of a detective. This level of work complexity requires the cybersecurity workforce to possess both a wide array of technical IT skills as well as advanced analysis capabilities.

This program adds two courses to our MIS Information Security Option which allows us to create a portfolio of offerings in the MIS Department and to rebrand our National Security Agency Certified Program. In addition, the BBA in Cybersecurity will support additional education beyond the associate degree and certificate programs at Naugatuck Valley Community College, Capital Community, and Norwalk Community College.

Need for the Program

Everyday there are multiple reports in the media about “hacks” into some organization. In Connecticut, Anthem Health Care was hacked last year affecting most State of Connecticut Employees. On August 3, 2015, the *Wall Street Journal* reported that Bitcoin was hacked. Of course, we are all familiar with recent hacks into the Democratic National Committee’s network. In addition, anecdotal evidence provided by members of the Dean’s Advisory Committee for the Ansell School of Business demonstrates that all levels of business, NGO’s and Governmental Agencies have a pressing need for cybersecurity analysts. This is a serious national/international issue and unauthorized hacks lead to national security issues, loss of economic revenues, and added costs incurred by organizations to protect vital information regarding their employees, customers, and other stakeholders. The need for Cybersecurity analysts is growing significantly as the U.S. Department of Labor predicts growth for cybersecurity employment (number of jobs) at 18% to 2024 making it one of the fastest growing employment fields in the country – the national average is 7% growth (<http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-7>).

The Connecticut Department of Labor estimates the current average annual salary for a Cybersecurity analyst in Danbury at \$113,187 per annum helping WCSU contributed to a high tech workforce (<http://www1.ctdol.state.ct.us/jcc/profile.asp?strMethod=keyword&sstrOccupationCode=151122>). This salary level will generate a significant return on investment for those majoring in the program. Worthy to note is that WCSU's ROI was first in Connecticut and New England, and eleventh nationally, as measured by the Social Mobility Index and this program will support our continuing efforts to provide the necessary education for students to maintain that level of mobility and ROI.

Finally, an example of the need for cybersecurity professionals is demonstrated by BlackStratus (a New Jersey firm) that has opened an office in Stamford, CT for its CyberShark Division which provides small entities cybersecurity services and which currently has 23 employees in Stamford and expects to hire over 100 people over the next few years to meet market demand. The WCSU Cybersecurity program will provide graduates who will help to meet that market demand.

Curriculum

Total Cybersecurity requirements:	36 credits
Total Ancell School of Business BBA Core requirements:	34 credits
Total General Education requirements:	40 credits
Total Free Electives:	<u>10 credits</u>
Total Credits:	120 credits

The minimum GPA to graduate is 2.3.

Students

We conservatively estimate growth over three years to 48.2 FTE (0 base) students generated from a combination of new students, internal transfers, and, external transfers.

Faculty

This degree will be housed in the Department of Management Information Systems. The department has five full-time faculty and two faculty have preparation in security and networks. Four faculty members are Ph.D. qualified and the remaining faculty is slated to complete her dissertation by December, 2016.

Learning Resources

We anticipate no new library resources and we are in the process of acquiring a blade server which will allow our students to "hack" into a closed system. The blade server allows the faculty to link, in a closed system, multiple servers (blade) to provide the requisite experiences.

Facilities

Our current computer labs (both for classrooms and student use) are sufficient for the needs of the new program.

Fiscal Note

We anticipate minimal additions to our expenditures in offering this program (two adjunct faculty teaching one course per year) while generating tuition revenues in excess of \$200,000 in year three. The breakeven point in FTE students per year is less than 4.

Review of Documents:

- a) Campus Review: The proposal was approved by all levels of campus governance during the spring, 2016 semester. Final Approval by the University Senate was in May, 2016.
- b) Campus Budget and Finance: Approved by University Planning and Budgeting Committee January, 2016.
- c) Campus President: May 23, 2016
- d) Academic Council: Approved by Academic Council July 27, 2016.
- e) System Office:

Accreditation:

The Ansell School of Business is a candidate to earn initial accreditation from AACSB International (visit scheduled for February, 2018) and this program will be included in that review as is the current major in MIS. To complete the business program, students are required to take a core business curriculum enhanced by the major courses. This program conforms to NEASC standards.

7/27/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State College	Date of Submission to BOR Office: May 31, 2016
Most Recent NEASC Institutional Accreditation Action and Date: May, 2014	
Program Characteristics Name of Program: Cybersecurity Degree: Title of Award (e.g. Master of Arts) BBA Certificate: (specify type and level) Anticipated Program Initiation Date: Fall, 2017 Anticipated Date of First Graduation: May, 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 ch	Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 10 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 37 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 15
Type of Approval Action Being Sought: Licensure OR <input checked="" type="checkbox"/> <u>Licensure and Accreditation</u> Suggested CIP Code No. (optional) 52.1201 Title of CIP Code <u>Management Information Systems</u>	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: NSA 2020 If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: David G. Martin	Dean 2038379600, martindg@wcsu.edu

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

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

- Provide students with an understanding of the technical and managerial areas of Cybersecurity
- Prepare students for a wide range of positions in Cybersecurity
- Provide a learning environment, including exemplary technology, equipment, and facilities, in which students can experience real-world organizational security scenarios

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)* The average annual salary for an information security analyst in Danbury is approximately \$86,000 per the CT Department of Labor. In addition, anecdotal evidence provided by members of the Dean's Advisory Committee demonstrates that all levels of business, NGO's and Governmental Agencies have a pressing need for cybersecurity analysts.
- How does the program make use of the strengths of the institution *(e.g. curriculum, faculty, resources)* and of its distinctive character and/or location? The current program is national Security Agency Certified and has a strong regional reputation for producing high quality graduates taught by an esteemed faculty.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* N/A
- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided. The MIS major will continue in place with the expectation of 2-25 graduates per year.
- Please provide a description/analysis of employment prospects for graduates of this proposed program. U.S. Department of Labor Statistics demonstrate that the expected growth for cybersecurity employment (number of jobs) is 37% over the next five years.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSEExcel Pro-Forma Budget) ***Please provide a one-paragraph narrative on the attached MSEExcel Pro-Forma Budget)*** The program is expected to attract students as first-time students who may be attracted to a major which has cache in the marketplace. We expect to attract a beginning enrollment of 10 FT students in the Fall 2017 and proceed to a level of 20-25 incoming students by Fall 2020. In addition, we expect transfer students from Community Colleges that have cybersecurity programs in place (Norwalk – A.S. degree in Computer Security, NVCC – A.S. degrees in Computer Information Systems and Computer Science and a new A.S. degree in Cybersecurity, Capital Community College – Certificate in Cybersecurity). We expect that another 15 students per year will transfer from those schools over time. With that, we believe that within four years, our number of enrolled students will be around 100 versus the 60 or so students we have today. The cost to implement this program is marginal. The program will be staffed by current faculty with the addition of two adjunct faculty to teach specific courses (each offered once per year). In addition, we have acquired \$15,000 to spend on a blade server to assist students in learning how to "hack" into systems as well as to support the acquisition of appropriate software.

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

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

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. Develop solutions for networking and security problems, balancing business concerns, technical issues and security.
2. Explain the concepts of confidentiality, availability and integrity in Cybersecurity, including physical, software, devices, policies and people.
3. Plan, implement, and evaluate penetration testing and ethical hacking of computer systems.
4. Identify, analyze, and mitigate threats to internal computer systems.
5. Demonstrate an understanding of the core concepts, tools, and methods used to secure computer systems.

For mapping of learning goals to objectives, see below in Curriculum Section.

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)

Dr. Richard Montague is Chair of the MIS Department and will manage the major in the course of his normal duties. By contract he is reassigned 6 load credits to conduct the business of the department.

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? 0.25

What percentage of the credits in the program will they teach? 22%

What percent of credits in the program will be taught by adjunct faculty? 22%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Master's degree in field

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

A blade server and security software.

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

Curriculum

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

Course Number and Name	L.O. # ³	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
MIS or CS programming Language	5		3			
MIS 301 Database Application in Business	3,5	MIS 260	3			
MIS 321 Digital Forensics I	4	MIS 260	3			
MIS/JLA 341 Information Systems Security	3,4	MIS 260	3			
MIS 361 Information Assurance	1,3,4	MIS 341	3			
MIS 385 Fundamentals of Data Communication	1,3	MIS 260	3			
MIS 389 Information Systems Hardware	2,3	MIS 260	3			
MIS 4xx Penetration Testing*	2,2,53,4		3			
MIS 4xx Network Security & Defense*	1,		3			
Core Course Prerequisites				Elective Courses in the Field		

Approved Programming Language Courses

Management Information Systems		
MIS 280	COBOL	3
Computer Science		
CS 143	Visual Basic	4
CS 140	Introduction to Programming	4
CS 170	Computer Science I: Language	4
CS 171	Computer Science II: Data Structure	4
CS 265	Computer Security Implementation with Java	4

Cybersecurity Electives* (9 credits)

Management Information Systems		
MIS 307	Social Media in Business	3
MIS 325	Digital Forensics Software	3
MIS 481	Management Information Systems	3
MIS 495	Seminar in Management Information Systems	3
Computer Science		
CS 110	Website Production	3
CS 166	Introduction to UNIX	3
Justice & Law Administration		
JLA 201	Criminology	3
JLA 225	Principles of Security	3
JLA 260	Principles of Emergency Management & Homeland Security	3
JLA/SOC 336	White Collar Crime	3
JLA 347	Justice Issues in Domestic & Int'l Terrorism	3
JLA 360	Advanced Issues in Homeland Security	3
Mathematics		

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

MAT 127	Introduction to Cryptology	3
Psychology		
PSY 205	Social Psychology	3
PSY 207	Organizational Psychology	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. 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 BBA in Cybersecurity entails 40 credits in general education, 34 credits of BBA Core Curriculum, 36 credits in the cybersecurity option, and 10 credits of free electives. The minimum GPA is 2.3.

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)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Richard Montague	Columbia University PhD	MIS and System Engineering	Department Chair
Emilio Collar	Colorado University PhD	Program and MIS	
Jennifer Flynn	Pace University ABD	Databases	
Paul Nugent	New York University PhD	Security Assurance	
Tom Yoon	Florida State University PhD	Data Communication and Networks	

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

MIS 4xx

Course Title:

Introduction to Network Penetration Testing

Course Description:

This course will provide students with the principles of network security. Students will become familiar with security concepts, terminology, and technologies as they are applied to a network environment. Major topics such as vulnerability scanning, malware, hacking, and incident response will be discussed. Additionally students will be performing hands on exercises to help illustrate these topics.

MIS 4xx

Course Title:

Network Security and Defense

Course Description:

This course provides students with network security fundamentals needed to secure a network. Students will learn about network attacks and vulnerabilities as well as current defenses. Topics covered include network security threats, network defense tools, cryptography, web security, mobile security, network security design, and network security management. The course will consist of lectures, hands-on laboratory exercises, and case studies.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Institution	Western Connecticut State University		Date	7/6/2016		
Proposed Program	BBA in Cyber Security		DRAFT			
PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	10		10		10	
New Students (first time matriculating)			15	5	20	3
Continuing (students progressing to credential)					15	5
Headcount Enrollment	10	0	25	5	45	8
Total Estimated FTE per Year	10		27		48.2	
PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)			\$82,995	\$13,860	\$199,465	\$22,848
Program-Specific Fees						
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$0		\$96,855		\$222,313	
PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	no additional	\$0	no additional	\$0	no additional	\$0
Faculty (Full-time, total for program)		\$0		\$0		\$0
Faculty (Part-time -total for program)			2	\$14,911	2	\$15,358
Support Staff						
Library Resources Program						
Equipment (List as needed)		\$15,000				
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$15,000		\$14,911		\$15,358
<p>* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.</p>						
<p>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."</p> <p>Please provide any necessary annotations: Other Rev. (Annotate in text box below)</p> <ul style="list-style-type: none"> - Assume Tuition rate and Salaries increase 3% annually. - Equipment and Software: Either IBM Blade Center or Cisco Unified Computing System . Network Operating System upgrade to support new courses, as well as upgrade the virtual server software sever. Software needed: vmware, vssphere and the vmare virtual desktop. Also, mainframe emulator and network simulation software is required. - Assume two 3 credit courses beginning in Year 2 to be taught by adjunct faculty. - Assume each part time student takes two 3 credit courses each Fall & Spring. 						

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Medical Laboratory Technician leading to an Associate of Science degree at Quinebaug Valley Community College for a period of three years until September 30, 2019.

A True Copy:

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

ITEM

Licensure of a program in Medical Laboratory Technician leading to an Associate of Science degree at Quinebaug Valley Community College

BACKGROUNDSummary

The medical lab technician (MLT) program will prepare students for immediate employment in a variety of health care settings. The program has been requested by our health care partners and will allow students to earn certification as a MLT through a national accrediting exam.

Need for the Program

The program addresses the needs of the CT workforce in the health care field. Local hospitals and laboratory staffs report significant employment needs that will continue to grow as current staff obtain retirement age. MLT students can gain immediate employment as hospital laboratories do not require a BS for employment.

Curriculum

The curriculum consists of 61 credits with 27 credits in the pre-requisite/general education area and 34 in MLT core courses. There is an internship component as part of the 34 core credits.

Students

Students are consistently looking for options in the health care fields. QVCC currently has robust Medical Assisting and Phlebotomy programs. Phlebotomy graduates are extremely interested in advancing their education in the field of laboratory science. Students in the MLT program can expect significant employment opportunities as the median salary is expected to grow by 16% by 2024 and will pay significantly more than medical assisting or phlebotomy technician. Students must pass a rigorous program in order to successfully pass the certification examination given by the American Society for Clinical Pathologist.

Faculty

One new faculty member will be hired to chair the program. 75% of his/her time will be used for instruction. Existing faculty members in the Medical Assisting program as well as the Science Department Chair will also teach within the program.

Learning Resources

The Allied Health Dept. has many phlebotomy learning resources (videos, professional journals, national standard guidelines for phlebotomy curriculum) already, and will look into purchasing additional learning resources pertinent to the field of medical lab science.

Facilities

QVCC has a new laboratory classroom that is dedicated for the allied health programs and the department already has many of the equipment and supplies required for the MLT program.

Fiscal Note

Since QVCC already has a Phlebotomy and Medical Assisting Program, they already possess many of the equipment and supplies required for the MLT Program. Internship sites have already been procured at four hospitals. The local hospitals and medical offices routinely donate supplies (tubes,

needles, glucose meter supplies) and used equipment (glucose meters, rapid strep test kits, phlebotomy chairs, etc.) and will continue to do so.

Review of Documents:

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

Accreditation:

The MLT program will apply for accreditation through the National Accrediting Agency for Clinical Sciences, which is the accrediting agency for all higher educational medical laboratory programs. The accreditation is required for graduates to sit for the national certification exam.

6/8/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: 2012	
Program Characteristics Name of Program: Medical Laboratory Technician Degree: Title of Award (e.g. Master of Arts) Associate of Science Certificate: (specify type and level) Anticipated Program Initiation Date: January 2017 Anticipated Date of First Graduation: May 2020 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 17% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61	Program Credit Distribution # Cr in Program Core Courses: 24 # Cr of Electives in the Field: 0 # Cr of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 10 <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21
Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation Suggested CIP Code No. (optional) Title of CIP Code CIP Year: 2000 or 2010	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Allied Health Department	
Other Program Accreditation: 1. If seeking specialized/professional/other accreditation, name of agency and intended year of review: National Accrediting Agency for Clinical Sciences, 2020 If program prepares graduates eligibility to state/professional license, please identify: The program does not prepare students for a state or professional license, however, the program will prepare student for national certification as a medical laboratory technician MLT(ASCP) (certification is different from a license) (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Cheri Goretti, MA, MT(ASCP)	Title: Professor and Program Coordinator Tel.: 8609324087 e-mail: cgoretti@qvc.comnet.edu

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

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Program Mission: The medical laboratory technician (MLT) program, endeavors to carry out the Quinebaug Valley Community College mission to provide innovative educational, social, and cultural opportunities in a welcoming and supportive environment. The purpose of the MLT program is to provide students with a general education core complemented by focused medical laboratory technician courses. **The curriculum will prepare students for immediate employment in a variety of health care settings.**

Program Goals:

1. To prepare entry-level competent medical laboratory technicians.
2. For students to earn certification as a MLT(ASCP) by successfully passing the examination given by the American Society for Clinical Pathologist.
3. To obtain national program accreditation through the National Accrediting Agency for Clinical Laboratory Sciences.
4. Respect the rights of patients, colleagues, and other health care professionals, and safeguard confidences within the constraints of legal, ethical, and moral conduct.
5. Practice within the profession's ethical and legal framework.
6. Maintain professional competence and utilize opportunities for continuing education and career advancement.

Addressing Identified Needs

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

The MLT program addresses the needs of the CT workforce, specifically in the field of health care. Upon surveying the local hospitals and holding focus groups, it was determined that the need for clinical laboratory staff is significant and will only become more acute as the current staff for the hospitals in the college's service area reach retirement age in the coming years. A local hospital recently ran a report to learn that 12% of their lab staff could retire within 5 years, with the Laboratory Director stating that "the need is real" and that "I think it (the development of a medical laboratory technician program) would be a great help to the area." Since QVCC already has the phlebotomy certificate, the MLT program would be a natural pathway for students to move into. Currently, phlebotomy students interested in the clinical laboratory profession have transferred to Community College of Rhode Island. There are no MLT programs in the state of CT.

Although most of the employment attention is on the nursing shortage, the shortage of trained medical laboratory technicians, also known as clinical laboratory technicians, and medical laboratory scientists (MLS is the 4 year BS program) is at a critical stage. Compounding this shortage is the lack of clinical laboratory programs in the area. Currently, there are no two year MLT programs in the state of CT. At the time of this proposal, Hartford Hospital School of Medical Technology and the University of Hartford's bachelors program have closed. There are only 2 bachelors of medical laboratory science

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

programs left in the state (WCSU and UCONN) Since the professional society that governs clinical laboratory standards, the National Agency for Clinical Laboratory Science (NAACLS) has acknowledged the need for trained medical laboratory technicians due to the closing of the clinical laboratory technology programs, hospitals are now looking to hire medical laboratory technicians that have earned their education at the associate degree level.

Besides hospitals, private reference laboratories, such as Quest Laboratories, Mercy Diagnostics and CT Laboratory Partners, as well as pharmaceutical companies and university medical laboratories and medical clinics hire trained laboratory personnel. In QVCC's service area alone there are 4 Quest Laboratories, a CT Laboratory Partners facility, a pharmaceutical company, two Mercy Diagnostic labs, and five hospitals that all currently employ clinical laboratory technicians. In addition, with QVCC being located in the tri-state region, there are over ten hospitals located in Massachusetts and Rhode Island within a 25 mile radius that graduates of the program could venture to for employment.

According to the Occupational Outlook Handbook for 2014-2024, rapid job growth and excellent job opportunities are expected in the field of clinical laboratory science. Employment of this type of health care professional is expected to grow by 16% through 2024, faster than the average for all occupations. Median annual salary is \$50,000, which makes this program a high paying health occupation compared to medical assisting which has a median annual salary of \$30,000.

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

The clinical laboratory science technician program makes use of the strengths of the institution in many ways. First, the college employs two full time professors and two adjunct instructors who hold the proper credentials to teach in the program. Secondly, the college has a phlebotomy certificate program in which to feed into the MLT degree program and the phlebotomy and medical assisting programs have some of the equipment and supplies that would be used in the MLT program. Lastly, the college has existing phlebotomy internship sites that are overwhelmingly willing to become sites for our MLT students.

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

UCONN and WCSU currently have a bachelors degree in clinical laboratory science (CLS). An articulation already exists with allied health programs at UCONN, including the clinical laboratory science program and as there have been phlebotomy program graduates who have successfully transferred to their clinical laboratory science program within the past few years. In addition, since QVCC is in the Northeast part of Connecticut, graduates of the program have the ability to transfer to CLS programs in Rhode Island and Massachusetts. However, unlike the associate degree RN programs, it is not required by hospital laboratories that MLT have to eventually earn their BS in clinical laboratory science.

Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided

Currently, there are no associate degree clinical lab science programs in the state of Connecticut and the

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

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

closest program is at the Community College of Rhode Island.

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

Upon surveying the local hospitals within QVCC's service area, in addition to surveying the hospitals within 25 miles outside of the service area (Worcester, MA and Providence, RI areas), all of the facilities surveyed had immediate openings for medical lab technicians and/or phlebotomists. With there being such a great national and local demand for laboratory professionals, there is no doubt graduates would find employment. Lastly, the national and local trend is for hospitals and reference laboratories to hire associate degree trained laboratory personnel rather than bachelor degreed trained. The local hospitals have all said they would be more than willing to host MLT students for their internships, which eventually could turn into a permanent position for many of the students.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MExcel Pro-Forma Budget) Since QVCC already has a phlebotomy and medical assisting program, equipment such as point of care analyzers, rapid test kits, phlebotomy training arms, phlebotomy supplies, and phlebotomy chairs would not need to be purchased. In addition, a new allied health laboratory classroom is being renovated to include the existence of the MLT program. Currently, many of the hospitals donate lab equipment to QVCC, so it is anticipated that one or two of the analyzers needed may be donated. Once an analyzer is purchased, it has a shelf life of 7-10 years.

A program coordinator will be needed as well as one adjunct. A one-time new program accreditation fee will be assessed once the program has applied for initial accreditation.

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Apply knowledge of theory and principles related to body fluids, chemistry, hematology, microbiology, immunology, blood bank, and laboratory information systems.
2. Apply knowledge of fundamental biological characteristics related to laboratory testing.
3. Apply principles of performing basic laboratory procedures.
4. Accurately perform venipuncture and capillary puncture procedures.
5. Assess results by correlating laboratory data with clinical or other laboratory data.
6. Evaluate laboratory data to recognize disease states.
7. Prepare and process specimens, equipment, and instruments as well as controls and reagents.
8. Perform within ethical and legal guidelines as well as within the profession's scope of 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 program coordinator must have a MT or CLS certification along with a masters degree. The person must also have had at least 5 years of recent experience working in the clinical laboratory setting as well as at least 3 years teaching in the biological or clinical sciences. Consideration will be made for a person who holds an MLT and meets the educational requirements. The program coordinator will be responsible for the overall administration of the MLT program, including but not limited to teaching, curriculum development and maintenance, preparation of the program for national accreditation, securing internship sites, placement of students in their internship sites, and organizing an advisory board.

The college will actively hire for this new position.

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

How many new full-time faculty members, if any, will need to be hired for this program? 1

What percentage of the credits in the program will they teach? 75% (core courses only) General education courses are taught by other full time and adjunct faculty.

What percent of credits in the program will be taught by adjunct faculty? 10% core courses only

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program . Minimum of 5 years experience working in the clinical laboratory setting and at least 1 year of teaching experience in the biological or clinical scientists. Must have a masters degree and hold an MT(ASCP) or MLT(ASCP) or equivalent.

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

List of Required Equipment and Supplies*

The following list of equipment and supplies will be needed within the first 2 years of the program:

Vortex (2) - \$630

Heating Plates (2) - \$290

Water bath (1) - \$887

Fibrometer (1) - \$1,150

Sysmex CA500 coagulation analyzer (1) - \$20,000

Seimans CA-500 hematology analyzer (1) - \$22,000

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API Microbiological identification system - \$1,816

TOTAL: \$46, 773

*Based on the current practice of local hospital laboratories routinely donating phlebotomy equipment and supplies already to QVCC, some of the analyzers listed may also be donated to the MLT program.

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Curriculum

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

Course Number and Name	L.O. # ³	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
MLT* 101 Intro to the Clinical Laboratory/principles of Lab Analysis*	1,2,3,5,6,7		3			
MLT* 102 Urinalysis and Body Fluids*	1,2,3,5,6,7		2			
MLT* 200 Clinical Hematology and Coagulation*	1,2,3,5,6,7	MLT*101	4			
MLT* 202 Clinical Chemistry*	1,2,3,5,6,7	MLT*101	4			
MLT* 204 Clinical Immunology and Immunohematology*	1,2,3,5,6,7	MLT*101	4			
MLT*206 Clinical Microbiology*	1,2,3,5,6,7	MLT*101	4			
MLT* 210 Clinical Internship I*	1,2,3,4,5,6,7,8	MLT*101, 102, 200, 202, 204, 206, HLT*141	4			
MLT* 212 Clinical Internship II*			6			
HLT*170 Law & Ethics for Health Care Professionals**	8		3			
Core Course Prerequisites				Free Elective Courses		
ENG* 101 Composition			3	Social science elective		3
MAT* 137 Intermediate Algebra			3	Humanities elective		3
MED* 125 Medical Terminology			3			
BIO* 115 Human Biology			4			
CHE*111 Concepts of Chemistry			4			
HLT*141 Techniques of Phlebotomy			4			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						61

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

The MLT Degree consists of a total of 61 credits. 27 credits consist of pre-requisite/general education courses in the following disciplines: English, Math, Biology, Chemistry, Social Sciences, Humanities and Health/Medical. 24 credits in MLT core courses, and 10 credits in MLT internship courses.

The program is 1 credit over the BOR requirement of 60 credits, however, this degree includes specialized clinical lab courses that require the 4 credit designation due to the amount of lab time that is required and two specialized

³ 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 (Public Higher Education Institutions) - 01/20/12

internships. In addition, this program leads to immediate employment and the majority of students will not be looking to transfer to a 4 year institution.

Program Admission requirements include:

1. Completed all prerequisite courses (ENG*101, MAT 137*,HLT*141,MED*125, BIO*115 and CHE*111) prior to applying to the MLT Program.
2. Maintained an overall GPA 2.5 in prerequisite courses.
3. Complete a MLT application.
4. Interview with MLT Program Coordinator, or their designee.
5. Must have color vision assessed by standard color blindness evaluation

Program Requirements Include:

1. Only students accepted into the MLT program are eligible to enroll in MLT courses above 101.
2. No grade of less than a B- is acceptable in any MLT course. Students receiving less than a B- will be dismissed from the program.
3. A grade of B- or better is required in all MLT courses in order to be considered for any MLT internship course.
4. Physical examination and proof of MMR, varicella, Hepatitis B immunity; TB test within 6 months, Tetanus shot within the last 5 years are required before being accepted for any internship courses. Some sites may also require a flu shot.
5. Additional requirements may include: a criminal background check

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

[illegible]

Connecticut Board of Regents for Higher Education

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

Institution

QVCC

Date

2/19/2016

Proposed Program

medical laboratory
technician

PROJECTED Enrollment	2017		2018		2019	
	Full Time	Part Time*	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	5	5	5	5	5	5
New Students (first time matriculating)	10	10	15	10	25	15
Continuing (students progressing to credential)	0	0	15	10	5	25
Headcount Enrollment	15	15	35	25	35	45
Total Estimated FTE per Year	22		47		56	

* using / credits as part time, assuming students have to take 1 lab science each semester

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)*	\$60,630	\$45,900	\$142,170	\$218,670	\$142,170	\$137,700
Program-Specific Fees ¹	\$5,280	\$5,280	\$12,320	\$8,800	\$12,320	\$15,840
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$117,090		\$381,960		\$308,030	

*Based on most current tuition grids

PROJECTED Expenditures*	2017		2018		2019	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)*	1	\$56,298	1	\$56,298		\$56,298
Faculty (Full-time, total for program)*	0	\$0	0	\$0	0	\$0
Faculty (Part-time -total for program) ^{2*}	1	\$18,093	1	\$18,093	1	\$18,093
Support Staff	0	\$0	0	\$0	0	\$0
Library Resources Program	0	\$0	0	\$0	0	\$0
Equipment (List as needed) ³		\$0		\$46,773		\$0
Other (e.g. student services)	0	\$0	0		0	\$0
Estimated Indirect Cost: Initial program self-study and accreditation fee	0	\$0	0	\$0	0	\$4,000
Total ESTIMATED Expenditures		\$74,391		\$121,164		\$78,391

*Based on 2015-2016 salary grids.

Please provide any necessary annotations:

1. Program Fees consists of the lab fees (\$88) assigned to the biology/chemistry/MLT lab courses courses. It was estimated that students would be taking an average of 4 lab courses per academic year, realizing of course , these figures are just estimates.

2. includes salary plus fringe.

3. Equipment to be purchased during the second year. The college currently has equipment required for the first year of the program.

Sysmex CA500 coagulation analyzer (1) - \$20,000

Seimans CA-500 hematology analyzer (1) - \$22,000

API Microbiological identification system - \$1,816

Vortex (2) - \$630

Heating Plates (2) - \$290

Water bath (1) - \$887

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

Connecticut Board of Regents for Higher Education

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

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

February 15, 2016

Dear President Carlee Drummer,

This is written in support of Quinebaug Valley Community College to start a program for Medical Laboratory Technicians (MLT). The demand for qualified laboratory professionals continues to grow as more schools close their programs. Hospitals have an aging population of medical laboratory professionals, with retirement coming within the next 10 years for almost half of the Day Kimball Healthcare clinical laboratory technical staff. Most healthcare staff shortages refer to the nursing shortage, while the most critical shortage is with trained clinical laboratory technicians and scientists.

Day Kimball has had a successful partnership of both training and hiring QVCC graduates from the medical assisting and phlebotomy programs for over 20 years. Laboratory professionals need to be educated and trained formally as all physicians rely upon accurate blood tests and microbiology culture reports to make an accurate diagnosis for their patients. MLTs provide testing on various patient samples, while providing physicians with quality results using a variety of laboratory analyzers. The MLTs need to have a comprehensive understanding of patient safety and laboratory techniques for the various sections of a lab. Knowledge of lab information systems, OSHA regulations, and knowledge of anatomy and medical terminology are all important skills that need to be developed in a well-rounded MLT program. This can be accomplished both on the academic side of the program, QVCC, followed by a clinical rotation in an approved hospital setting. The MLT student would ideally be fully prepared to pass either the ASCP Medical Laboratory Technician or AMT Medical Laboratory Technician certification examination.

It would be to the benefit of Day Kimball to act as an internship site as the graduates would be on the pathway to their new career as Medical Laboratory Technicians.

Regards,

Patrice Bernier

Director of Laboratory Services/Day Kimball Healthcare

320 Pomfret Street/Putnam, CT 06260/(860) 928-6541 ext. 2156

May 19, 2016

Carlee Drummer, Ph.D.
President
Quinebaug Valley Community College
742 Upper Maple St.
Danielson, CT 06239

Dear Dr. Drummer:

I am writing this letter in support of the proposed new academic program that Quinebaug Valley Community College will be offering. The Associate Degree program in Clinical Laboratory Sciences will address the critical staffing shortage that is occurring in the Clinical Laboratory profession. This shortage is a result of the closure of a large percentage of academic programs (both associate degree and bachelor degree) for clinical laboratory sciences over the past two decades. With the average age of a laboratory worker now reaching fifty-five (55) years (and in some labs, as high as sixty years), the pending retirement of this generation of laboratory techs, combined with the significant decrease in graduation rates of potential new techs, will result in a critical staffing shortage in the profession. In my laboratory, we have begun to lose techs to retirement, and I project that we will lose greater than 20% of our technical staff in the next two to three years to additional retirements.

I can assure you that, for the Hartford HealthCare East Region Laboratories (Backus Hospital, Windham Hospital, and the Plainfield Emergency Center Lab), we would support your program through various means- providing opportunities for clinical rotations, donating used laboratory equipment and expired reagents and supplies, and, ultimately, hiring new graduates to fill vacancies in staffing.

This new academic program will provide a vital flow of new graduates- I cannot overstate the importance of such a program for the clinical laboratories in the state. If any additional information is required, please contact me at your convenience.

Sincerely,



Timothy Shizume, DC, MT (ASCP)
Regional Director, Laboratories
East Region, Hartford HealthCare

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Endowed Chair

September 16, 2016

RESOLVED, that the Board of Regents for Higher Education designates Mr. Stan Simpson to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University, to begin service on January 13, 2017.

A True Copy:

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

ITEM

Designation to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education designates Mr. Stan Simpson to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University, to begin service on January 13, 2017..

BACKGROUND


Central Connecticut State University has requested designation of Stan Simpson to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication. Through Board Resolution #2003-11, the former Board of Trustees for the Connecticut State University System established the Endowed Chair in Journalism and Mass Communication at Central Connecticut State University. President Jack W. Miller, upon recommendation and review by the Dean of the Ammon College of Liberal Arts & Social Sciences and the CCSU Provost, and after a national search conducted by the department committee, has recommended that the endowed chair be filled by Mr. Simpson. President Miller's recommendation and additional background material are attached.

8-25-2016 – BOR-Academic and Student Affairs Committee

9-16-2016 – Board of Regents

**MEMORANDUM**

TO: Mark Ojakian
President, Connecticut Board of Regents for Higher Education

FROM: Jack Miller 
President

DATE: August 3, 2016

SUBJECT: Recommendation to Appoint Stan Simpson to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Stan Simpson to the Robert C. Vance Endowed Chair in Journalism and Mass Communication effective January 13, 2017, through the spring 2017 semester and through fall 2017. Mr. Simpson is a CCSU alumnus and one of the state's most accomplished multimedia journalists.

CCSU and the Robert C. Vance Charitable Foundation proposed establishment of the endowed chair to recognize "the extraordinary contributions and life of Robert C. Vance in the field, former publisher of the New Britain Herald from 1951-59 and a staunch supporter of CCSU." The Connecticut State University Board of Trustees approved the chair in 2003 through BR#03-11. Section 10a-20a of the Connecticut General Statutes provides that the Board shall "select candidates to fill the endowed chair and shall develop a budget for expenditures associated with the chair."

The department committee conducted a national search, which attracted a number of quality candidates, and decided Mr. Simpson was the best candidate to join the Department of Journalism at this time.

Over the past three decades Stan Simpson has been recognized for his work in newspapers, radio and television. The recipient of more than two dozen local, regional and national awards for his work, Simpson has covered many major stories, including corruption in Connecticut politics and reporting from Ground Zero during the September 11, 2001, terrorist attacks in New York City. Mr. Simpson travelled to Africa to report in South Africa and Nigeria.

Mr. Simpson has leveraged his media platforms to advocate for disenfranchised communities and urban education reforms. He played a key leadership role in two Hartford school turnaround projects, including serving as the founding director of The Hartford Journalism & Media Academy from 2006 to June 2009. CCSU has recognized him as a Distinguished Young Alumni, a

graduation commencement speaker and a 2003 recipient of the CCSU President's Medal for "leadership and distinction in journalism and public affairs."

From 2007 to 2009, Mr. Simpson served as professional-in-residence at Quinnipiac University's School of Communications. He taught a weekly graduate-level course on Opinion Journalism and organized /moderated standing-room-only campus and community forums on "The Innocence Project" and "The 2008 Presidential Elections." He also led the effort to establish an endowed scholarship for minority students majoring in Journalism or Communications.

During his one-year, part-time appointment as Vance Chair Mr. Simpson will:

- Teach one course spring 2017 and fall 2017
- Work with the faculty, students, and area media professionals to conduct research, develop curricula, and promote collaborative interactions among academic and the private sector.
- Conduct outreach activities such as a public lecture, conference development, internship placement, and act as a guest lecturer in other classes in the journalism and communication programs.
- Mentor students



Central Connecticut State University

Carol A. Ammon College of Liberal Arts & Social Sciences

Office of the Dean

(860) 832-2604

MEMORANDUM

TO: Dr. Carl Lovitt, Provost and Vice President
Academic Affairs

FROM: Dr. Susan E. Pease, Dean
Ammon College of Liberal Arts and Social Sciences

DATE: August 1, 2016

SUBJECT: Appointment of Stan Simpson to Vance Chair

A handwritten signature in dark ink, likely belonging to Dr. Susan E. Pease, the Dean.

I recommend approval of the request submitted by Dr. Vivian Martin on behalf of the Department of Journalism to appoint Stan Simpson to the Robert C. Vance Endowed Chair in Journalism and Mass Communication effective January 13, 2017, through the spring 2017 semester and through Fall 2017. Mr. Simpson is a CCSU alumnus and one of the state's most accomplished multimedia journalists.

CCSU and the Robert C. Vance Charitable Foundation proposed establishment of the endowed chair to recognize "the extraordinary contributions and life of Robert C. Vance in the field, former publisher of the New Britain Herald from 1951-59 and a staunch supporter of CCSU." The Connecticut State University Board of Trustees approved the chair in 2003 through BR#03-11. Section 10a-20a of the Connecticut General Statutes provides that the Board shall "select candidates to fill the endowed chair and shall develop a budget for expenditures associated with the chair."

The department committee conducted a national search, which attracted a number of quality candidates, and decided Mr. Simpson was the best candidate to join the Department of Journalism at this time.

Over the past three decades Stan Simpson has been recognized for his work in newspapers, radio and television. The recipient of more than two dozen local, regional and national awards for his work, Simpson has covered many major stories, including corruption in Connecticut politics and reporting from Ground Zero during the September 11, 2001, terrorist attacks in New York City. Mr. Simpson travelled to Africa to report in South Africa and Nigeria.

Mr. Simpson has leveraged his media platforms to advocate for disenfranchised communities and urban education reforms. He played a key leadership role in two Hartford school turnaround

projects, including serving as the founding director of The Hartford Journalism & Media Academy from 2006 to June 2009. CCSU has recognized him as a Distinguished Young Alumni, a graduation commencement speaker and a 2003 recipient of the CCSU President's Medal for "leadership and distinction in journalism and public affairs."

From 2007 to 2009, Mr. Simpson served as professional-in-residence at Quinnipiac University's School of Communications. He taught a weekly graduate-level course on Opinion Journalism and organized /moderated standing-room-only campus and community forums on "The Innocence Project" and "The 2008 Presidential Elections." He also led the effort to establish an endowed scholarship for minority students majoring in Journalism or Communications.

During his one-year, part-time appointment as Vance Chair Mr. Simpson will:

- Teach one course spring 2017 and fall 2017
- Work with the faculty, students, and area media professionals to conduct research, develop curricula, and promote collaborative interactions among academic and the private sector.
- Conduct outreach activities such as a public lecture, conference development, internship placement, and act as a guest lecturer in other classes in the journalism and communication programs.
- Mentor students

Memorandum

To: Susan Pease, Dean, Carol Ammon School of Liberal Arts and Social Sciences
From: Vivian Martin Chair Department of Journalism
Date: Aug. 1, 2016
Re: Appointment of Stan Simpson to Vance Chair

The Department of Journalism recommends that Stan Simpson, a CCSU alum and one of the state's most accomplished multimedia journalists, be appointed holder of the Robert C. Vance Endowed Chair in Journalism and Mass Communication. Effective Jan. 13, 2017, to serve a year term. The chair has been vacant since Susan Campbell's term expire in Dec, 31, 2015.

CCSU and the Robert C. Vance Charitable Foundation proposed establishment of the endowed chair to recognize "the extraordinary contributions and life of Robert C. Vance in the field, former publisher of the Herald of New Britain Herald from 1951-59 and a staunch supporter of CCSU. The Connecticut State University Board of Trustees approved the chair in 2003 through BR#03-11. Section 10a-20a of the Connecticut General Statutes provides that the Board shall "select candidates to fill the endowed chair and shall develop a budget for expenditures associated with the chair."

The department committee conducted a national search, which attracted a number of quality candidates, and decided Mr. Simpson was the best candidate to join the journalism department at this time.

Over the past three decades Stan Simpson has been recognized for his work in newspapers, radio and television. The recipient of more than two dozen local, regional and national awards for his work, Simpson has covered many major stories, including corruption in Connecticut politics and reporting from Ground Zero during the September 11, 2001 terrorist attacks in New York City. Mr. Simpson travelled to Africa to report in South Africa and Nigeria.

Mr. Simpson has leveraged his media platforms to advocate for disenfranchised communities and urban education reforms. He played a key leadership role in two Hartford school turnaround projects, including serving as the founding director of The Hartford Journalism & Media Academy from 2006 to June 2009. CCSU has recognized as a Distinguished Young Alumni, a graduation commencement speaker and a 2003 recipient of the CCSU President's Medal for "leadership and distinction in journalism and public affairs."

From 2007 to 2009, Mr. Simpson served as professional-in-residence at Quinnipiac University's School of Communications. He taught a weekly graduate-level course on Opinion Journalism and organized /moderated standing-room-only campus and community forums on "The Innocence Project" and "The 2008 Presidential Elections." He also led the effort to establish an endowed scholarship for minority students majoring in Journalism or Communications.

During his one-year, part-time appointment as Vance chair Mr. Simpson's duties would include:

- Teaching a course in the fall²⁰¹⁷ and spring²⁰¹⁷ semesters
- Convening forums on topic issues
- Mentoring students

Thank you for your consideration.

Respectfully,

Vivian B. Martin
Professor and Chair
Department of Journalism

STAN SIMPSON
180 Curtis Street, #1
New Britain, Connecticut 06053
860.357.4261 stansimpson@comcast.net

PROFILE

Award-Winning Journalist / Sought-After Public Speaker / Education Leader – seeking opportunity to make continued significant professional contribution in the fields of Journalism & Communications.

Recognized by Hartford Magazine as one of Connecticut's most influential voices.
NAACP 2012 Civil Rights Award recipient for excellence in Communications/Media.
CCSU President's Medal for "leadership and distinction in journalism."
Co-leader in two urban school turnaround projects.
Social Media practitioner. College visiting-professor.

KEY STRENGTHS

Dynamic Team Leader/Exceptional Project Manager

Played key leadership role in developing marketing plan for \$40 million Hartford Journalism & Media Academy.
Developed strategic partnerships with corporations, non-profits and universities. Excellent motivator.
Created and expanded internship programs for students; professional development programs for staff.
Directed expansion of college & career readiness office.

Innovative Problem Solver

Works collaboratively with teams in completing multi-faceted projects on time, and with high quality.
Public Relations and Marketing acumen.
Excels in directing teams and working independently.
Well-connected: Extensive contacts in media, political, non-profit and corporate circles.

Community Leader

Named President or Chairman of four different community organizations/initiatives.
Reputation for integrity, character and candor.
Raised hundreds of thousands of dollars for non-profit organizations, including the United Way of Greater Hartford, Hartford Public Schools, Autism Awareness and the Connecticut Association of Black Communicators.

JOURNALISM AND MEDIA EXPERIENCE

FOX 61/HARTFORD COURANT (Tribune Company) – Hartford, Connecticut
Host/Executive Producer – "The Stan Simpson Show" (2009-Present)

1989-Present

- Host insightful television and online talk show about "Connecticut people and compelling issues." Topics include education, urban issues, personal development, sports and politics.
- Wrote thought-provoking and award-winning, twice-weekly commentary about local, regional and national politics. (1995-2009)
- One of 12 opinion writers in the country to interview former South African President Nelson Mandela in Johannesburg in 2000. Covered from "Ground Zero" the aftermath of the Sept. 11, 2001 World Trade Center attacks. Served in roles as reporter/copy editor from 1989 to 1995.
- Write twice-monthly opinion-editorial commentary on variety of topical issues. (2010-Present)

WTIC NEWSTALK 1080 (CBS Radio) – Hartford, Connecticut
Largest Talk Radio Outlet in New England. 50,000 Watts AM.
Saturday Morning Talk Show Host/Executive Producer

2004-2008

- Hosted "The Morning Show with Stan Simpson" – live from 5:30 a.m. to 10 a.m. Provided compelling and entertaining interviews and opinions on a wide range of topics, including politics, education, urban issues, sports and entertainment.
- Doubled ratings from 2007 to 2008

QUINNIPIAC UNIVERSITY – Hamden, CT
Professional-in-Residence, School of Communications

2007-2009

- Taught graduate-level class – “Opinion Journalism” – and received excellent student evaluations.
- Organized standing room-only campus events, covered by several media outlets, on the “Innocence Project” and the historic “2008 Presidential Elections.”
- Spearheaded effort to establish endowed Lew & April Brown Scholarship for QU minority students majoring in Communications or Journalism.
- Conducted lectures on how race & media impact public opinion and public policy.

CONNECTICUT PUBLIC TELEVISION (CPTV) - Hartford, CT
Freelance Television Reporter/Producer/Host

2002 to 2007

- Hosted November 2007 and June 2008 live Town Hall meeting on Universal Health Care, and Prayer.
- Produced on-air features/profiles for news magazine program “Main Street.”

THE NEWS-TIMES - Danbury, CT (Circulation: 48,000)
News Reporter

1986-1989

- Covered the towns of Brookfield, Bridgewater, New Milford, Roxbury and Washington.
- Served as sportswriter and chief boxing reporter.

NBC-30 /WVIT-TV (NBC affiliate, 26th Market)
Host/Producer – “Black Perspective”

1986 to 2006

- Hosted and produced public affairs program on issues of interest to the African American community, including economic empowerment, education, politics, public safety and health care.

WREF (AM 850) Radio --Ridgefield, CT (Approx. 50,000 listeners)
Sports Director

1985 to 1987

- Established the station's sports department and developed programming. Wrote, edited and broadcasted live daily sports segments.
- Created the Boo-and-Cheer of the Week Award (weekly, light-hearted one-minute commentary on those who were naughty and nice in sports.)

EDUCATION LEADERSHIP

BLOOMFIELD PUBLIC SCHOOLS
Director of Strategic Communications & Planning

2014 to present

- Develop and implement strategic communications strategies that transform the image and reputation of a once struggling school district.
- Oversee crisis communications
- Serve as chief spokesman

HARTFORD JOURNALISM & MEDIA ACADEMY – Hartford, Connecticut
Senior Executive Advisor/Founding Director

2009 to June 2012

- Developed the strategic (and transition) plan for novel \$40 million, 400-student journalism & media academy, previously recognized as one of Connecticut's lowest performing high schools.
- Established and cultivated strategic university, corporate and community partnerships. Advised principal on budget.
- Developed and doubled the size of paid internship program by partnering with local community organizations and media companies.
- Directed 20 teachers in initiatives to infuse media themes into the academy's curriculum. Chaired Advisory Board.

- Personally raised more than \$100,000 in funds and donated equipment and merchandise.
- Directed expansion of career & college readiness office.
- Played key leadership role in establishing dual college-high school credit courses for students.
- Oversaw the development of academy's multiple media platforms – TV and radio stations, online newspaper launch. Created and implemented Summer Freshman Boot Camp.
- Established monthly seminar program, featuring industry professionals, newsmakers and role models. Developed media-themed professional development opportunities for teachers. Mentored urban student population.

EDUCATION

UNIVERSITY OF CALIFORNIA-BERKELEY – Berkeley, California

Western Knight Center for Specialized Multi-Media Fellowship

One of 20 journalists selected nationwide to study 21st Century Multi-Media Technology.

CHARTER OAK STATE COLLEGE – New Britain, Connecticut

Honorary Doctorate, Humane Letters, Honoris Causa

TRINITY COLLEGE – Hartford, Connecticut

Master's Degree, Public Policy

CENTRAL CONNECTICUT STATE UNIVERSITY – New Britain, Connecticut

Bachelor of Arts, Communications

COMMUNITY LEADERSHIP

- President (two times) – Connecticut Association of Black Communicators (1993-2001; 2003-05)
- Chairman – Archer Memorial AME Church Board of Trustees (2006-2012)
- Co-Chairman – 1998 United Way of Greater Hartford Employee-Giving Campaign (set fund-raising record!)
- Chairman – NBC 30 "Black Perspective" Board of Directors (1995-2009)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

TERRELL WARD BYNUM

September 16, 2016

- WHEREAS, The faculty at Southern Connecticut State University has recommended Terrell Ward Bynum for the title of Connecticut State University Professor, and
- WHEREAS, The President of Southern Connecticut State University, Joseph Bertolino and former president, Mary A. Papazian, has recommended awarding this title to Professor Bynum, and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred, and
- WHEREAS, Professor Bynum, a highly distinguished teacher and scholar, has served Southern Connecticut State University since 1987 as a member of the Department of Philosophy while attaining extraordinary levels of achievement in research teaching and service, and
- WHEREAS, Professor Bynum has played a leading role in the field of computer ethics and is internationally regarded as its most prominent teacher and theoretician, therefore be it
- RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Terrell Ward Bynum of Southern Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further
- RESOLVED, That Professor Bynum be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Terrell Ward Bynum of Southern Connecticut State University

BACKGROUND

In accordance with BOR/AAUP Collective Bargaining Agreement, “the Board, upon the recommendation of a President and the Chancellor, 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.”

RATIONALE

Southern Connecticut State University, upon recommendation by the CSU Professor Advisory Committee and with the recommendation of former President Mary Papazian and current President Joseph Bertolino proposes awarding the title CSU Professor to Dr. Terrell Bynum. The President and Provost of the System Office concur with this recommendation.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents



Southern Connecticut
State University

Mary A. Papazian, Ph.D.
PRESIDENT

Office of the President
Connecticut Board of Regents

June 22, 2016

JUN 28 2016

Connecticut Board of Regents

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, Connecticut 06105

Dear President Ojakian:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. Terrell Ward Bynum to you and the Board of Regents for designation as a Connecticut State University Professor, effective August 25, 2016.

In this distinguished appointment, Dr. Bynum would replace the recently retired Dr. James Mazur, professor of psychology, and join Southern's current CSU Professor: Dr. Vivian Shipley, professor of English.

The CSU Professor Advisory Committee, chaired by History Professor Troy Paddock, states that Dr. Bynum met the benchmark of excellent in all three selection categories: creative activity, teaching and service. During his long and distinguished career at Southern, he has played a leading role in the field of computer ethics and is internationally regarded as its most prominent teacher and theoretician.

Dr. Bynum's first book, *Gottlieb Frege, Conceptual Notation and Related Articles*, helped to introduce the ideology of an important German philosopher to an English-speaking audience. More than 20 years later, Oxford University republished the book as an "Oxford Scholarly Classic," which speaks to its relevance as a highly respected scholarly work. Subsequent books exploring the world of computer ethics are regarded as milestones in the field by many scholars.

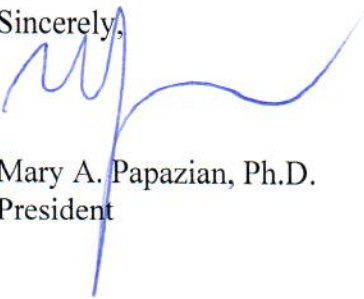
At Southern, Dr. Bynum established the internationally recognized Research Center on Computing and Society. His prominence as a teacher is reflected by the fact that doctoral students from Europe and China have come to campus to work with him – even though the Philosophy Department does not have a Ph.D. program. He also has served as a valued teacher for two SCU departments, Philosophy and Computer Science, presenting the computer ethics course that he created to generations of students.

Beyond the confines of Southern, Dr. Bynum established the American Association of Philosophy Teachers and has conducted numerous workshops on philosophical topics on four

continents. He has been a delegate at two United Nations Summits and has chaired the Committee on Computing and Philosophy of the American Philosophical Association. He also holds three prestigious lifetime achievement awards, which speak to his service to his discipline and also bring significant credit to Southern.

This recommendation is in compliance with the terms of the process as outlined within the BOR/AAUP Collective Bargaining Agreement. I have enclosed a draft resolution awarding this title to Dr. Bynum to be presented to the Board of Regents for their consideration at the August 25, 2016 board meeting. If you require any further information, please do not hesitate to contact me.

Sincerely,



Mary A. Papazian, Ph.D.
President



Southern Connecticut
State University

August 22, 2016

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, Connecticut 06105

Dear President Ojakian:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. Terrell Ward Bynum to you and the Board of Regents for designation as a Connecticut State University Professor, effective September 16, 2016.

I reviewed and approved the CSU Professorship for Dr. Bynum while at Southern earlier this month. I hereby reiterate and affirm former SCSU President Mary Papazian's assertion that the recommendation of Dr. Bynum was made following compliance with the process, terms, and conditions of the BOR/AAUP Collective Bargaining Agreement.

I begin my tenure at Southern on August 22 and request that the CSU Professorship be approved at the next board meeting on September 16, 2016, following favorable action by the ASA Committee at its August 25 meeting.

If you require any further information, please do not hesitate to contact me.

Sincerely yours,

Joseph A. Bertolino, Ed.D.
President

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Danbury Location for
Naugatuck Valley Community College

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions regarding the instructional location in Danbury, Connecticut for Naugatuck Valley Community College and inclusion of the location within the institution's accreditation be confirmed.

A True Copy:

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

ITEM

Inclusion of the Danbury, Connecticut, location with Naugatuck Valley's accreditation be confirmed.

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation.

Naugatuck Valley Community College recently sought accreditation to offer instruction at their Danbury, Connecticut location.

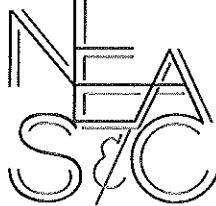
RATIONALE

NEASC considered the report submitted by Naugatuck Valley Community College regarding its instructional location in Danbury, CT as well as the report of the evaluator. That report was accepted and inclusion of the location within the institution's accreditation was confirmed.

NEASC also noted the interim report scheduled for consideration in Fall 2017 be confirmed and besides previously specified information to be included the report also provide an update on the institution's continued success in implementing the Danbury instructional location.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents



Founded In 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

June 8, 2016

PATRICIA MAGUIRE MESERVEY, Chair (2017)
Salem State University

DAVID P. ANGEL, Vice Chair (2018)
Clark University

WILFREDO NIEVES (2016)
Capital Community College

LINDA S. WELLS (2016)
Boston University

KASSANDRA S. ARDINGER (2017)
Concord, NH

THOMAS S. EDWARDS (2017)
Thomas College

THOMAS CHRISTOPHER GREENE (2017)
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)
Three Rivers Community College

PETER J. LANGER (2017)
University of Massachusetts Boston

DAVID L. LEVINSON (2017)
Norwalk Community College

LYNN C. PASQUERELLA (2017)
Mount Holyoke College

G. TIMOTHY BOWMAN (2018)
Harvard University

THOMAS L. G. DWYER (2018)
Johnson & Wales University

JOHN F. GABRANSKI (2018)
Haydenville, MA

CATHRAEL KAZIN (2018)
Southern New Hampshire University

KAREN L. MUNCASTER (2018)
Brandeis University

CHRISTINE ORTIZ (2018)
Massachusetts Institute of Technology

JON S. OXMAN (2018)
Auburn, ME

JACQUELINE D. PETERSON (2018)
College of the Holy Cross

ROBERT L. PURA (2018)
Greenfield Community College

DAVID QUIGLEY (2018)
Boston College

ABDALLAH A. SFEIR (2018)
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)
Providence College

JEFFREY R. GODLEY (2019)
Groton, Ct

President of the Commission
BARBARA E. BRITTINGHAM
bbrittingham@neasc.org

Senior Vice President of the Commission
PATRICIA M. O'BRIEN, SND
pobrien@neasc.org

Vice President of the Commission
CAROL L. ANDERSON
conderson@neasc.org

Vice President of the Commission
PAULA A. HARBECKE
phaarbecke@neasc.org

Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

Dr. Daisy Cocco De Filippis
President
Naugatuck Valley Community College
Kinney Hall, Room K703B
750 Chase Parkway
Waterbury, CT 06708-3089

Dear President De Filippis:

I am pleased to inform you that at its meeting on April 21, 2016 the Commission on Institutions of Higher Education considered the report submitted by Naugatuck Valley Community College regarding its instructional location in Danbury, Connecticut as well as the report of the evaluator and took the following action:

that the report regarding the College's instructional location in Danbury, Connecticut be accepted and inclusion of the location within the institution's accreditation be confirmed;

that the interim report scheduled for consideration in Fall 2017 be confirmed;

that, in addition to the information included in all interim reports as well as the matters specified in our letters of May 3, 2013 and October 10, 2014, the Fall 2017 report provide an update on the institution's continued success in implementing the Danbury instructional location, with particular emphasis on the College's success in:

- 1) achieving its goals for enrollment at the site;
- 2) providing sufficient course offerings and student support services.

The Commission gives the following reasons for its action.

The Commission accepted the report submitted by Naugatuck Valley Community College and confirmed inclusion of the Danbury, Connecticut location within the institution's accreditation because the report was responsive to the concerns raised in our letter of May 12, 2014 and provided evidence that the College is implementing the location in a manner consistent with Commission standards and policies.

The Commission commends Naugatuck Valley Community College (NVCC) for a cogent report detailing the successful implementation of its new instructional site in Danbury, Connecticut. We note with favor that the Danbury site supports NVCC's mission to respond to "evolving community needs." Degree programs in business administration and general studies are now offered at the site, and access to library and information resources is provided online and at the Danbury Public Library. We understand that the site will relocate in Fall 2016 to a new 23,000 square foot location "across the street" from the current facility; at the time of the team's visit, the new site was being retrofitted with offices and ADA-compliant classrooms and other instructional space. The College has received \$2 million in bond funding to purchase furniture and equipment for the new location and anticipates that, moving forward, the new facility will be "fully funded" by tuition and fees generated from enrollments in credit and non-credit courses offered at the site. We are gratified to learn from the evaluator that staff and students at the Danbury site "take pride and feel part of NVCC."

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information provided in all interim reports and the matters specified in our letters of May 3, 2013 and October 10, 2014, we look forward, in Fall 2017 to learning of the College's continued success in implementing the Danbury location and receiving information about two matters related to our standards on *Students* and *The Academic Program*.

As noted in both the institution's report and the report of the evaluator, the Danbury site has experienced growth in enrollment, and that growth is expected to continue. We are gratified to learn of the steps taken by the College to support achievement of the enrollment goals established for Danbury, including the establishment of a transportation link between the site and the main campus to make it easier for students who start in Danbury to finish majors which are available only on the main campus. We look forward to learning, in Fall 2017, of the College's success in achieving its enrollment goals for the Danbury site. Our standard on *Students* will guide this section of the report:

Consistent with its mission, the institution sets and achieves realistic goals to enroll a student body that is broadly representative of the population the institution wishes to serve and addresses its own goals for the achievement of diversity among its students (6.1).

The Commission concurs with the visiting evaluator that anticipated increases in enrollment at the Danbury site will likely lead to the need for additional course offerings as well as more staffing and support services at the location. We are gratified to learn that the College has allocated additional resources to support student success at the Danbury location, including funds to support two new positions to provide "day to day support." The Fall 2017 report will provide the College an opportunity to demonstrate the sufficiency of course offerings and student support services at the Danbury location, as evidence that it provides "sufficient resources to sustain and improve its academic programs" (4.3) and "offers an array of student services appropriate to its mission and the needs and goals of its students" (6.11).

We remind you that the *Standards for Accreditation* have been revised, and the new Standards go into effect on July 1, 2016. Therefore, the interim report prepared by Naugatuck Valley Community College for consideration in Fall 2017 should reference the 2016 Standards.

The Commission expressed appreciation for the reports prepared by Naugatuck Valley Community College and the evaluator and hopes that the evaluation process has contributed to

Dr. Daisy Cocco De Filippis

June 8, 2016

Page 3

institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas Donofrio. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



Patricia Maguire Meservey

PMM/sjp

Enclosure

cc: Mr. Nicholas Donofrio
Evaluator

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Tunxis Community College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Characteristics of Below-Threshold Offering Name of Offering: HVAC Energy Analysis Certificate Type of Offering (e.g. Grad Certificate, Minor, Option) Linked Certificate Anticipated Initiation Date: Fa16 Anticipated Date of First Completion (if applicable): Su17 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 37%	Credit Distribution of the Offering # Cr in Core Courses: 12 # Cr of Electives: 0 # Cr of Other: 10 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 22
Suggested CIP Code No. (if applicable)	Title of CIP Code
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Energy Programs	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>Heating Ventilation and Air Conditioning (HVAC) systems are among the biggest energy users in commercial buildings. The HVAC Energy Analysis certificate focuses on HVAC and introduces students to commercial HVAC equipment, how these systems work, how they are controlled, how to operate them more efficiently, and what system improvements can be made to increase overall performance and energy savings. Students learn to identify commercial HVAC system types and the energy impact of each. Calculations are used to determine HVAC system efficiency.</p> <p>Students are required to successfully complete the courses in the Energy Core Certificate prior to enrolling in the two HVAC Energy Analysis Certificate courses. The HVAC Energy Analysis Certificate builds upon the Energy Core Certificate and focuses on the energy use and energy savings opportunities in the heating, ventilation and air conditioning systems of commercial buildings. All courses are required in the Energy Management AAS Degree.</p> <p>Students will gain an understanding of the operation and application of various types of commercial HVAC Systems by touring mechanical rooms on campus to identify the various parts of commercial HVAC systems (boilers, chillers, air handlers). Hands-on labs enable students to analyze the operation, efficiency, and programming of these systems. Data logging may be included for calculations and analysis.</p> <p>Courses linked to the Energy Management AAS program may be taken as credit or non-credit. When stacked together, they can fulfill the requirements for one or more Certificates of Achievement. Certificates have been designed to demonstrate a commitment to training in a specific area of commercial energy management. Incumbent energy industry workers will find this certification helpful for advancement in their careers.</p> <p>An effective method to bolster enrollment in new Energy Management AAS Degree courses is to bundle selected courses as stackable certificates. This practice is enabling other community colleges to succeed at filling their energy classes, while offering students a short-term alternative to the 2-year AAS Degree. 10 program core and 4 college core courses in the Energy Management AAS Degree will be bundled and marketed as six separate stackable certificates.</p>	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

Certificate students will join AAS Degree students in the same classes. Students will be able to select from onsite, online and hybrid college core courses throughout the CCC system to fulfill their course requirements for the certificates and the degree.

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

The HVAC Energy Analysis Certificate is coordinated by the Director of Sustainable Energy Technology Programs at Tunxis CC. The Director's salary is paid by grants from the CT Dept. of Energy and Environmental Protection, and the CT Energy Efficiency Fund. Courses in the Certificate are new Energy Management courses which will be taught by adjunct instructors. Instructor fees will be covered by tuition and the existing grants.

Institutional Contact for this Proposal: Eric Gribin

Title: Director

Tel.: 860-773-1318

e-mail: egribin@tunxis.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* ²

Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

² If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
NRG*122 Commercial HVAC Systems & Analysis	1--4	ARC*240 Co-Req. PHY*110	3			
NRG*123 Energy Efficiency Methods	3-8	ARC*240 PHY*110 Co-Req. NRG*122	3			
			6			
Prerequisites						
Energy Core Certificate			16			
ENG*101						
MAT*094						
Total Credits in the Certificate			22			
Total Other Credits Required to Issue Credential						

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

Upon successful completion of this course, students will:

1. Demonstrate their understanding of various systems of commercial building heating, cooling, ventilation, refrigeration, and humidity controls
2. Evaluate energy use patterns of commercial buildings and use appropriate energy calculations to determine heating and cooling loads; determine system energy efficiency; calculate psychometrics, log and analyze data from actual system operations through on-campus field work
3. Produce energy evaluation technical reports
4. Develop and evaluate inferences and predictions that are based on collected data
5. Use problem-solving techniques & mathematics to transform concepts into energy related projects
6. Analyze the energy use of common energy-consuming distribution systems
7. Demonstrate proficiency with some common energy conversion units and formulas
8. Analyse the energy or cost savings associated with efficiency strategies

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

Course Descriptions:

NRG*122 Commercial HVAC Systems and Analysis - students investigate the physical principles of HVAC systems. Topics include related HVAC system equations, refrigeration, psychometrics, central forced air furnaces, ground couple heat pumps, SEERs, EERs, AFUEs, fuels, and unitary single zone and multi-zone secondary systems. Students learn to identify commercial HVAC system types and the energy impact of each type. Calculations will be used to determine HVAC system efficiency. Students will investigate HVAC delivery systems including fans, pumps, dampers, control valves, and ducting.

NRG*123 A systems approach is used to analyze the input, output, and efficiency of common energy conversion devices, including motors, fans, pumps, heat engines, domestic hot water heaters, furnaces, boilers, refrigeration devices, and heat pumps. Students (1) become fluent in the use of the many different units used to denote and measure energy/power (2) learn what quantities need to be measured to determine energy/power in different systems (3) determine the energy/cost savings associated with different efficiency improvement strategies.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Tunxis Community College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Characteristics of Below-Threshold Offering Name of Offering: Energy Core Certificate Type of Offering (e.g. Grad Certificate, Minor, Option) Linked Certificate Anticipated Initiation Date: Fa16 Anticipated Date of First Completion (if applicable): Su17 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 40%	Credit Distribution of the Offering # Cr in Core Courses: 9 # Cr of Electives: 0 # Cr of Other: 7 # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 16
Suggested CIP Code No. (if applicable)	Title of CIP Code
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Energy Programs	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The Energy Core Certificate is linked to the AAS Degree in Energy Management. Energy Core contains the foundation of quantitative and scientific principles upon which the Energy Management AAS Degree program is built. Students new to the study of energy will begin with these basic courses, some of which are offered multiple times at multiple CT community colleges in each academic year. The Energy Core Certificate offers students a stimulating, hands-on, real world "Living Laboratory"- based curriculum. This certificate that gives students valuable basic skills and knowledge for the workplace. This short-term certificate is geared to students who are seeking effective training over a short period of time.</p> <p>Courses linked to the Energy Management AAS program may be taken as credit or non-credit. When stacked together, they can fulfill the requirements for one or more Certificates of Achievement. Certificates have been designed to demonstrate a commitment to training in a specific area of commercial energy management. The purpose of the Energy Core is to help students focus only on those courses and skills which are required in the higher-level energy Certificates. Incumbent energy industry workers will find this basic general skills certification helpful for advancement in the Energy Management Degree.</p> <p>The Energy Core provides students with the basic program core and college core courses they need to advance into any of the other five stackable energy certificates, and/or the Energy Management AAS Degree. Students gain a basic understanding of energy, light and thermodynamics in PHY110, and then apply that knowledge to practicum course NRG131. Students need proficiency in Excel and Technical Writing to succeed in the energy industry. So, CSA135 or BBG115, and ENG202 are required courses for the Energy Core. ARC240 gives students broad understanding about building systems, how they interact, and their energy use.</p> <p>An effective method to bolster enrollment in new Energy Management AAS Degree courses is to bundle selected courses as stackable certificates. This practice is enabling other community colleges to succeed at filling their energy classes, while offering students a short-term alternative to the 2-year AAS Degree. 10 program core and 4 college core courses in the Energy Management AAS Degree will be bundled and marketed as six separate stackable certificates.</p>	

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

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Certificate students will join AAS Degree students in the same classes. Students will be able to select from onsite, online and hybrid college core courses throughout the CCC system to fulfill their course requirements for the certificates and the degree.

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

The Energy Core Certificate is being coordinated by the Director of Sustainable Energy Technology Programs at Tunxis CC. The Director's salary is paid by grants from the CT Dept. of Energy and Environmental Protection, and the CT Energy Efficiency Fund. Courses in the Energy Core Certificate are either existing General Education courses, or are new Energy Management courses which will be taught by adjunct instructors. Instructor fees will be covered by tuition and the existing grants.

Institutional Contact for this Proposal: Eric Gribin

Title: Director

Tel.: 860-773-1318

e-mail: egribin@tunxis.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* ²

Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

² If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

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SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
ENG*202	3, 4	ENG*101	3			
PHY*110	1, 3	MAT*094	4			
ARC*240	5	ENG*101 MAT*094	3			
BBG*115 or CSA*135	2, 3	ENG*101	3			
NRG*131	2, 3	ENG*101 MAT*094	3			
Prerequisites						
ENG*101						
MAT*094						
Total Credits in the Certificate				16		
Total Other Credits Required to Issue Credential						

Other Details

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

1. Students will demonstrate a basic understanding of energy, light and thermodynamics in PHY110
2. Students will show increased proficiency with spreadsheets, charts and graphs in Excel in CSA135 or BBG115
3. Students will apply knowledge from PHY110, perform energy analysis on homes and small buildings, and incorporate both conceptual and technical understanding in their field work and reporting in NRG131
4. Students will practice technical written and oral skills and will create technical documents in ENG202
5. Students will gain a basic understanding of commercial building systems and be able to explain their operation, interactions and their energy use in ARC240.

ITEM

Notification of planned implementation of an English Language Pathways Program at Southern Connecticut State University

BACKGROUND**Summary**

Southern Connecticut State University proposes an English Language Pathways Program (ELPP). The ELPP will be comprised of two parts: 1. an intensive preparatory ESL program for international students who plan to seek admission to SCSU degree programs and 2. an academic bridge program for (a) international students who have successfully completed the intensive preparatory ESL program and matriculated as degree-seeking students; and (b) enrolled SCSU heritage language students who need additional language support.

The ELPP at SCSU will not be a certificate or degree-granting program, but rather an academic resource for students wishing to enroll in the SCSU's existing programs. The ELPP will not duplicate academic programs already in existence at other CSU System campuses. Rather, the ELPP will serve as a companion or support to Southern's heritage language students' and international students' academic degree programs, enabling these individuals to acquire the critical reading and writing skills they will need to achieve academic success. We should view ELPP services similar to such services as academic advising, counseling, health services, and disability resources.

Through the ELPP, SCSU will be able to tap into the enrollment potential of its existing academic programs. Specific programs of interest for international students at SCSU include the Master's in Business Administration (MBA), Public Health, Nursing, Social Work, and Computer Science. Business Administration enrolls the largest percentage of international students at SCSU, with students coming from countries such as China, Brazil, Saudi Arabia, Angola, and Mozambique. SCSU receives numerous inquiries each year from students who would like to matriculate, but do not meet TOEFL (or alternative) language score requirements.

The ELPP aligns with the directives established by SCSU's 2015-2025 Strategic Plan, in which Southern has expressed a clear commitment to supporting and increasing the number of international students, faculty and staff in order to create a diverse, globally-engaged campus community. Based on analyses of national and local trends, SCSU's ELPP will:

- Increase enrollments of students in currently existing academic programs;
- Bring some additional revenue to the University through international student tuition, and tuition resulting from increased retention rates of heritage language speakers;
- Encourage greater cultural and ethnic diversity within the domestic student body, which will enhance global awareness;
- Provide opportunities for graduate students in SCSU's TESOL program to teach and tutor ESL in a supervised context;
- Better serve existing students in ways that are expected to have a positive impact on student retention and graduation.

Need for the Program

SCSU, like all CSU System institutions, aims to prepare graduates for an evolving, increasingly competitive and globally savvy workforce in Connecticut. Fostering diversity has a profound impact on access, and creates an environment in which education is informed by a broad range of ethnic, cultural, social, political, and religious viewpoints—a seedbed for institutional globalization. As the student population of SCSU diversifies, the University must develop adequate support resources to ensure the academic success of students enrolled in challenging degree programs. The ELPP will help ensure that students who need academic English language support to successfully complete their chosen programs of

study gain access to the academic support and linguistic resources they need to complete their degrees at rates equivalent to those of their native-English-speaking peers.

Admissions requirements will consist of several minimum conditions: Students must be at least 17 years old, they must be graduates of high/secondary school, they must be able to speak, understand, write, and read simple English sentences, and they must be able to pay for all costs and fees. To apply, they must submit an application, which includes proof of graduation and of financial solvency. To remain in the intensive international pathway of the ELPP, students must maintain passing scores and positive instructor feedback. To be effectively placed into the Intensive international pathway of the ELPP, students must take the TOEFL or the IELTS.

There are three student groups in particular who will benefit from the ELPP:

1. Heritage Language Students: Southern has identified a significant number of heritage language students who could benefit from the Academic Bridge Program component of the ELPP. 20% of 250 students responding to a poll of first-year composition students administered in 2015 self-identified as heritage language speakers. Coupled with a 2015 analysis of data provided by students admitted via the Common App, as much as 30% of Southern's student body can be defined as heritage language students, which is consistent with national demographic trends.
2. International Students: The ELPP will allow for increased access of previously identified international students into the University's existing academic programs, in particular its graduate programs. The average percentage of international students in U.S. colleges and universities was 3.6% in the 2012/2013 academic year. SCSU's current international population hardly mirrors the national trend, constituting only 0.01% of the total student population. As it strives to globalize its campus, SCSU views the establishment of the ELPP as an important step toward enhancing international student enrollment.
3. Domestic Students Who Speak English as their First Language: An increase in the matriculated international student population at SCSU will have a significant positive impact on the cultural literacy of our domestic monolingual students. Over time, these students' exposure to a more culturally diverse student body at SCSU will serve to mitigate the lack of cultural awareness that prevents many SCSU students from considering integrating a study abroad experience into their academic careers and/or leaves them unprepared to succeed in a rapidly globalizing economy.

Curriculum

The English Language Pathways Program will include two tiers: (a) Tier One is an Intensive English-as-a-second-language Pathway for international students and (b) Tier Two is an Academic Bridge Program for matriculated international students and matriculated local heritage language speakers. Tier one will help conditionally admitted international students achieve English language proficiency sufficient for participating successfully in graduate and undergraduate programs at SCSU. It will be designed according to a cohort model, where international students work in four main areas: the development of literacy (reading and writing), the development of oral skills and abilities (listening and speaking), the development of written and spoken grammar (grammar), and in the area of academic skills development.

In terms of program structure, the Tier One Intensive ESL Pathway component of the ELPP seeks to admit cohorts of 10-15 students up to three times per year, in the Fall, Spring, and Summer semesters. The number of cohorts will be based upon interest as well as resource availability. For practical purposes, all students in one cohort will need to have approximately the same level of English language ability. If enrollment numbers permit, SCSU will be able to offer two levels of the proposed ESL courses. Importantly, students may decide to re-enroll after they complete a semester, either moving to a more advanced level of ESL or repeating their same level depending on their pre-existing level of English language proficiency and degree of improvement throughout the intensive international pathway of the ELPP.

Students in the Intensive ESL Pathway component of the ELPP will take five concurrent courses during each intensive session. Upon successful completion of the Program, they will be eligible to enroll in an SCSU degree program and the Tier Two Academic Bridge Program. Fall and Spring program schedules will include five hours per day of ESL instruction, five days per week, for 16 weeks (a total of 320 hours). The intensive Summer intensive international pathway of the ELPP will offer ESL instruction approximately 6.5 hours per day, five days per week, for 10 weeks (a total of 320 hours). Cultural excursions will also be a component of each intensive ESL session. All courses offered through the intensive international pathway of the ELPP will be non-credit.

The Tier Two Academic Bridge Program component of the ELPP will consist of two distinct two-course pathways of credit-bearing academic English instruction. The international student pathway of the Academic Bridge Program component of the ELPP will be ESL 101-I and ESL 102-I; this pathway will serve recent international graduates of the Intensive ESL Pathway of the ELPP who enroll in a degree program at SCSU. As with heritage language students, two academic bridge courses will be available to matriculated international students. The first, ESL101-I will focus on improving their general academic reading and writing skills. The second course, 102-I, will also be tailored for international students, but will focus more specifically on literacy in the specific content areas of students' elected graduate degree program or major. These courses will facilitate a smooth transition into their chosen degree pathways and help them achieve success in their classes. SCSU's most popular graduate programs (e.g., Business, Social Work, Public Health, and Nursing) enroll the largest numbers of international students on campus.

The heritage language speaker pathway of the Tier Two Academic Bridge Program component of the ELPP will be ESL 101-H and ESL 102-H; this pathway will serve SCSU's previously admitted heritage language students—local bilingual students who bring their unique cultural and ethnic backgrounds to SCSU's campus. These courses will specifically help heritage language students continue to improve their reading and writing skills as they work toward their degrees. The first course, ESL 101H, will focus on improving heritage language students' general academic reading and writing skills. The second course, 102H, will focus more specifically on literacy in the specific content areas of students' elected graduate degree program or major.

These two-course pathways for International and Heritage Language students are tailored versions of SCSU's first-year composition courses ENG 110: Fundamentals of Academic Writing and ENG 112: Writing Arguments. ENG 112 satisfies the Written Communication requirement of SCSU's general education program. Therefore, students enrolling in either ESL 101-H & 102-H or ESL 101-I & 102-I as part of their undergraduate degree program can earn elective credit for ESL 101-I or ESL 101-H and can then satisfy their general education program Written Communication requirement with ESL 102-I or ESL 102-H.

The Tier Two Academic Bridge Program component of the ELPP will ensure a smooth transition and assimilation of both international student and heritage language student populations into their chosen degree programs at Southern. It will cater to students from diverse linguistic backgrounds and support their academic goals. Academic bridge courses will be offered to newly matriculated students who require additional support for their intended degree programs. The four academic bridge courses will be offered during the regular academic year.

Students

Three student groups in particular will benefit from the ELPP:

1. Heritage Language Students: The ELPP's Academic Bridge Program will help retain heritage language students by offering two courses that will improve their academic literacy: ESL101H and ESL102H. These courses will specifically help heritage language students continue to improve their reading and writing skills as they work toward their degrees. The first course, ESL 101H, will focus on improving heritage language students' general academic reading and writing skills. The second course, 102H, will focus more specifically on literacy in the specific content areas of students' elected graduate degree program or major.

2. International Students: The ELPP will allow for increased access of previously identified international students into the University's existing academic programs, in particular its graduate programs. The average percentage of international students in U.S. colleges and universities was 3.6% in the 2012/2013 academic year. SCSU's current international population hardly mirrors the national trend, constituting only 0.01% of the total student population. As it strives to globalize its campus, SCSU views the establishment of the ELPP as an important step toward enhancing international student enrollment. As with heritage language students, two academic bridge courses will be available to matriculated international students. The first, ESL101-I will focus on improving their general academic reading and writing skills. The second course, 102-I, will also be tailored for international students, but will focus more specifically on literacy in the specific content areas of students' elected graduate degree program or major. These courses will facilitate a smooth transition into their chosen degree pathways and help them achieve success in their classes. SCSU's most popular graduate programs (e.g., Business, Social Work, Public Health, and Nursing) enroll the largest numbers of international students on campus.
3. Domestic Students Who Speak English as their First Language: An increase in the matriculated international student population at SCSU will have a significant positive impact on the cultural literacy of our domestic monolingual students. Over time, these students' exposure to a more culturally diverse student body at SCSU will serve to mitigate the lack of cultural awareness that prevents many SCSU students from considering integrating a study abroad experience into their academic careers and/or leaves them unprepared to succeed in a rapidly globalizing economy.

Faculty

ELPP Coordinator: The ELPP Coordinator will be an Admin IV SUOAF position. The ELPP Coordinator will hold an MA, PhD, or EdD in TESOL, Applied Linguistics, or a related field, and will have experience administering a college-preparatory ESL Program. The ELPP Coordinator will work closely with the First-Year Composition Program Coordinator and their faculty, the Writing Center Director and their staff, and the TESOL Program Coordinator. The ELPP Coordinator will report to the Director of International Education; the Director of International Education reports to the Provost.

Adjunct ESL Faculty: Adjunct faculty will be hired to teach the majority of the ESL non-credit courses as well as the Academic Bridge Program's credit-bearing academic reading and writing courses. The cost of hiring adjuncts for the ELPP will be supported by the ELPP budget.

Curricular Support and Engagement. The ELPP will benefit from a close relationship with the MS TESOL Program at Southern. Graduate students from the MS TESOL Program will contribute to the teaching of ESL classes in the ELPP by serving as graduate-student assistants and instructors, and will benefit from the opportunity to work with an authentic population of international English language learners. Access to the University's TESOL Program may offer the ELPP monetary savings in the areas of curriculum and instruction, as selected MS TESOL students can serve as instructors for ESL students, earning an hourly wage that is generally lower than that of TESOL faculty. TESOL faculty, experts in ESL curriculum and instruction, will also be a resource for their knowledge and expertise on issues of second language learning, pedagogy, and teacher training.

Learning Resources

Office of International Education (OIE). The OIE is at the heart of the administrative infrastructure currently in place at Southern to provide services for international students. In 2014, Southern hired Dr. Erin Heidkamp as Director of the OIE. Dr. Heidkamp has consolidated various branches of international programming on campus under the OIE umbrella. The OIE now administers all inbound programs (exchange students, matriculated international students, and employed non-immigrant faculty) and outbound programs (long- and short-term study abroad for domestic students, work/study/intern abroad opportunities, and Fulbright Programs). The ELPP can now be built on this solid foundation.

Student Success and Academic Support: Over the past five years, SCSU has made substantive changes to the campus and to the campus community. In 2013, SCSU opened its LEED-Certified School of Business, a permanent home for the MBA and Business Administration programs. In Spring 2014, SCSU opened the newly renovated Buley Library, which houses new computer labs, study areas, and Information Technology department. The advances to the library have provided a substantially more student-centered facility with greater access to technology and research materials. In Fall 2015, the University opened a new science and academic laboratory building, which is home to the Center for Nanotechnology. The Center has allowed for the development of new STEM partnerships within New Haven and the State of Connecticut. Among the most exciting developments to the campus community, SCSU offers extensive support programs for first-year students including coursework, on-campus events, peer mentorships, and staff advisors within each academic discipline via the First-Year Experience Program and the Office of New Student and Sophomore Programs. Additionally, SCSU offers student support services in the newly established Academic Success Center located in Buley library, including academic success coaching and peer tutoring in a variety of academic fields. A new Writing Center will open in the Academic Success Center in fall 2016. SCSU also provides international students with academic support and opportunities to socialize with domestic students through the People-to-People Club.

Facilities

Room and Board. ELPP students will have the option to be housed in the International Living and Learning Community (LLC) in Southern's North Campus Midrise, a joint partnership between Residence Life and the OIE. This LLC occupies an entire wing in North Campus. Each apartment in the International LLC contains two bedrooms with an adjoining kitchen and living space. Each bedroom houses one domestic and one international student, for a total of four students living in each unit. This community will offer tailored support for new international ESL students while giving domestic students the opportunity to familiarize themselves with other cultures and global perspectives. Student feedback has demonstrated that the inclusivity of the International LLC helps new international students assimilate quickly to their academic and social environments. The OIE and the Housing Office have reported that smoother transitions of international students into the International LLC increase the likelihood that SCSU's international students branch out, put down roots, and expand their social networks. SCSU has a wide variety of dining options available accommodating all dietary restrictions.

Campus Accessibility: SCSU is located in the heart of New Haven's Westville neighborhood, an area with a large concentration of non-native English speakers. Downtown New Haven is easily accessible by city bus (CT Transit), and the University offers daily shuttles that run hourly to Union Station (connecting to Metro North and Amtrak) and the New Haven green. The Office of Student Life provides free bus passes to undergraduate students upon request. SCSU has also recently opened an office on the New Haven green, known as "Southern on the Green," which is in close proximity to Yale University and Gateway Community College. There, prospective students can meet with admissions staff and academic advisers. This location will serve as a strategic information center for applicants interested in the ELPP.

The New Haven Area as an Ideal Environment for Intensive ESL Study: New Haven has always been a city of immigrants. Growth of Latino, Asian, African, and Arab populations in New Haven is steadily increasing. According to the latest Community Foundation for Greater New Haven Immigration Survey, conducted in 2014, the Latino population in New Haven county currently comprises 16.4% of the total population and the Asian population makes up 5% of the total. Interestingly, 11.7% of New Haven residents were born outside of the United States and approximately 28.4% of them speak a language other than English at home. These statistics mirror current student demographic trends at SCSU.¹

Further, New Haven's designation as a Sanctuary City is a significant draw for refugees and asylum seekers, populations of which are anticipated to increase sharply over the next several years. If existing community resources can accommodate their unique needs (e.g., ESL programming), these populations will be more likely to remain in New Haven, further enriching the cultural diversity of this unique city. By strengthening our relationships with organizations like IRIS

¹ Southern Connecticut State University Fast Facts. Retrieved from:
http://ares.southernct.edu/departments/research/university_student_ethnic_gender_breakdown.html

(Integrated Refugee & Immigrant Services) and Junta for Progressive Action, SCSU will establish itself as a resource for those who are new to the United States.

Fiscal Note

The Intensive ESL Pathway component of the ELPP seeks to admit cohorts of **10-15 students up to three times per year**, in the Fall, Spring, and Summer semesters. The number of cohorts will be based upon interest as well as resource availability. For practical purposes, all students in one cohort will need to have approximately the same level of English language ability. If enrollment numbers permit, SCSU will be able to offer two levels of the proposed ESL courses. Importantly, **students may decide to re-enroll** after they complete a semester, either moving to a more advanced level of ESL or repeating their same level depending on their pre-existing level of English language proficiency and degree of improvement throughout the intensive international pathway of the ELPP.

Connecticut colleges and universities house ESL programs of various scopes, costs, and durations. Despite the variability of these programs, they share a common feature: 95% of international students who come to study in the ESL program housed by a specific college or university choose to enroll in a degree program at that institution upon their completion of ESL coursework. Based on the data, we anticipate that many of SCSU's ELPP students will choose to remain at SCSU and enroll in a degree program upon completion of their English language studies, thereby increasing University enrollment and contributing to University-wide globalization efforts that are a prominent feature of SCSU's Strategic Plan.

Based on enrollment projections, the ELPP would admit at least 150 students in its first five years of operation, a majority of whom could increase Southern's degree program enrollments after five years by at least 100 students. This is a modest calculation based on conservative growth estimates and anticipated ESL and OIE resources.

Review of Documents:

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

Accreditation:

SCSU is accredited by NEASC until 2022.

Connecticut Board of Regents for Higher Education

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

Institution

SOUTHERN CONNECTICUT STATE UNIVERSITY

Date

July 19, 2016

Proposed Program

ENGLISH LANGUAGE PATHWAYS PROGRAM

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time*	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)						
New Students (first time matriculating)	60		45		60	
Continuing (students progressing to credential)	14		15		17	
Headcount Enrollment	74	0	60	0	77	0
Total Estimated FTE per Year						

* Please see footnotes highlighted in red on second page

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$444,000		\$360,000		\$462,000	
Program-Registration Fee @ \$55 per semester	\$4,070		\$3,300		\$4,235	
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$448,070		\$363,300		\$466,235	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration - Program Coordinator	1.00	\$172,800	1.00	\$115,200	1.00	\$115,200
Faculty (Full-time, total for program)						
Faculty (Part-time -total for program)		\$179,197		\$144,736		\$190,684
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other Misc Expenses		\$15,000		\$12,000		\$12,000
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$73,400		\$54,387		\$63,576
Total ESTIMATED Expenditures		\$440,397		\$326,323		\$381,460

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

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

Connecticut Board of Regents for Higher Education

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

ESL Program Proposal

ASSUMPTIONS:

- Each cohort will consist of 15 students the first two years increasing to 20 students in FY 2020. The attrition rate is as shown; some of those students leaving the ESL program after Session 1 and 2 may be matriculating into an SCSU degree program.
- Program consists of of MAXIMUM 3 sessions; some students may need only one or two sessions.
- A new cohort will start every semester
- Room & Board Rates are NOT included; the related revenue & expense will be a net of zero.
- The program begins Summer 2017, which technically falls into FY2017. However, for the purpose of simplification, Summer 2017 revenue & expenses are included in FY2018 numbers. FY2018 is labelled as "Year 1" of the program.
- Again, FY2018 numbers refflect FOUR sessions.
- Fringe Benefits are included in the full time coordinator and adjunct expense numbers.

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



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

June 1, 2016

PATRICIA MAGUIRE MESERVEY, Chair (2017)
Salem State University

DAVID P. ANGEL, Vice Chair (2018)
Clark University

WILFREDO NIEVES (2016)
Capital Community College

LINDA S. WELLS (2016)
Boston University

KASSANDRA S. ARDINGER (2017)
Concord, NH

THOMAS S. EDWARDS (2017)
Thomas College

THOMAS CHRISTOPHER GREENE (2017)
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)
Three Rivers Community College

PETER J. LANGER (2017)
University of Massachusetts Boston

DAVID L. LEVINSON (2017)
Norwalk Community College

LYNN C. PASQUERELLA (2017)
Mount Holyoke College

G. TIMOTHY BOWMAN (2018)
Harvard University

THOMAS L. G. DWYER (2018)
Johnson & Wales University

JOHN F. GABRANSKI (2018)
Haydenville, MA

CATHRAEL KAZIN (2018)
Southern New Hampshire University

KAREN L. MUNCASTER (2018)
Brandeis University

CHRISTINE ORTIZ (2018)
Massachusetts Institute of Technology

JON S. OXMAN (2018)
Auburn, ME

JACQUELINE D. PETERSON (2018)
College of the Holy Cross

ROBERT L. PURA (2018)
Greenfield Community College

DAVID QUIGLEY (2018)
Boston College

ABDALLAH A. SFEIR (2018)
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)
Providence College

JEFFREY R. GODLEY (2019)
Groton, CT

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TALA KHUDAIRI
tkhudairi@neasc.org

Dr. John B. Clark
President
Western Connecticut State University
181 White Street
Danbury, CT 06810-6860

Dear President Clark:

I write to inform you that at its meeting on April 21, 2016, the Commission on Institutions of Higher Education considered the report submitted by Western Connecticut State University and took the following action:

that the report submitted by Western Connecticut State University be accepted;

that the interim report scheduled for consideration in Fall 2018 be confirmed;

that, in addition to the information included in all interim reports and the matters specified in our letter of June 4, 2014, the institution give emphasis, in Fall 2018, to its continued success in addressing the matters specified in its Spring 2016 progress report; namely:

1. assuring that the rigor of courses in the Ed.D. in Nursing Education program offered by each institution is consistent and appropriate for doctoral level students;
2. assuring the sufficiency of faculty to advise Ed.D. students during the dissertation phase of their program;
3. implementing program evaluation strategies and assessing learning outcomes of students in the in the Ed.D. in Nursing Education program;

that the comprehensive evaluation scheduled for Fall 2023 be confirmed.

The Commission gives the following reasons for its actions.

The report submitted by Western Connecticut State University was accepted because it was generally responsive to the concerns raised by the Commission in its letter of June 4, 2014.

We are gratified to learn from the report that Western Connecticut State University (WCSU) is making progress in each of the three matters specified by the Commission. We note with favor that a committee of expert faculty was established to verify that rigor and course content in the Ed.D. in Nursing Education program is appropriate and consistent with doctoral-level coursework. We also note positively that the University established guidelines and requirements for each course within the program related to reflective journals, discussion questions, video-conferencing, and major paper assignments. In addition, WCSU conducted a full-day workshop on dissertation advisement in Spring 2014 to ensure that faculty members are well-trained in advising Ed.D. students during the dissertation phase. We are especially pleased to note that the 13 students in Cohort 1 are assigned to appropriate dissertation committee members and there are sufficient faculty to form dissertation committees to advise the 18 students entering dissertation courses in Fall 2017. WCSU administered surveys to students in each of the Ed.D. program cohorts to evaluate learning outcomes, and we are heartened to learn that, in addition to gaining confidence in their ability to “enact the nurse faculty role,” Ed.D. students have made “significant progress” in achieving program outcomes. We further note favorably that the University will assess Ed.D. students on core competencies one year after graduation.

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the policy on Periodic Review. In addition to the information included in all interim reports and the items specified for attention in the Commission’s letter of June 4, 2014, we ask that the University give emphasis to its continued success in addressing the items specified for attention in the Spring 2016 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the University’s sustained attention over time; hence we ask that the Fall 2018 interim report include an update on the institution’s continued success in addressing these matters. We remind you of our standards on *The Academic Program and Faculty*:

Institutions offering degrees at multiple levels demonstrate that expectations for student achievement, independent learning, skills in inquiry, and critical judgment are graduated by degree level and in keeping with generally accepted practice (4.4).

The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters (4.9).

... Learning objectives reflect a high level of complexity, specialization, and generalization (4.21).

The institution’s system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program (4.52)

The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives (5.19).

Finally, the scheduling of a comprehensive evaluation in Fall 2023 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

We remind you that the *Standards for Accreditation* have been revised, and the new Standards go into effect on July 1, 2016. Therefore, all reports prepared by Western Connecticut State University after that date should reference the 2016 Standards.

The Commission expressed appreciation for the report submitted by Western Connecticut State University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas Donofrio. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,


Patricia Maguire Meservey

PMM/sjp

Enclosure

cc: Mr. Nicholas Donofrio



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

July 6, 2016

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REV. BRIAN J. SHANLEY, O.P. (2018)
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Mr. Edward D. Klonoski
President
Charter Oak State College
55 Paul J. Manafort Drive
New Britain, CT 06053-2142

Dear President Klonoski:

I am pleased to inform you that at its meeting on April 21, 2016, the Commission on Institutions of Higher Education considered the report submitted by Charter Oak State College regarding its contractual arrangement with College Unbound (Big Picture Learning) to offer a concentration in Community and Organizational Studies, as well as the report of the evaluator, and took the following action:

that the report regarding the College's contractual arrangement with College Unbound (Big Picture Learning) be accepted and inclusion of the concentration in Community and Organizational Studies within the institution's accreditation be confirmed;

that the College be reminded to notify the Commission of any change in the status of the partnership and, should the partnership end, its plans for teaching out students.

The Commission gives the following reasons for its action.

The Commission accepted the report submitted by Charter Oak State College (COSC) and confirmed inclusion of the concentration in Community and Organizational Studies within the institution's accreditation because the report was responsive to the concerns raised in our letter of January 22, 2015 and provided evidence that the College is implementing the concentration in a manner consistent with Commission standards and policies.

We are gratified to learn from the evaluator that the concentration in Community and Organizational Studies is well-integrated into COSC's governance structure and that the roles and responsibilities of each institution are clearly articulated in the agreement. Especially notable is the growth in program enrollment from 29 students in Fall 2013 to 81 students in Fall 2015, and year-over-year retention rates over 90% are impressive. The high level of interaction between the faculty and the students is commendable, and we note positively that the concentration in Community and Organizational studies

has been added to COSC's website, the course schedule has been "fine-tuned," and COSC has worked with College Unbound staff and faculty to emphasize the use of online library services. We are further pleased to note that student learning outcomes are in place at the course and program levels, an assessment rubric is used to ensure consistent assessment of capstone projects, and assessment results are used to improve the program as evidenced, for example, by increasing the availability of writing tutorials to assist new students.

As Charter Oak State College notes in its response to the team report, College Unbound is seeking accreditation through CIHE of NEASC and, if those efforts are successful, the partnership between COSC and College Unbound will be terminated. We note with approval that, in the meantime, COSC is committed to meeting the needs of students enrolled through the partnership arrangement. We remind you that in the event the partnership between Charter Oak State College and College Unbound (Big Picture Learning) ends, COSC is asked to notify the Commission of its teach-out plans.

We remind you that the *Standards for Accreditation* have been revised, and the new Standards go into effect on July 1, 2016. Therefore, any materials submitted by Charter Oak State College for consideration after that date should reference the 2016 Standards.

The Commission expressed appreciation for the reports prepared by Charter Oak State College and the evaluator and hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Nicholas Donofrio. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,


Patricia Maguire Meservey

PMM/sjp

cc: Nicholas Donofrio
Scott Greenberg