CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, September 8, 2017 at 9:30 a.m.
61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
   a. June 2, 2017

2. Consent Items
   a. Discontinuations
      i. Sustainable Landscape Ecology Technician – Certificate – TRCC
      ii. Alternative Fuel Vehicle – Certificate – GWCC
      iii. Advanced Automotive Technology – Certificate – GWCC
      iv. Alternative Energy Transportation Technology – Certificate – GWCC
      v. Social Studies – Post Bac Certificate – CCSU
      vi. American Studies – Ugr. Certificate - CCSU
      vii. Art History – Option B - CCSU
      viii. Ecology and Environmental Science – Option B - CCSU
      ix. Health Psychology – Option M - CCSU
      x. Human Growth and Development – Option B - CCSU
      xi. Language and Computation – Option B - CCSU
      xii. Technology Management – Option B - CCSU
      xiii. Occupational Therapy Asst. – AS – HCC

3. Action Items
   a. New Programs
      i. Educational Partnership – SCSU Lab School and City of New Haven Strong 21st Century Communications Magnet School – Dean Stephen Hegedus
      ii. Educational Studies – Advanced MS – ECSU
      iii. Criminal Justice – Concentration to Major - BS – COSC
      iv. Public Safety Administration - Concentration to Major - BS – COSC
      v. Sociology - Concentration to Major - BA – COSC
      vi. Health Care Administration – MS – COSC
      vii. Health Informatics – MS – COSC
      viii. OCP in Accounting – Certificate – CCSU

   b. Modifications
      i. Fire Technology and Administration – AS - GWCC
      ii. CT Parenting Educator Credential – Undergraduate Certificate – COSC [Eliminate Provisional Level]
      iii. CT Parenting Educator Credential – Undergraduate Certificate – COSC [Level 1-4 – Reduce # credits]
      iv. Accounting – Post Bac C2 Certificate - SCSU
      v. Corrected CT BOR Resolution for SCSU portion of GWCC-SCSU Public Utilities Management AS/BS pathway

c. Appointment of CSU Professors
   i. David Levine - Southern CSU

d. Revised Mission Statement - Middlesex CC

e. Policy for the Establishment of Centers and Institutes in the CSCU System –Director Arthur Poole

f. Institutional Accreditations
   i. NEASC Interim 5-year report – Manchester CC
   ii. NEASC Interim 5-year report – Housatonic CC

g. College of Technology Approval Process – Dr. Karen Wosczyna-Birch

4. Information Items

a. Change in IT Policy pertaining to Research on Human Subjects – CIO Joe Tolisano

b. NEASC Letters – Action Taken
   i. Acceptance of Institution's Plans to Relocate Off-Campus Instructional Location – Middlesex CC
   ii. Acceptance of Graduation Rate Information Report – Gateway CC
   iii. Acceptance of Graduation Rate Information Report – Naugatuck Valley CC
   iv. Acceptance of Graduation Rate Information Report – Norwalk CC
   v. Acceptance of Graduation Rate Information Report – Capital CC

c. Below Threshold
   i. Energy Accounting – Certificate - TxCC

CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – June 2, 2017 DRAFT
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present:	Merle Harris, Naomi Cohen (by conf.), Larry DeNardis, Aviva Budd, Joe Young, Stephen Adair,
Regents Absent:	Catherine Smith
Staff Present:	Jane Gates, Bill Gammell, Arthur Poole, Steven McDowell, Stacey Musulin, Constance Rotondo, Pat Ryiz
Other Attendees:	Shirley Adams (COSC), Missy Alexander (WCSU), Ann Atkinson (WCSU), Jill Flanigan (MxCC), Veronica Kenausis (WCSU), David Levinson (NCC), Steven Minkler (MxCC), Dimitrios Pachis (ECSU), Michael Stefanowicz (ACC), Frank Stellabotte (MxCC)

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

Chair Harris called for a change in the agenda:

i. Action Items – 3.c. NEASC and State Accreditation – Interim 5 year report – Quinebaug Valley CC was added to the agenda. **A motion to accept the revised agenda was made by Chair Harris, seconded by L. DeNardis and unanimously approved.**

1. Approval of Minutes – March 17, 2017 and April 21, 2017. **A motion to approve both sets of minutes was made by L DeNardis, seconded by J. Young and unanimously approved.**

2. Consent Items. **A motion to approve was made by A. Budd, seconded by L. DeNardis and unanimously approved.** Consent items approved were:

   a. Discontinuation
      i. Web Design and Development – Certificate - TRCC

Chair Harris noted that Regent Cohen was ill and may call into the meeting.

Chair Harris invited Regent DeNardis to comment on his trip to Liverpool John Moores University (LJMU) in England with representatives of Southern CT State University. The trip was in support of the joint master's degree programs between SCSU and LJMU, the Master of Business Administration and the MS in Coastal Resilience. Regent DeNardis noted that the group is looking at further ways to collaborate with LJMU and to increase the number of transatlantic partnerships. Chair Harris discussed the tuition repayment policy for the two programs, which requires full tuition payment up front. Chair Harris requested that the school check with Erika Steiner, CSCU Chief Financial Officer, regarding the CSCU policy,

which grants each CCC or CSU president the right to refund tuition. Regent Adair noted that students should be aware of what they are purchasing and know the terms of tuition refunds at the point of enrollment.

3. Action Items
   a. Modifications
      i. Health Information Management – C2 Certificate – MxCC, **A motion to approve was made by L. DeNardis, seconded by A. Budd.** Dr. Gates introduced the MxCC Health Information Management (HIM) Certificate program and noted that the modified certificate has a coding focus. Dr. Steven Minkler, Dean of Academic Affairs, and Professor Jill Flanagan, Program Coordinator, Health Information Management, MxCC, presented the program. The purpose of the program modification is to make the certificate more valuable in the marketplace. Employers are looking for stronger backgrounds and hands-on experience. The focus in the modified certificate is on clinical coding and is the only program in the system that specializes in hospital-level coding. In addition, the modified certificate allows students to sit for an exam to be certified with the American Health Information Management Association (AHIMA) Foundation. With the certificate, students can move into the HIM Associate of Science degree program. Students from other colleges can take HIM courses at MxCC. About 60 students are currently enrolled in the program. Prof. Flanigan confirmed that the program has an advisory committee. **The vote was taken and the program was unanimously approved.**

      ii. Computer Science – BA – WCSU [Title Change from BA to BS]. **A motion to approve was made by L. DeNardis, seconded by A. Budd.** Dr. Gates introduced the WCSU Computer Science program and congratulated Dr. Missy Alexander on her appointment to Provost from Interim Provost. The program modification includes a change from a Bachelor of Arts to a Bachelor of Science degree. Additionally, the program modification aligns the program with Accreditation Board of Engineering and Technology (ABET), the accrediting body for Computer Science, and includes changes to the existing program. Provost Alexander provided a handout of the degree definitions created by Western CT State University, approved in 2016. Provost Alexander noted that there will be more of these program modifications, BA to BS, at WCSU within the next two years. Questions centered on the major difference between the BA and the BS degrees. Provost Alexander responded that the BS degree provides more in depth specialization. BS programs are less flexible than the traditional BA degrees, include more courses in the major and offer fewer electives. **The vote was taken and the modification of the Computer Science program from a Bachelor of Arts to a Bachelor of Science degree was unanimously approved.**

   b. NEASC 10 Year Accreditation and Renewal of State Accreditation – Charter Oak State College. **A motion to approve was made by L. DeNardis and seconded by J. Young.** Dr. Gates congratulated COSC on the attainment of its 10-year accreditation and introduced Dr. Shirley Adams, Provost, who provided more details regarding the 10-year NEASC visit. NEASC noted that the college should have a strategic plan. As a result, the college has set up biweekly meetings to create a plan. The COSC Assessment Committee is reviewing Gen. Ed. Courses and looking at moving other concentrations to majors. COSC just signed an articulation agreement with Springfield Technical Community College and Baystate Health to increase enrollment in Healthcare programs. Provost

Adams discussed a software program in use at COSC – Starfish, which provides information about students and sends it back to Academic Advisors and Administration. **The vote to accept the COSC NEASC 10-year report and renewal of state accreditation was taken and unanimously approved.**

c. NEASC and State Accreditation – Interim 5 year report – Quinebaug Valley CC – ADDED. **A motion to approve was made by L. DeNardis and seconded by J. Young. The vote to accept the QVCC NEASC Interim 5-year report and state accreditation was taken and unanimously approved.**

4. WCSU Mission Modification. **A motion to approve was made by L. DeNardis and seconded by J. Young.** Chair Harris noted that the revised mission statement must come before the Board of Regents to insure consistency with the CT State Colleges and Universities (CSCU) Mission Statements. Dr. Gates stated that WCSU's modified Mission was inspired by a NEASC visit. NEASC did not see the institution's mission reflected in its strategic plan. Provost Missy Alexander, Ann Atkinson, AVP for Academic Affairs and Veronica Kenausis, Director, Library Services, represented WCSU to discuss the Mission modification. Provost Alexander reiterated that the initiative to develop a new strategic plan and Mission Statement for WSCU was a response to a NEASC visit and a change in leadership. AVP Atkinson and Director Kenausis served on the 21-member committee to revise the WCSU mission. The previous Mission Statement did not refer to graduate programs, identify opportunities for internships and in-service learning (Social Work and Nursing) and articulate the diversity of the campus. Regent Adair noted that there is no mention of knowledge creation in the WCSU Mission Statement as there is in the CSCU Mission Statement. Provost Alexander noted that the reference is in the institutional Vision Statement. Dr. Gates stated that the revision was the result of discussions on the campus and the work of a large representative committee. **The vote to approve the Southern CT State University Mission Statement was taken and unanimously approved.**

5. Appointment of CSU Professors.
Chair Harris noted that CSUs could have up to 12 appointments but no more than 4 per year.

a. Anna Kirchmann - Eastern CSU. **A motion to approve was made by L. DeNardis and seconded by A. Budd.** Dr. Gates introduced Provost Dimitrios Pachis who elaborated on Professor Anna Kirchmann's distinguished background and history. **The vote to approve Dr. Anna Kirchmann as a CSU Professor was taken and unanimously approved.**

b. Carol Shaw Austad – Central CSU. **A motion to approve was made by L. DeNardis and seconded by A. Budd.** Dr. Gates noted that there was no representative from CSCU to speak about Professor Shaw Austad; but that she would insure in the future to have university representation. Dr. Gates summarized Professor Shaw Austad's curriculum vitae. Professor Shaw Austad will replace the current CSU professor at CCSU who is retiring. **The vote to approve Dr. Carol Shaw Austad as a CSU Professor was taken and unanimously approved.**

6. Policy for the Establishment of Centers and Institutes in the CSCU System.
Dr. Gates introduced the policy by noting that it describes how new centers and institutes would be created and reviewed. Dr. Gates introduced Arthur Poole, Director Educational Opportunity, who stated that this new policy is a retooling of the previous BOR Resolution 01-47. There are currently 32 centers and institutes in the CSCU system. These centers and institutes, all established prior to June 1, 2017, are grandfathered under the previous BOR Resolution 01-47. All Centers and Institutes created after June 1, 2017, shall be subject to prior approval by the Board of Regents and shall be operated in accordance with the proposed 2017 Policy Statement and Guidelines regarding the Establishment of Centers and Institutes. Director Poole noted that the CSU BOT was liberal in approving Centers and Institutes. Proposals for new CSU Centers and Institutes must be submitted to the Academic Council as a concept paper. The Academic Council will make recommendations regarding the proposal to the Academic and Student Affairs Committee. The proposal must make a clear distinction between Centers and Institutes and the institution proposing the new Center or Institute must address how it supports the Board of Regents' five goals. **A motion to approve the new policy was made by L. DeNardis and seconded by A. Budd.** In additional discussion, Regent DeNardis noted that he is delighted that we have tightened and revamped the previous policy. Regent Budd questioned the need for the new Center or Institute to support all five goals of the CSCU System because all five goals may not be applicable. She recommended amending the language. Regent Adair raised the issue of the seven-year timeline for continuation or discontinuation. Director Poole stated that institutions do not need to wait the full seven years to eliminate centers. Regent DeNardis raised the question of the more liberal guidelines for Centers and Institutes pre June 1, 2017. Dr. Gates noted that Regent DeNardis raised an excellent point regarding the grandfather clause and how to move forward under the Board of Regents. **Dr. Gates recommended delaying action on the policy so revisions can be considered. A motion to table was moved by L. DeNardis and seconded by A. Budd. The motion to table policy regarding the Establishment of Centers and Institutes in the CSCU System carried.** After the motion was approved, Regent Adair requested that the policy be submitted to the Faculty Advisory Committee for approval. Dr. Gates stated that policies are not brought to the Faculty Advisory Committee for action or approval; but she will invite comments from the Faculty Advisory Committee that will improve the quality of the document.

7. Policy on GED College Readiness Scores. **A motion to approve was made by A. Budd and seconded by J. Young.** Chair Harris noted that this policy is related to PA 12-40. Dr. Gates replied that Dr. Carl Lovitt, Interim AVP for Academic Affairs, visited every CSCU campus to collect data on PA 12-40. Within the next 30 days, Dr. Lovitt will submit a comprehensive report and recommendations. Dean Michael Stefanowicz, Co-Chair of the PA 12-40 Advisory Group presented the GED Policy. The Academic Council moved this policy forward to the Academic and Student Affairs Committee. Dean Stefanowicz noted that the approval of this policy will provide another measure and pathway to college admission. He noted that the Performance Level of 145 stated in the Staff Report for the Policy on GED College Readiness is incorrect. The correct recommended Performance Level is 3: GED College Ready (Scaled Scores 165-174). Dean Stefanowicz stated that the new GED Performance Levels are more rigorous than the previous GED levels. The PA 12-40 Advisory Group did not consider Performance Level 4: GED College Ready + (Course) Credit for the CSCU System. Regent Budd asked what percentage of community college students take the GED. Dean Stefanowicz replied that the percentage is 10-15% and these are mostly urban students. **The vote to**

approve the GED College Readiness Scores as one of the multiple measures was taken and unanimously approved. After the vote was taken, Chair Harris noted that although the issue of academic credit after college entry was an institutional decision, she would encourage all institutions to look at credit assignment for Level 4 performance on the GED.

Information Items

8. Chronology of Developments in Academic Programs (Academic Year 2016-2017).
   Arthur Poole, Director Educational Opportunity, presented. The Academic and Student Affairs Committee requested a cumulative report of academic programs. For the 2016-17 Academic Year, 31 new programs, 30 modifications and 26 terminations were approved. No academic programs were suspended. Also included in the ASA Agenda Packet is a full list by month and summary tables by institution. Chair Harris asked about target enrollments for new programs. Director Poole will have these reports in January. He predicted that the estimates will be more accurate and realistic. Chair Harris thanked Director Poole for the excellent report.

9. NEASC Letters – Action Taken
   a. Acceptance of Federal Review findings – Housatonic CC

   b. NEASC Acceptance of Institution's Progress Report– Norwalk CC
      Dr. David Levinson, President of Norwalk Community College spoke. The NEASC Report noted discernable improvement in two areas – 1) Student completion and success, and, 2) advisement. NCC has increased its graduation rate by 25% in the last 3-5 years. Regarding advisement, Dr. Levinson pointed out the college's early alert system, the Summer Bridge Program, the NCC Foundation Scholarships of more than one million dollars and the LEAP Scholarship totaling ½ million dollars were important to this increase. Dr. Levinson noted that he (NCC) was invited to a pre-conference workshop at NEASC regarding NCC's progress. He stated that NCC is on a good track. Regent Budd asked questions regarding the NCC graduation rate and the TAP Program. Dr. Levinson responded that the graduation rate includes only first-time, full-time students (not part time) and that the ratio of full time to part time students is 25%. He noted that another challenge is the transfer-out rate before degree completion. For NCC, the transfer out rate is 25%. Dr. Levinson stated that if a student transferred to under a TAP Program, NCC would still get credit for program completion, a TAP requirement. Chair Harris asked about reverse credit transfer. Dr. Levinson responded that not many students are taking reverse credit transfer.

      Chair Harris asked about overall metrics required by recent legislation. Bill Gammell, Director, Policy, Research and Strategic Planning, responded that metrics are being collected and reported upon on an annual basis. The Higher Education Council must accept the CSCU report and the council has not yet met. The report should be received by fall 2017. Director Gammell noted that the Student Achievement Metric (SAM) is a voluntary system of accountability. It measures how many students graduate in six years, are still at the institution or another institution. All 12 CCCs have signed up so we should have a clear picture going forward. New metrics and TAP will help with tracking students transferring to CSUs.

c. Acceptance of Federal Review findings – Tunxis CC
Tunxis Community College was fined $304,418 because the institution's attendance recordkeeping was not adequate to determine Title IV eligibility. Dr. Gates stated that a lack of recordkeeping for attendance is costly to the institutions and noted that several committees are working on attendance keeping. Student attendance is directly linked to Title IV eligibility. The CSUs and COSC have a system in place. The plan is shortly to have a process in place at the CCCs.

10. US Dept. of Education – Approval to Participate in Federal Student Financial Aid Programs – Eastern CSU

11. Below Threshold
    a. Child, Family, Community Studies – Minor – SCSU
    b. Early Childhood Curriculum and Pedagogy – Minor – SCSU

Other Business:

Chair Harris called for the following changes in the Academic and Student Affairs Committee Meeting Schedule:

1. Change the Friday August 25th meeting to Friday September 8th
2. Change the Wednesday October 4th meeting to Friday October 6th.

The Committee agreed to these changes.

Chair Harris called for a motion to adjourn. A motion was made by L. DeNardis, seconded by A. Budd and unanimously approved. The meeting adjourned at 11.25 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Sustainable Landscape Ecology Technician leading to a certificate at Three Rivers Community College with a phase-out period until December 2018.

A True Copy:

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

ITEM
Termination of Sustainable Landscape Ecology Technician Certificate at Three Rivers Community College.

BACKGROUND

Summary
Three Rivers Community College is proposing to terminate the Sustainable Landscape Ecology Technician certificate. This program has experienced low enrollment from year to year for the past 5 years (maximum of 4 students enrolled in certificate program). Two years ago, Three Rivers Community College's previous administration incorrectly reported and informed program coordinator (PC) that the Sustainable Landscape Ecology Technician certificate was terminated and therefore PC did not try to cultivate new students into the program hence no growth.

Rationale
Three Rivers Community College has identified insufficient student demand to sustain the Sustainable Landscape Ecology Technician Certificate, as evidenced in low enrollment.

Phase Out/Teach Out Strategy
There are 4 students currently enrolled in the Sustainable Landscape Ecology Technician Certificate. Each student will be contacted via email to inform them of the program termination, the effective date of the termination and phase out period, and the plan instituted to enable completion of their program requirements during the established phase out period. For students wishing to complete their certificate requirements, students will be able to work with the PC of the certificate to ensure that the student can substitute one of the courses that is no longer offered by taking an Independent Study at TRCC. For students wishing to change their program, students will be advised of all other possible alternatives.

Resources
No additional resources are required for this termination and no resource impacts related to faculty, physical facilities, equipment, library resources, etc. are anticipated with the termination of this low demand program.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office:

Discontinued Program: Sustainable Landscape Ecology Technician CIP: 15057 DHE# (if available): 15309 Accreditation Date: 6/15/2009

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

Program Characteristics

Name of Program: Sustainable Landscape Ecology Technician

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

Certificate: *(specify type and level)* Certificate

Modality of Program: x On ground Online Combined

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

Institutional Contact for this Proposal: Diba Khan-Bureau	Title: Professor	Tel.: 860-215-9443 e-mail: dkhan-bureau@trcc.commnet.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Three Rivers Community College is proposing to terminate the Sustainable Landscape Ecology Technician certificate. This program has experienced low enrollment from year to year for the past 5 years (maximum of 4 students enrolled in certificate program). Two years ago, Three Rivers Community College's previous administration incorrectly reported and informed the program coordinator (PC) that the Sustainable Landscape Ecology Technician certificate was terminated and therefore low enrollment continued.

Phase Out/Teach Out Strategy

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

There are 4 students currently enrolled in the Sustainable Landscape Ecology Technician Certificate. Each student will be contacted via email to inform them of the program termination, the effective date of the termination and phase out period, and the plan instituted to enable completion of their program requirements during the established phase out period. For students wishing to complete their certificate requirements, students will be able to work with the PC of the certificate to ensure that the student can substitute one of the courses that is no longer offered by taking an Independent Study at TRCC. For students wishing to change their program, students will be advised of all other possible alternatives.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Alternative Fuel Vehicle Certificate at Gateway Community College with no phase-out period.

A True Copy:

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

ITEM
Termination of a program in Alternative Fuel Vehicle leading to an undergraduate certificate (C2) at Gateway Community College, effective immediately.

BACKGROUND
Summary

The Alternative Fuel Vehicle certificate has become obsolete. The courses in this certificate are now included in the standard Automotive programs (GM / Honda) since the hybrid vehicle is part of the mainstream production. No separate courses or certificates are necessary.

Rationale

Gateway Community College's Automotive Program has received strong encouragement from our automotive corporate sponsors to include the hybrid vehicle in our standard automotive programs (GM / Honda). To this end, our faculty have received training in this field; hybrid vehicles have been donated to the College to be used in our programs and the need for separate courses or certificates in the alternative fuel area are now unnecessary.

Phase Out/Teach Out Strategy

No phase out period is necessary. There are currently no students enrolled in this certificate.

Resources

None.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College	Date of Submission to BOR Office:

Discontinued Program: Alternative Fuel Vehicle CIP: 150803 DHE# (if available): Accreditation Date: 9/1997
Phase Out /Teach Out Period none Expected Date of Program Termination - Immediate

Program Characteristics
Name of Program: Alternative Fuel Vehicle Certificate
Degree: Title of Award *(e.g. Master of Arts)* n/a
Certificate: *(specify type and level)* C2
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Mark Kosinski	Title: Academic Dean	Tel.: 203-285-2077 e-mail: MKosinski@gatewayct.edu

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

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This certificate is being discontinued due to zero enrollment and zero demand. Alternative Fuel vehicles have become mainstream. This program content has either been integrated into other existing programs, deemed obsolete, or is available in common industry training.

Phase Out/Teach Out Strategy

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

There are no students in this program

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Advanced Automotive Technology Certificate at Gateway Community College with no phase-out period.

A True Copy:

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

ITEM
Termination of a program in Advanced Automotive Technology leading to an undergraduate certificate (C1) at Gateway Community College, effective immediately.

BACKGROUND
Summary

The Advanced Automotive Technology certificate has become obsolete. The content of the courses in this certificate are now included in the standard Comprehensive Automotive Repair and Service (CARS) program since the hybrid vehicle is part of the mainstream production. No separate courses or certificates are necessary.

Rationale

The Advanced Automotive Technology Certificate program has become obsolete.

Phase Out/Teach Out Strategy

No phase out period is necessary. There are currently no students enrolled in this certificate.

Resources

None.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College	Date of Submission to BOR Office:

Discontinued Program: Advanced Auto. Technology CIP: 150803 DHE# (if available): Accreditation Date: 5/2002
Phase Out /Teach Out Period none Expected Date of Program Termination - Immediate

Program Characteristics
Name of Program: Advanced Automotive Technology
Degree: Title of Award *(e.g. Master of Arts)* n/a
Certificate: *(specify type and level)* C1
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Mark Kosinski	Title: Academic Dean	Tel.: 203-285-2077 e-mail: MKosinski@gatewayct.edu

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

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Advanced Automotive Technology Certificate program has become obsolete. Content that was at one time considered advanced is now contained in the CARS Automotive Technology Certificate program.

Phase Out/Teach Out Strategy

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

There are no students enrolled in this program

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Alternative Energy Transportation Technology Certificate at Gateway Community College with no phase-out period.

A True Copy:

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

ITEM
Termination of a program in Alternative Energy Transportation Technology leading to an undergraduate certificate (C2) at Gateway Community College, effective immediately.

BACKGROUND
Summary

The Alternative Energy Transportation Technology certificate has become obsolete. The content of this certificate is now incorporated in the standard Automotive Technology corporate sponsored programs (GM / Honda). No separate courses or certificates are necessary.

Rationale

The Alternative Energy Transportation Technology Certificate program has become obsolete.

Phase Out/Teach Out Strategy

No phase out period is necessary. There are currently no students enrolled in this certificate.

Resources

None.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College	Date of Submission to BOR Office:

Discontinued Program: Alternative Energy Transportation CIP: 470614 DHE# (if available): Accreditation Date: 6/2010
Phase Out /Teach Out Period none Expected Date of Program Termination - Immediate

Program Characteristics
Name of Program: Alternative Energy Transportation
Degree: Title of Award *(e.g. Master of Arts)* n/a
Certificate: *(specify type and level)* C2
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Mark Kosinski	Title: Academic Dean	Tel.: 203-285-2077 e-mail: MKosinski@gatewayct.edu

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

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This certificate is being discontinued due to zero enrollment and zero demand. Alternative energy transportation has become mainstream. This program content has either been integrated into other existing programs, deemed obsolete, or is available into common industry training.

Phase Out/Teach Out Strategy

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

There are no students enrollment in this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Social Studies leading to a Post-Baccalaureate Certificate degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

ITEM

Termination of a program in Social Studies leading to a Post-Baccalaureate Certificate at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND
Summary: terminate the program in Social Studies at Central Connecticut State University (CIP: 131318; OHE# 010608)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 8/11/17

Discontinued Program: Social Studies CIP: 131318 DHE# (if available): 010608 Accreditation Date: unknown
Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics
Name of Program: Social Studies
Degree: Title of Award *(e.g. Master of Arts)* GRADCERT
Certificate: *(specify type and level)* Post-Baccalaureate Certificate
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This Department of History deleted this program, but the Discontinuation of Existing Program form was never submitted.

Phase Out/Teach Out Strategy

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

No students have been in this program for at least 6 years, so no phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in American Studies leading to a Certificate in American Studies degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

ITEM

Termination of a program in American Studies leading to a Certificate in American Studies at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND

Summary: terminate the program in American Studies at Central Connecticut State University (CIP: 150102; OHE# 010277)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/14/17

Discontinued Program: American Studies CIP: 150102 DHE# (if available): 010277 Accreditation Date: unknown
Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics
Name of Program: American Studies
Degree: Title of Award *(e.g. Master of Arts)* Certificate in American Studies
Certificate: *(specify type and level)* Undergraduate
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program has had no students for many years, and the Department primarily responsible for it deleted it through the campus curriculum process on 11/09/2015 but neglected to submit the program discontinuation form. This oversight is now being corrected.

Phase Out/Teach Out Strategy

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

No students are in this program now. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Art History leading to a Bachelor of Arts degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

ITEM

Termination of a program in Art History leading to a Bachelor of Arts degree at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND
Summary: terminate the program in Art History at Central Connecticut State University
(CIP: 500701; OHE# 011072)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/14/17

Discontinued Program: Art History CIP: 500701 DHE# (if available): 011072 Accreditation Date: unknown
Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics
Name of Program: Art History
Degree: Title of Award *(e.g. Master of Arts)* Option - B
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program never went through the curriculum process at Central Connecticut State University and has never been in the campus catalog. It has never had any students in it and no student has ever completed it.

Phase Out/Teach Out Strategy

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

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Ecology & Environmental Science leading to a Bachelor of Science degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

ITEM

Termination of a program in Ecology & Environmental Science leading to a Bachelor of Science degree at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND
Summary: terminate the program in Ecology & Environmental Science at Central Connecticut State University
(CIP: 260101; OHE# 010653)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/14/17

Discontinued Program: Ecology & Environmental Science CIP: 260101 DHE# (if available): 010653 Accreditation Date: unknown

Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics

Name of Program: Ecology & Environmental Science

Degree: Title of Award *(e.g. Master of Arts)* Option - B

Certificate: *(specify type and level)*

Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program never went through the curriculum process at Central Connecticut State University and has never been in the campus catalog. It has never had any students in it and no student has ever completed it.

Phase Out/Teach Out Strategy

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

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Health Psychology leading to a Master of Arts degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

ITEM

Termination of a program in Health Psychology leading to a Master of Arts degree at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND

Summary: terminate the program in Health Psychology at Central Connecticut State University (CIP: 420101; OHE# 010650)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/14/17

Discontinued Program: Health Psychology CIP: 420101 DHE# (if available): 010650 Accreditation Date: unknown
Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics
Name of Program: Health Psychology
Degree: Title of Award *(e.g. Master of Arts)* Option-M
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program never went through the curriculum process at Central Connecticut State University because it was never proposed by the Department of Psychological Science. The Department offers only a track of their Master's Degree in Health Psychology with the OHE #000099. The Master's-level program in Health Psychology with the OHE #010653 is a mistake and should be deleted. It has never had any students in it and no student has ever completed it.

Phase Out/Teach Out Strategy

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

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Human Growth & Development leading to a Bachelor of Arts degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Termination of a program in Human Growth & Development leading to a Bachelor of Arts degree at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND
Summary: terminate the program in Human Growth & Development at Central Connecticut State University
(CIP: 131209; OHE# 010276)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/14/17

Discontinued Program: Human Growth & Development CIP: 131209 DHE# (if available): 010276 Accreditation Date: unknown

Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics

Name of Program: Human Growth & Development

Degree: Title of Award *(e.g. Master of Arts)* Option - B

Certificate: *(specify type and level)*

Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program never went through the curriculum process at Central Connecticut State University and has never been in the campus catalog. It has never had any students in it and no student has ever completed it.

Phase Out/Teach Out Strategy

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

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Language & Computation leading to a Bachelor of Arts degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Termination of a program in Language & Computation leading to a Bachelor of Arts Degree at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND

Summary: terminate the program in Language & Computation at Central Connecticut State University (CIP: 230101; OHE# 010162)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/14/17

Discontinued Program: Language & Computation CIP: 230101 DHE# (if available): 010162 Accreditation Date: unknown

Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics

Name of Program: Language & Computation

Degree: Title of Award *(e.g. Master of Arts)* Option - B

Certificate: *(specify type and level)*

Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program never went through the curriculum process at Central Connecticut State University and has never been in the campus catalog. It has never had any students in it and no student has ever completed it.

Phase Out/Teach Out Strategy

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

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Management leading to a Bachelor of Science degree at Central Connecticut State University with a phase-out period until Fall, 2017.

A True Copy:

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

ITEM

Termination of a program in Technology Management leading to a Bachelor of Science degree at Central Connecticut State University, effective 9/1/17. No phase out period required.

BACKGROUND

Summary: terminate the program in Technology Management at Central Connecticut State University (CIP: 150612; OHE# 008900)

Rationale: this program has had no completions since 2011, it has had no students in the program since 2011, and the faculty have no plans to support the program.

Phase Out/Teach Out Strategy: no students are in the program, so no phase out needed.

Resources: none required.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 7/14/17

Discontinued Program: Technology Management CIP: 150612 DHE# (if available): 008900 Accreditation Date: unknown

Phase Out /Teach Out Period none Expected Date of Program Termination 9/1/17

Program Characteristics

Name of Program: Technology Management

Degree: Title of Award *(e.g. Master of Arts)* Option - B

Certificate: *(specify type and level)*

Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Don Adams	Title: Dr.	Tel.: 860-832-2920 e-mail: adamsde@ccsu.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program never went through the curriculum process at Central Connecticut State University and has never been in the campus catalog. It has never had any students in it and no student has ever completed it.

Phase Out/Teach Out Strategy

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

No students are in this program now; no students have ever been in this program. No phase out is needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Occupational Therapy Assistant leading to an Associate in Science degree at Housatonic Community College with a phase-out period until May 25, 2017.

A True Copy:

_____

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

ITEM

Termination of a program in Occupational Therapy Assistant leading to an Associate of Science degree at Housatonic Community College.

BACKGROUND

Summary

The Occupational Therapy Assistant program at Housatonic Community College will come to an end after 18 years on May of 2017.

Rationale

The OTA program has had low enrollment for many years. Because of this we have had successful outcomes in graduation rates, graduates becoming employed after graduation and 100% pass rate of the national certification exam. Low enrollment has been a concern of Administration for many years. We are an expensive program to run with accreditation, association fees and equipment budget running around 4, 230.00 per year. We have two full time employees, one faculty and one ACL and two adjunct faculty members. Another consideration is that Clinical Practicum (fieldwork) sites are becoming more difficult to procure because of the changing and demanding restrictions which are being placed on practicing therapists who are our fieldwork supervisors. The fieldwork supervisor is expected to work with a student for 8 weeks for no monetary reward. Students need two 8 week placements in the spring semester in two different practice areas. We also have growing competition from the Master's degree programs in the area. And lastly, it was felt that because the American Occupational Therapy Association is considering requiring a Bachelor's degree for Occupational Therapy Assistant to coincide with the soon to be Doctoral requirement for the professional level Occupational Therapist, continuing the program and providing space in the new construction wasn't warranted.

Phase Out/Teach Out Strategy

The teach out strategy was in the works since this last class was admitted in September of 2014. Our present class was admitted as a three year part time program. Most of our students are older students who are employed and/or have families which they need to work around to complete their education and this intensive program. We have a class of 11 who have completed their course work and are in the process of completing their clinical practicums. They are all scheduled to graduate in May 2017. No other students have been admitted to the program and this is our final class.

Resources

The OTA classroom is in the process of demolition. All equipment has been donated or disposed of. We will need a locked storage space for student files. "Per the requirements of ACOTE Standard A.4.15: Records regarding student admission, enrollment, fieldwork, and achievement must be maintained and kept in a secure setting. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution."

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Housatonic Community College Date of Submission to BOR Office: 04/03/2017

Discontinued Program/Certificate: OTA CIP: 51.0803 DHE# (if available): 00315 Accreditation Date: 04/09/2016

Phase Out /Teach Out Period 09/16 – 05/17 Expected Date of Program Termination 06/01/2017

Rationale for Discontinuation of this Program: The OTA program at Housatonic Community College has had low enrollment for many years due to the selective nature and requirements for admission. Fieldwork sites are becoming more scarce with the increasing demands of Medicare. Practicing Therapists are no longer willing to educate students at the clinical site because they feel they interfere with their job productivity which has become their yardstick for success on a daily basis. There is increased competition from other schools in the area because of their large class sizes, i.e. Sacred Heart University and Quinnipiac University who have a Master's degree program in OT.

Lastly the American Occupational Therapy Association will be looking toward changing OTA education to a Bachelor's degree in order to keep up with the change to a Doctorate in the professional level OT program.

Program Characteristics

Name of Program: **Occupational Therapy Assistant**

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

Certificate: *(specify type and level)*

Modality of Program: **X** On ground Online Combined

Institution's Unit ***Math/Science*** and Location. ***main campus*** Offering the Program: Math/Science main campus

Institutional Contact for this Proposal: Dr. Paul Brody Title: President Tel.: 203-332-5224 e-mail: pbrodie@hcc.commnet.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

As previously stated, The OTA program has had low enrollment for many years. Because of this we have had successful outcomes in graduation rates, graduates becoming employed after graduation and 100% pass rate of the national certification exam. Low enrollment has been a concern of Administration for many years. We are an expensive program to run with accreditation, association fees and equipment budget running around 4, 230.00 per year. We have two full time employees, one faculty and one ACL and two adjunct faculty members. Another consideration is that Clinical Practicum (fieldwork) sites are becoming more difficult to procure because of the changing and demanding restrictions which are being placed on practicing therapists who are our fieldwork supervisors. The fieldwork supervisor is expected to work with a student for 8 weeks for no monetary reward. Students need two 8 week placements in the spring semester in two different practice areas. We also have growing competition from the Master's degree programs in the area. And lastly, it was felt that because the American Occupational Therapy Association is considering requiring a Bachelor's degree for Occupational Therapy Assistant to coincide with the soon to be Doctoral requirement for the professional level Occupational Therapist, continuing the program and providing space in the new construction wasn't warranted.

Phase Out/Teach Out Strategy

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

The teach out strategy was in the works since this last class was admitted in September of 2014. Our present class was admitted as a 3 year part time program. Most of our students are older students who are employed and/or have families which they need to work around to complete their education and this intensive program. We have a class of 11 who have completed their course work and are in the process of completing their clinical practicums. They are all scheduled to graduate in May 2017. No other students have been admitted to the program and this is our final class.

Addendum to Request for Program Termination
Occupational Therapy Assistant AS Program (OTA)
Housatonic Community College

1. Colleges in Connecticut that offer an accredited OTA program:
    a. **Goodwin College**
    East Hartford, CT 06118-1837

    b. **Lincoln College of New England**
    Southington, CT 06489

    c. **Manchester Community College**
    Manchester, CT 06045-1046

2. Occupational Demand

    The Connecticut Department of Labor shows the following projected demand for OTAs in the state:

    i. 2014 employment projection: 468 persons
    ii. 2017 employment projection: 597 persons
    iii. Average projected growth of position openings over the 10 year span: 13 per year

3. Professional Issues Affecting Training Needs

    The Accreditation Council for Occupational Therapy Education has determined that the entry-level-degree for the occupational therapy assistant will be offered at both the associate and bachelor's degree until July, 2027. The ACOTE has mandated that the entry-level degree for the occupational therapy assistant will move to the baccalaureate level by July 1, 2027.

    Therefore, there is a limited lifespan for associate's degree programs to prepare OTAs. No colleges offering the bachelor's degree in OTA were identified after an Internet search.

ITEM
Land Lease Agreement to the City of New Haven at Southern Connecticut State University

BACKGROUND
Efforts of Southern's School of Education include an ongoing educational partnership with the City of New Haven's Strong 21st Century Communications Magnet and SCSU Lab School. The partnership provides higher education students and staff with learning, mentoring, teaching and fieldwork opportunities that traditional classroom work cannot provide. The development of this program includes an opportunity to host a new facility for the magnet school at Southern's campus.

ANALYSIS
Southern's School of Education has promoted long-term goals for integration of portions of their academic program with a Magnet School. This type of integration benefits Southern's students and staff in addition to the local community. This goal is recognized within the campus land and space planning study, Southern's Facilities Master Plan, with a site designated for a kindergarten through fourth grade school (k-4). Southern's ongoing relationship with New Haven's Strong 21st Century Communications Magnet and SCSU Lab School, currently located at Orchard St. in New Haven, has nurtured that opportunity. The mission of this pre-k-4 school is STEM infused with a project based learning approach that prepares young students to utilize digital media, global technologies, and other languages to communicate effectively in an evolving world. Since 2013, Southern's partnership with the Strong Magnet and SCSU Lab School enhance the university learning and education experience through higher education's support of young students as part of a dynamic learning environment.

The City of New Haven and Southern have collaborated to better develop the Strong Magnet and SCSU Lab School program that includes expanding Southern's Magnet School involvement. Proposed expansion efforts are both physical and academic in nature. Academic expansion is outlined in an MOU between Southern and the New Haven Board of Education. Final approval of the MOU is pending Academic and Student Affairs Committee approval. Major academic components in the MOU include:

- The placement of higher ed. students for fieldwork, student teaching, internships, mentoring and volunteer work.
- Collaborative professional development.
- Collaborative research and grants.
- Collaborative implementation of best practices.
- Planned collaborative use of facilities and equipment.

For long term academic continuity and partnership preservation a Strong Magnet and SCSU Lab School oversight committee of 12 members will be established. Southern will occupy five of the twelve committee appointments.

Master Plan development of Southern's West Campus is strongly linked to the School of Education. West Campus projected physical enhancements include a 110,000 gross square foot new School of Education/Classroom Building (not currently funded), a future Early Childhood Education Center for childcare (not currently funded) and a K-4 school. Both the Childhood Education Center and K-4 school would have an education curriculum linked to the School of Education. The current pre K-4 proposed Magnet School would be constructed on the southwest campus end of Farnham Avenue. The proposed building site is nonessential parking lot P-9 at the outskirts of the campus that was replaced by Southern's new centrally located 1,200 vehicle parking garage. The 3.6-acre school site will be separated from the campus with an ornamental fence. The school bus drop off/pickup zone will be designed to not impede on Southern's operations. Magnet School parking will be dedicated to .7 acres and 52 parking spaces in parking lot P-8 at the southeast end of Farnham Avenue. As part of a 20-year $1.00 per year lease agreement the City of New Haven will be allowed to occupy develop and operate the school facility at the

proposed P-8 and P-9 sites. The on campus location will allow ease in proximity for Southern's ongoing involvement, establish Southern's academic stake by hosting an on campus public school and embrace education with the local community. All operating expenses and maintenance of the magnet school will be funded by the City of New Haven. All school security will be the responsibility of the City of New Haven. First responders for emergencies and general police assistance will be the New Haven Police.

The City of New Haven has proceeded to set the groundwork for this program. They have applied for and received State Board of Education grant fund approval for the design and construction of the proposed school. The planned facility of approximately 70,000 square feet has a total project budget of $45,000,000. Southern's academic staff have been integrated in the design phase to assure collaboration starts from the planning stage as well as Southern's Facility Department oversight to assure the design remains sensitive to Southern's campus.

Requested of the Finance Committee is approval for the CSCU to execute a land lease that allows the City of New Haven to develop, construct and operate at their expense the New Haven Strong 21st Century Communications Magnet and SCSU Lab School. This approval is contingent on the Academic and Student Affairs Committee MOU approval and the Office of the State Attorney General land lease agreement approval.

PRESIDENT'S RECOMMENDATION

Approve executing a 20-year land lease at $1.00 per year with the City of New Haven that allows New Haven to develop, construct and operate the Strong 21st Century Communications Magnet and SCSU Lab School on Southern's campus at no cost to the CSCU. Finance Committee approval is contingent on approvals listed above.

9/6/17 Finance Committee
9/8/17 – Academic and Student Affairs Committee
9/19/17 Board of Regents for ratification

The Strong 21st Century Communications Magnet and SCSU Lab School 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 Haven Board of Education, a municipal corporation organized and existing under the laws of the State of Connecticut with a mailing address at 54 Meadow Street, New Haven, Connecticut 06519 (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 06515 (the "University" or "SCSU").

Section 1: Interests of the Parties

1.1 **Whereas** the BOE has been approved by the City of New Haven and the State of Connecticut to construct the Strong 21st Century Communications Magnet and SCSU Lab School (hereon "Strong University Lab School") on land owned by SCSU; and

1.2 **Whereas** the University is a public institution of higher education located in New Haven, CT offering programs in educator preparation and related services fields; and,

1.3 **Whereas,** the Strong University Lab School is a New Haven Public School serving children in grades K through 4; and

1.4 **Whereas,** the construction of the Strong University Lab School is being undertaken as part of the New Haven Board of Education School Construction Program and such construction shall follow the applicable protocols and regulations as outlined by the State of Connecticut, City of New Haven and New Haven Board of Education; and

1.5 **Whereas** the Strong University Lab School seeks opportunities for its students to be mentored and tutored by University students and faculty and to have access to shared resources and facilities on the SCSU campus; and

1.6 **Whereas** the Strong University Lab School seeks advice from the University on its curriculum; and

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1.7 **Whereas** both parties seek a mechanism through which faculty from both institutions and SCSU students may interact and collaborate on research projects of mutual interest, and

1.8 **Whereas** students enrolled in undergraduate and graduate programs at the University who are interested in becoming teachers or related services personnel may have opportunities to intern with faculty at the School of Global Communications; and

1.9 **Whereas** the University seeks a mechanism through which specified personnel may use the Strong University Lab School's facilities once the new building is constructed and in use; and

1.10 **Whereas** both parties seek a formal relationship that promotes further sharing of resources and information among the faculty from both institutions;

1.11 **Then be it resolved** that the parties enter into an agreement (this "Agreement") for collaboration and resource sharing and administration, as set forth in this document. The Agreement is to be administered through the Strong University Lab School *Partnership Program* ("Program"), the scope of which includes:

- Planned collaborative use of facilities and equipment,
- Collaborative research and grants,
- The placement of students for field work, student teaching, internships and volunteers,
- Collaborative professional development, and
- Collaborative implementation of best practices.

Section 2: Strong University Lab School Partnership Program Oversight Board

The parties agree that the Board of Education and SCSU retain ultimate control and authority over their respective buildings, programs and staffs. The parties further agree that a local Oversight Board (hereon the "OB") that is delegated with day to day planning and oversight of the Strong University Lab School and SCSU and the collaboration among the respective parties is desirable and beneficial. The

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administrative point contact on all matters regarding the OB of the Strong University Lab School at SCSU will be the Dean of the School of Education reporting to the Provost and President of SCSU. The administrative point contact on all matters regarding the OB of the Strong University Lab School at NHPS will be the School Principal reporting to the Director of Instruction, the Superintendent of School and the New Haven Board of Education respectively. Based on such shared institutional oversight, such leadership will maintain the local governance of the Strong University Lab School Partnership through the Strong University Lab School Partnership Program Oversight Board.

2.1 ***Oversight Board Duties:*** The Oversight Board members shall share the responsibilities associated with participation on the original School Based Building Advisory Committee ("SBBAC") to assist in the design recommendations of the Strong University Lab School, and subsequently the implementation and continuation of the Strong University Lab School Partnership Program and to assure open ongoing collaboration and communication with personnel at both SCSU and NHPS. The OB will develop metrics to assess the program, evaluate the success of the program, discuss concerns, and consider new ideas for potential improvements to the program. The OB shall also prepare an annual summary of activity that shall be presented to the President of SCSU and the Superintendent of New Haven Public Schools.

2.2 ***Oversight Board Members:*** (i) The Strong University Lab School Partnership Partnership Program Oversight Board, co-chaired by the SCSU Dean of the School of Education and the Strong University Lab School Partnership Principal, will consist of the following representatives from both institutions:

a) The Dean of the School of Education at SCSU (Co-chair);
b) The Principal of the Strong University Lab School (Co-Chair);
c) One Magnet Resource Teacher appointed by the Strong University Lab School Principal;

d) Two senior faculty members from SCSU appointed annually by the Provost of SCSU;

e) Two Senior Faculty Members from the Strong University Lab School, appointed annually by the Strong University Lab School Principal

f) One member of the BOE Executive Staff from the Superintendent of Schools

g) One Parent appointed by the Superintendent of Schools

h) One member of the SCSU Facilities management

i) One member of the NHPS Facilities management

j) One member of the New Haven Board of Education appointed by the Board President

k) One member appointed by the President of SCSU

Section 3: Sharing of Facilities and Equipment

3.1 SCSU faculty and administrators may reserve the facilities at the Strong University Lab School building for University functions, for teaching evening, weekend and summer classes, and for other purposes agreed upon by the Oversight Board subject to administrative procedures maintained by each institution. Such reservations shall be made through the existing permitting process maintained by the BOE.

3.2 The Strong University Lab School faculty may reserve and utilize certain SCSU facilities for school related functions. Such reservations shall be made through a permitting process maintained by SCSU.

Section 4: Development of Joint Grant Proposals

4.1 The faculty of the Strong University Lab School Partnership Program and the faculty at SCSU will work together to develop grant proposals of interest to both institutions. Such projects will bring together university students, the Strong University Lab School faculty, and SCSU faculty in cooperative learning experiences.

4.2 The applications for grants will be submitted through the University's Office of Sponsored Programs and Research or through the BOE depending on the terms and conditions of the specific grant.

Section 5: Teaching Internships and Research at the Strong University Lab School

5.1 The Strong University Lab School will provide opportunities for those SCSU students interested in pursuing a career in teaching and/or related services to work with the School of Global Communications faculty and students for required field work, including student teaching. In addition, the Strong University Lab School faculty will provide volunteer opportunities for SCSU students to work with them and their students in diverse capacities (e.g., field assistance, classroom assistance, project design & development, etc.). All placements must be approved through the Office of Educational Services in the School of Education and the appropriate BOE office and its applicable volunteer protocols.

5.2 The Strong University Lab School will also provide internship opportunities per year for SCSU students in education or related services, beginning no earlier than the 2018-19 academic year. All such interns must be approved through the BOE Human Resources Department per applicable protocols. Such positions may be volunteer, credit bearing or paid, funding permitting.

5.3 The final decision about whether to place an SCSU student at the Strong University Lab School will rest with a) the Director of the Office of Educational Services in the School of Education at SCSU and b) the Strong University Lab School Principal (or NHPS Designee), both of whom must agree to the placement for it to occur. Similarly, decisions regarding placement of volunteers rests with the Strong University Lab School Principal and the Director of the Office of Educational Services in the School of Education at SCSU.

5.4 Faculty members from SCSU shall have the opportunity to conduct pedagogical research at the Strong University Lab School facility with members of the Strong University Lab School community. Any pedagogical research must be vetted in

advance through and approved by the Superintendent of Schools, the Strong University Lab School Principal, and parents of the Strong University Lab School students. Any pedagogical research conducted at the Strong University Lab School shall follow the SCSU Institutional Research Board (IRB) protocol and the protocols established by the BOE with strict compliance to governing privacy and legal obligations and requirements including but not limited to FERPA (Family Educational Rights and Privacy Act) and HIPPA (Health Insurance Portability and Accountability Act). Such programs shall be focused to the benefit of students and the School programs.

Section 6: SCSU On-Site Presence at the Strong University Lab School

6.1 SCSU and the Strong University Lab School will continue to develop opportunities for shared usage of facilities and equipment at both institutions. In all such circumstances, each party shall be responsible for clearly marking its equipment as the property of such owner, and the owner of the facility shall be responsible for reasonable security policies and procedures as well as following all applicable permit application protocols.

6.2 The parties understand that the construction of the School building is governed by state standards with respect to square footage and reimbursements. In order to work within the governing construction regulations and budgets the parties commit to planning and design in order to incorporate shared, multi-purpose and other space in order to establish a physical presence for SCSU at the Strong University Lab School by providing, where possible and appropriate, space for SCSU use and functions to include, but not limited to, faculty office space and conference room use for SCSU faculty and teacher candidates who are working with students and teachers at the Strong University Lab School. This space(s) will be used collaboratively for, but not limited to, tutoring, meetings, curriculum development, and a professional development program.

6.3 SCSU will offer opportunities for the Strong University Lab School faculty and staff to attend appropriate seminars and similar offerings on the SCSU campus as if the Strong University Lab School faculty and staff were SCSU faculty and staff.

6.4 SCSU staff will coordinate and collaborate with the Strong University Lab School staff in order to offer and promote professional development in areas to be mutually determined.

Section 7: Communication

7.1 The Strong University Lab School Principal and the SCSU Dean of Education (or designee) will meet on a bi-weekly basis, or such other schedule as mutually determined to discuss any matters of mutual interest pertaining to the two institutions. Such matters include, but are not limited to, the development of grant applications, student projects and placements, equipment usage, facilities usage, and progress reports. Such communication will organize the agenda of the Oversight Board that will meet on a regular basis. Such communication may not serve to alter terms and conditions of this agreement without the approval of SCSU and the Board of Education.

Section 8: Term and Program Review

8.1 The term of this Agreement shall commence upon execution of this Agreement by all representatives of the parties indicated below, and shall continue until December 2027. The parties may then renew this Agreement for subsequent academic years, unless it is terminated sooner as provided in Section 10.3.

8.2 The Strong University Lab School Principal and the SCSU Dean of Education, in consultation with the Oversight Board, will monitor the activities under this Agreement on an annual basis prior to its expiration or renewal. The Oversight Board 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.

8.3 (a) This Agreement may be terminated: (i) by either party following written notification to the other party which termination shall be effective no sooner than one (1) month after such notification is received, and/or (ii) by mutual consent.

(b) If this Agreement is terminated while any joint grant activities are in progress, the parties' rights and obligations in respect of such projects shall be governed by the terms of the grant funding such project.

Section 9: Employees

9.1 Employees of the Strong University Lab School

All employees of the Strong University Lab School shall be employees of the BOE, governed by all labor policies of the BOE and entitled to all of the benefits thereof. All contractors and consultants of the BOE performing functions within or on behalf of the Strong University Lab School shall do so consistent with the terms and conditions of applicable contracts. However, the Dean of the School of Education (or his/her designee) shall be invited to be part of the hiring committee/process for all leadership positions of the Strong University Lab School.

9.2 Employees of SCSU

All employees of SCSU shall be governed by all labor policies of the SCSU and entitled to all of the benefits thereof. However, the Principal of the Strong University Lab School or his/her designee be invited to be part of the hiring committee for the SCSU Dean of Education and any Faculty Coordinator position as deemed necessary by the SCSU Provost.

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Section 10: Miscellaneous Provisions

INSURANCE;

The Contractor agrees that while performing services specified in this agreement he/she shall carry sufficient insurance (liability and/or other self-insurance) as applicable according to the nature of the service to be performed so as to "save harmless" the State of Connecticut from any insurable cause whatsoever.

10.1 APPLICABLE LAW:

This Agreement shall be governed by the laws of the State of Connecticut, without regard to its principles of conflicts of laws. The Contractor shall at all times comply with and observe all federal and state laws, local laws, ordinances, and regulations which are in effect during the period of this contract and which in any manner affect the work or its conduct.

10.2 CONTRACT ASSIGNMENT:

No right or duty, in whole or in part, of the Contractor under this Agreement may be assigned or delegated without the prior written consent of the Connecticut State University System and the BOE

10.3 SEVERABILITY:

If any provision of this agreement shall be held invalid by any court of competent jurisdiction, such holding shall not invalidate any other provision hereof.

10.4 CLAIMS AGAINST THE STATE:

The Contractor agrees that the sole and exclusive means for the presentation of any claim against the State of Connecticut arising from this agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and the Contractor further agrees not to initiate legal proceedings in

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any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.

10.5 NON DISCRIMINATION

(a) For purposes of this Section, the following terms are defined as follows:

i. "Commission" means the Commission on Human Rights and Opportunities;
ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
v. “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with

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statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

vii. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;

viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "DiagSCCStic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the

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State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with

regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining

Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

10.6 **EXECUTIVE ORDERS** the Strong University Lab School. 3, 17, 16, and 7C:

This Contract is subject to the provisions of Executive Order No. 7C of Governor M. Jodi Rell, promulgated July 13, 2006, concerning contracting reforms, Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, all of which are incorporated into and are made a part of the Contract as if they had been fully set forth in it. At the Contractor's request, CCSU shall provide a copy of these orders to the Contractor.

10.7 AMENDMENT

The parties may agree to amend or add provision of this Agreement only by written Amendment signed by the parties and approved by the Office of the Attorney General.

10.8 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement of the parties and supersedes all prior communications, understandings and agreements relating to the subject matter hereof, whether oral or written. No specific level of activity or dollar amount is committed or assigned to the Contractor through this contract. CSUS reserves the right to solicit bids for any project and there is no special privilege or right of first refusal conveyed by the execution of this Agreement.

10.9 CAMPAIGN CONTRIBUTION RESTRICTIONS

On February 8, 2007, Governor Rell signed into law Public Act 07-1, An Act Concerning the State Contractor Contribution Ban and Gifts to State and Quasi-Public Agencies. For all State contracts as defined in P.A. 07-1 having a value in a calendar year of $50,000.00 or more, or a combination or series of such

agreements or contracts having a value of $100,000.00 or more, the authorized signatory to this agreement expressly acknowledges receipt of the State Elections Enforcement Commission's notice advising state contractors of state campaign contribution and solicitation prohibitions, which is set forth below, and will inform its principals of the contents of the notice. See SEEC Form 11 (reproduced and inserted below).

10.10 STATUTORY AUTHORITY

The Statutory authority for SCSU to enter into this agreement is Connecticut General Statute §10a-151b.

10.11 EXCUSABLE DELAY

Neither party will be liable to the other for any delay or failure in performance arising directly out of war, sabotage, insurrection, riot, and any other act of civil disobedience, act of public enemy, fire, explosion, flood, storm, or other act of God or nature, or similar cause beyond its reasonable control (but not including shortage or unavailability of labor or materials), provided that the party suffering such event give the other party notice immediately upon becoming aware of its occurrence (or as soon thereafter as feasible). The other party may terminate this Agreement if performance is not resumed within thirty (30) days of the initial failure or delay.

10.12 WAIVER

The failure of either party at any time or times to enforce or require performance of any provision in this Agreement will in no way operate as a waiver or affect the right of such party at a later time to enforce such provision.

10.13 SAVINGS CLAUSE

Each provision of this Agreement will be treated as a separate and independent clause, and the unenforceability of any one clause will in no way impair the

enforceability of any of the other clauses of this Agreement. If any provision in this Agreement is for any reason held to be excessively broad as to scope, activity, or subject, or otherwise unenforceable, such provision will be construed by the appropriate judicial body by limiting or reducing it so as to be enforceable to the maximum extent compatible with the applicable law.

10.14 CONSTRUCTION

The headings of particular sections of this Agreement are inserted for convenience of reference only and will in no way define, limit, expand, or otherwise affect the construction or interpretation of any provision of this Agreement. The language of all parts of this Agreement will in all cases be construed as a whole according to its fair meaning and not strictly for or against either of the parties.

10.15 EXPENSES

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

10.16 NO ASSIGNMENT

Neither party may assign this Agreement or any of its obligations hereunder to any other person or entity. Any attempted assignment shall be void.

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Notice to Executive Branch State Contractors and Prospective State Contractors of Campaign Contribution and Solicitation Limitations

This notice is provided under the authority of Connecticut General Statutes §9-612(g)(2), as amended by P.A. 10-1, and is for the purpose of informing state contractors and prospective state contractors of the following law (italicized words are defined on the reverse side of this page).

CAMPAIGN CONTRIBUTION AND SOLICITATION LIMITATIONS

No *state contractor, prospective state contractor, principal of a state contractor or principal of a prospective state contractor,* with regard to a *state contract* or *state contract solicitation* with or from a state agency in the executive branch or a quasi-public agency or a holder, or principal of a holder of a valid prequalification certificate, shall make a contribution to (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of Governor, Lieutenant Governor, Attorney General, State Comptroller, Secretary of the State or State Treasurer, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee (which includes town committees). In addition, no holder or principal of a holder of a valid prequalification certificate, shall make a contribution to (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of State senator or State representative, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee. On and after January 1, 2011, no state contractor, prospective state contractor, principal of a state contractor or principal of a prospective state contractor, with regard to a state contract or state contract solicitation with or from a state agency in the executive branch or a quasi-public agency or a holder, or principal of a holder of a valid prequalification certificate, shall **knowingly** *solicit* contributions from the state contractor's or prospective state contractor's employees or from a *subcontractor* or *principals of the subcontractor* on behalf of (i) an exploratory committee or candidate committee established by a candidate for nomination or election to the office of Governor, Lieutenant Governor, Attorney General, State Comptroller, Secretary of the State or State Treasurer, (ii) a political committee authorized to make contributions or expenditures to or for the benefit of such candidates, or (iii) a party committee.

DUTY TO INFORM

State contractors and prospective state contractors are required to inform their principals of the above prohibitions, as applicable, and the possible penalties and other consequences of any violation thereof.

PENALTIES FOR VIOLATIONS

Contributions or solicitations of contributions made in violation of the above prohibitions may result in the following civil and criminal penalties: **Civil penalties**—Up to $2,000 or twice the amount of the prohibited contribution, whichever is greater, against a principal or a contractor. Any state contractor or prospective state contractor which fails to make reasonable efforts to comply with the provisions requiring notice to its principals of these prohibitions and the possible consequences of their violations may also be subject to civil penalties of up to $2,000 or twice the amount of the prohibited contributions made by their principals. **Criminal penalties**—Any knowing and willful violation of the prohibition is a Class D felony, which may subject the violator to imprisonment of not more than 5 years, or not more than $5,000 in fines, or both.

CONTRACT CONSEQUENCES

In the case of a state contractor, contributions made or solicited in violation of the above prohibitions may result in the contract being voided. In the case of a prospective state contractor, contributions made or solicited in violation of the above prohibitions shall result in the contract described in the state contract solicitation not being awarded to the prospective state contractor, unless the State Elections Enforcement Commission determines that mitigating circumstances exist concerning such violation. The State shall not award any other state contract to anyone found in violation of the above prohibitions for a period of one year after the election for which such contribution is made or solicited, unless the State Elections Enforcement Commission determines that mitigating circumstances exist concerning such violation. Additional information may be found on the website of the State Elections Enforcement Commission, www.ct.gov/seec. Click on the link to "Lobbyist/Contractor Limitations."

DEFINITIONS

"State contractor" means a person, business entity or nonprofit organization that enters into a state contract. Such person, business entity or nonprofit organization shall be deemed to be a state contractor until December thirty-first of the year in which such contract terminates. "State contractor" does not include a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

"Prospective state contractor" means a person, business entity or nonprofit organization that (i) submits a response to a state contract solicitation by the state, a state agency or a quasi-public agency, or a proposal in response to a request for proposals by the state, a state agency or a quasi-public agency, until the contract has been entered into, or (ii) holds a valid prequalification certificate issued by the Commissioner of Administrative Services under section 4a-100. "Prospective state contractor" does not include a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

"Principal of a state contractor or prospective state contractor" means (i) any individual who is a member of the board of directors of, or has an ownership interest of five per cent or more in, a state contractor or prospective state contractor, which is a business entity, except for an individual who is a member of the board of directors of a nonprofit organization, (ii) an individual who is employed by a state contractor or prospective state contractor, which is a business entity, as president, treasurer or executive vice president, (iii) an individual who is the chief executive officer of a state contractor or prospective state contractor, which is not a business entity, or if a state contractor or prospective state contractor has no such officer, then the officer who duly possesses comparable powers and duties, (iv) an officer or an employee of any state contractor or prospective state contractor who has *managerial or discretionary responsibilities with respect to a state contract,* (v) the spouse or a *dependent child* who is eighteen years of age or older of an individual described in this subparagraph, or (vi) a political committee established or controlled by an individual described in this subparagraph or the business entity or nonprofit organization that is the state contractor or prospective state contractor.

"State contract" means an agreement or contract with the state or any state agency or any quasi-public agency, let through a procurement process or otherwise, having a value of fifty thousand dollars or more, or a combination or series of such agreements or contracts having a value of one hundred thousand dollars or more in a calendar year, for (i) the rendition of services, (ii) the furnishing of any goods, material, supplies, equipment or any items of any kind, (iii) the construction, alteration or repair of any public building or public work, (iv) the acquisition, sale or lease of any land or building, (v) a licensing arrangement, or (vi) a grant, loan or loan guarantee. "State contract" does not include any agreement or contract with the state, any state agency or any quasi-public agency that is exclusively federally funded, an education loan, a loan to an individual for other than commercial purposes or any agreement or contract between the state or any state agency and the United States Department of the Navy or the United States Department of Defense.

"State contract solicitation" means a request by a state agency or quasi-public agency, in whatever form issued, including, but not limited to, an invitation to bid, request for proposals, request for information or request for quotes, inviting bids, quotes or other types of submittals, through a competitive procurement process or another process authorized by law waiving competitive procurement.

"Managerial or discretionary responsibilities with respect to a state contract" means having direct, extensive and substantive responsibilities with respect to the negotiation of the state contract and not peripheral, clerical or ministerial responsibilities.

"Dependent child" means a child residing in an individual's household who may legally be claimed as a dependent on the federal income tax of such individual.

"Solicit" means (A) requesting that a contribution be made, (B) participating in any fund-raising activities for a candidate committee, exploratory committee, political committee or party committee, including, but not limited to, forwarding tickets to potential contributors, receiving contributions for transmission to any such committee or bundling contributions, (C) serving as chairperson, treasurer or deputy treasurer of any such committee, or (D) establishing a political committee for the sole purpose of soliciting or receiving contributions for any committee. Solicit does not include: (i) making a contribution that is otherwise permitted by Chapter 155 of the Connecticut General Statutes; (ii) informing any person of a position taken by a candidate for public office or a public official, (iii) notifying the person of any activities of, or contact information for, any candidate for public office; or (iv) serving as a member in any party committee or as an officer of such committee that is not otherwise prohibited in this section.

"Subcontractor" means any person, business entity or nonprofit organization that contracts to perform part or all of the obligations of a state contractor's state contract. Such person, business entity or nonprofit organization shall be deemed to be a subcontractor until December thirty first of the year in which the subcontract terminates. "Subcontractor" does not include (i) a municipality or any other political subdivision of the state, including any entities or associations duly created by the municipality or political subdivision exclusively amongst themselves to further any purpose authorized by statute or charter, or (ii) an employee in the executive or legislative branch of state government or a quasi-public agency, whether in the classified or unclassified service and full or part-time, and only in such person's capacity as a state or quasi-public agency employee.

"Principal of a subcontractor" means (i) any individual who is a member of the board of directors of, or has an ownership interest of five per cent or more in, a subcontractor, which is a business entity, except for an individual who is a member of the board of directors of a nonprofit organization, (ii) an individual who is employed by a subcontractor, which is a business entity, as president, treasurer or executive vice president, (iii) an individual who is the chief executive officer of a subcontractor, which is not a business entity, or if a subcontractor has no such officer, then the officer who duly possesses comparable powers and duties, (iv) an officer or an employee of any subcontractor who has managerial or discretionary responsibilities with respect to a subcontract with a state contractor, (v) the spouse or a dependent child who is eighteen years of age or older of an individual described in this subparagraph, or (vi) a political committee established or controlled by an individual described in this subparagraph or the business entity or nonprofit organization that is the subcontractor.

10.17 NOTICES

All notices, consents, and other communications required or permitted in this Agreement must be in writing and must be delivered: personally; by certified mail, return receipt requested, postage prepaid; by nationally recognized express courier; or by telefax or e-mail, with a confirmation copy sent within twenty-four (24) hours by one of the foregoing means; to the parties at the addresses set forth below, or to such other address as either party may designate by notice to the other pursuant to this Section.

If to the City of New Haven Board of Education:

City of New Haven Board of Education
54 Meadow Street Street
New Haven, Connecticut 06519
Attn: _____

If to SCSU:
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06516
Attn: Mr. Mark Rozewski
Executive Vice President for Finance and Administration

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

For the Strong University Lab School	For Southern Connecticut State University:
_____	_____
Dr. Reginald Mayo	Dr. Joseph Bertolino
Interim Superintendent	President
New Haven Public Schools	Southern Connecticut State University
Date: _____	Date: _____

DRAFT

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Advanced Educational Studies leading to a Master of Science degree at Eastern Connecticut State University for a period of time concurrent with the institutional accreditation.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM: Discontinue and replace four existing advanced master's degrees: Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts with a new single degree, Master of Science Degree in Educational Studies.

BACKGROUND

Summary: The new advanced master's degree will provide the same high quality education in a more efficient and integrated fashion. The degree has been developed by Eastern faculty with two major criteria 1) to help the advanced candidates further develop themselves into caring and competent professionals in their field of study, so they can positively impact the learning and development of P-12 students, and 2) to address the needs of educators in the State of Connecticut and also fulfill all of the requirements from accrediting agencies, in particular Master's Degree Policy Overview from the Connecticut State Board of Education (CSBE, Connecticut General Statutes Section 10-145b(g)), Standards for Advanced Programs from the Council for the Accreditation of Educator Preparation (CAEP), and the guidelines for graduate degree programs from the New England Association of Schools and Colleges (NEASC).

Need for the Program: Connecticut General Statutes (CGS, Section 10-145b(g)) requires that "Applicants for a *professional* educator certificate who are **first certified** in Connecticut **after** July 1, 2016, shall complete a minimum of 15 graduate credits of content or content pedagogy, either as part of or in addition to a master's degree." Inquiries from potential students at Eastern over the year indicate that a large number of practicing teachers/professionals are interested in a program that can fulfill the new state requirement of a minimum of 15 graduate credits of content or content pedagogy. The proposed Master of Science in Educational Studies fully meets the ever-changing needs of teachers and professionals in Connecticut. By streamlining the program requirements, we can offer fewer course sections with more robust enrollment numbers. In addition, this pedagogical and regulatory changes can be easily accommodated.

Curriculum: The curriculum has 31 credits including:

INTERDISCIPLINARY CORE COURSES **12 credits**

- EDU 608 Principles of Educational Research
- EDU 617 Contemporary Literacies in the Content Areas
- EDU 619 Strategies for Modifying Content Instruction to English Learners
- EDU 680 Issues and Trends in Special Education

CONTENT/DISCIPLINE AREA STRAND AND ELECTIVES **15 credits**

CULMINATING PROJECTS **4 credits**

- EDU 693 Collaborative Data Literacy Project
- EDU 697 Culminating Research Project

Students: At least 51% of candidates admitted in this program will be practicing teachers and professionals associated with a school or school district. It is expected that approximately 70% of candidates admitted to this program will have jobs in the educational field. All students who complete the program will be better prepared for employment.

Faculty: Courses for the new master's degree program will be taught by existing faculty. Education faculty currently teach in the four existing master's degree programs along with the certification master's degree programs. By making this change, we will be creating a more efficient program that is more accessible to students.

Learning Resources: No additional learning resources are required.

Facilities: No additional facilities are required.

Fiscal Note: We plan to spend $5,000 annually for program promotion and recruitment to let teachers know about this program. No additional resources are needed. If the program grows as we anticipate, we will need to add one or two adjunct faculty in the future to accommodate the program growth. This cost will be offset by additional revenue from full- and part-time students.

Review of Documents:

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

Accreditation: Programs will continue to adhere to all state approval processes. There will be no impact on current or future national accreditation.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

3SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Program Characteristics Name of Program: Educational Studies Degree: Title of Award *(e.g. Master of Arts)* Master of Science Certificate: *(specify type and level)* Anticipated Program Initiation Date: Fall 2017 Anticipated Date of First Graduation: Spring 2019 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 48.4% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 30	**Program Credit Distribution** # Cr in Program Core Courses: 12 # Cr of Electives in the Field: 6 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 13 (concentration) Total # Cr in the Program *(sum of all #Cr above)*: 31 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 0
Type of Approval Action Being Sought: Licensure OR X Licensure and Accreditation Suggested CIP Code No. *(optional)* Title of CIP Code	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Master's of Science (Secondary, Elementary, Early Childhood, Reading & Language Arts) CIP: DHE# (if available): Accreditation Date: Phase Out Period Two Years following full approval of new program Date of Program Termination Fall 2019	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Education/Professional Studies	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP, 2021 • If program prepares graduates eligibility to state/professional license, please identify: Provisional/ Professional Teacher Certification *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	

Institutional Contact for this Proposal: Dr. Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: Pachis@easternct.edu

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

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

[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.

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)

The proposed Master of Science in Educational Studies is consistent with ECSU's mission, role and scope. ECSU's mission statement emphasizes teaching excellence, faculty research, and scholarship to raise "students' aspirations and cultivate engagement, inquiry, integrity and social responsibility." Furthermore, ECSU's mission clearly indicates that it is fully "committed to serving the state of Connecticut and the nation by preparing its students for their future personal, professional and public roles, as leaders in both their communities and professional fields." The proposed master's degree program aims to fulfill this responsibility by offering an exceptionally high quality education to teachers and professionals in an affordable cost.

Eastern Connecticut State University has a 125-year history of preparing teachers. Recent changes in state professional educator certification standards have increased the need for a master's degree that provides certified teachers and professionals with the skills and knowledge necessary to meet those requirements while still being successful in their jobs. The Master of Science in Educational Studies is designed for candidates who are practicing teachers or educational professionals seeking to advance their career and profession. The program will provide candidates with strong subject matter content and pedagogical knowledge, thereby meeting the certification requirements of the National Board for Professional Teaching Standards (NBPTS) and advancing the research skills of graduates. Consistent with Eastern's mission and strategic plan, this program will "prepare students for careers or advanced study while providing them with the lifelong skills and confidence needed to succeed in a world of constant economic, social, and technological change."

Eastern Connecticut State University (ECSU) currently offers five advanced master's degree programs: Master of Science in Early Childhood Education, Master of Science in Elementary Education, Master of Science in Secondary Education, Master of Science in Reading and Language Arts, and Master of Science in Educational Technology. These degrees are targeted for teachers who are already certified and other working professionals who have substantial experiences in their field. Out of these five degrees currently offered, Master of Science in Educational Technology is offered fully online and will remain.

The intent of this proposal is to discontinue and replace four existing advanced master's degrees: Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts, with a new single degree—Master of Science Degree in Educational Studies. The new master's degree has been developed by Eastern faculty with two major criteria 1) to help the advanced candidates further develop themselves into caring and competent professionals in their field of study, so they can positively impact the learning and development of P-12 students, and 2) to address the needs of educators in the State of Connecticut and also fulfill all of the requirements from accrediting agencies, in particular Master's Degree Policy Overview from the Connecticut State Board of Education (CSBE, Connecticut General Statutes Section 10-145b(g)), Standards for Advanced Programs from the Council for the Accreditation of Educator Preparation (CAEP), and the guidelines for graduate degree programs from the New England Association of Schools and Colleges (NEASC).

The proposed master's degree will have the following features, as emphasized by CSBE, CAEP, and NEASC:

- Interdisciplinary approach
- Highlights issues and trends for teaching English Language Learners (ELL) and special learners
- Provides content area focus on teaching, literacies, and research for all learners
- Offers clinical experiences
- Incorporates a collaborative data literacy project
- Culminates in a school impact assignment in a clinical setting the content knowledge area

The layout of the program is shown below:

Core Courses (16 credits)	Content Specific (15 credits)
Interdisciplinary Approach • Principles of educational research & educational issues & trends in teaching and learning for all populations (12 credits) o 30 clock hours of clinical experience included • Culminating projects (4 credits) o Collaborative data literacy project o P-12 school impact assignment	Select a content strand: • Early Childhood Education • Elementary Education • Secondary Education • Reading and Language Arts Each strand has three required courses and two electives.

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)*

Connecticut General Statutes (CGS, Section 10-145b(g)) requires that "Applicants for a *professional* educator certificate who are **first certified** in Connecticut **after** July 1, 2016, shall complete a minimum of 15 graduate credits of content or content pedagogy, either as part of or in addition to a master's degree." A large number of practicing teachers and professionals are interested in a program that can fulfill this requirement. The proposed Master of Science in Educational Studies with four (initial) content area strands, together with interdisciplinary core content and content pedagogy courses, fulfills and exceeds the requirement set forth by the Connecticut statute. In particular, the program's concentrations are designed to allow flexibility to address the immediate and ever-changing needs of the profession, such as Connecticut's persistent, teacher shortage areas: mathematics (7-12), science (7-12), and Technology Education (Pk-12). New content/content pedagogy concentrations may be developed and nimbly added in response to the needs of regional schools and the profession at large.

A study of catalogs and course offerings by various universities in Connecticut indicates that almost all public and private universities offer graduate education to teachers and working professionals. Within the CSCU system Central and Southern have large teacher education programs. In the eastern part of the state, University of Connecticut and Sacred Heart University offer multiple programs for teachers, working professionals, and school leaders. However, none of these programs emphasizes a

single master's degree with strong emphasis on interdisciplinary studies and content pedagogy. Furthermore, Eastern's graduate program ensures access, due to competitive pricing.

Inquiries from potential students at Eastern over the year indicate that a large number of practicing teachers/professionals are interested in a program that can fulfill the new state requirement of a minimum of 15 graduate credits of content or content pedagogy. The proposed Master of Science in Educational Studies fully meets the ever-changing needs of teachers and professionals in Connecticut.

- 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 will be staffed by Eastern's current faculty in the Education Department and requires no additional resources. Several faculty scheduled to teach in this program are recognized for their teaching excellence, research and scholarship, and service to their professional communities. They have authored books that have been used by universities worldwide, published articles in refereed journals and proceedings, and have presented both nationally and internationally. They have also collaborated with area schools for several statewide grants to provide professional development to teachers especially to increase their content and pedagogical knowledge, skills, and dispositions. Eastern's faculty equipped with their excellent teaching skills, extensive research backgrounds, and wealth of knowledge on how children learn and develop, put them in a position to provide an outstanding education for teachers.

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

The program will honor all existing BOR transfer articulation agreements. The candidates admitted to this program will be able to transfer up to 6 credits of relevant content/content pedagogy courses as electives.

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

All four CSUs offer advanced master's degrees for practicing teachers and professionals. Because there are pre-schools, elementary and high schools in all areas of the state and each CSU has a long history of preparing its unique constituency of teachers, the proposed major does not create any duplication. Moreover, Eastern produces the largest number of certified early childhood educators not only within the CSU's but also in the State of Connecticut. The proposed major is unique in such a way that it not only provides candidates with rigorous curriculum in interdisciplinary studies required for teachers and professionals, but also an opportunity for an in-depth study of one of the four (initial) content area strands: Early Childhood Education (ECE), English Language Arts (ELA), Reading and Language Arts (RLA), and Science Technology Engineering and Mathematics (STEM).

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

Al least 51% of candidates admitted in this program will be practicing teachers and professionals associated with a school or school district. It is expected that approximately 70% of candidates admitted to this program will have jobs in the educational field. However, all candidates who successfully complete the program will enhance their knowledge and skills in content area teaching, thereby improving their opportunities for employment and enhancing their contributions to the

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

educational system.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

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. Demonstrate the ability to identify discipline-specific content knowledge and skills, develop and implement evidence-based, inclusive instructional practices that engage all students and improves student achievement and growth in all developmental areas.
2. Identify and utilize educational technology and other digital resources to enhance the learning experience of all students and to transform their own instructional practices.
3. Demonstrate ways to triangulate data from multiple sources to evaluate student learning and guide planning and teaching.
4. Analyze, conduct, and use qualitative, quantitative and/or mixed methods research to improve professional practice in a systematic way.
5. Demonstrate awareness of the rights of diverse learners as well as deep caring, commitment, and empathy for children and families of diverse cultural and socioeconomic backgrounds.
6. Demonstrate integrity and ethical behavior in professional conduct and an ongoing commitment to professional growth by engaging in continuous meaningful learning.
7. Collaborate with peers, school personnel, families and community members to contribute to effective school changes.

These advanced candidate learning outcomes (CLOs) for Eastern's Educator Preparation Program (EPP) are aligned with various state and national professional standards, namely the Connecticut Common Core of Teaching (CCCT), Council for Accreditation of Educator Preparation (CAEP), National Board of Professional Teaching Standards (NBPTS), and Interstate Teacher Assessment and Support Consortium (InTASC) (See Table 1).

Table 1: Alignment of Learning Outcomes with State and National Standards

Program Learning Outcomes	Eastern CLOs	CCCT Domains	CAEP Advanced Standards	InTASC Standards	NBPTS Propositions
1. Demonstrate the ability to identify discipline-specific content knowledge and skills, develop and implement evidence-based, inclusive instructional practices that engage all students and improves student achievement and growth in all developmental areas.	Domain I: Intentional Teaching CLO #2	**CCT Domain 1** Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field. **CCT Domain 2** Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community. **CCT Domain 3** Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. **CCT Domain 4** Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.	**Standard A.1 -** The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].	**Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard #4: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **Standard #5: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Standard #8: Instructional Strategies** The teacher understands and	**Proposition 2** Teachers know the subjects they teach and how to teach those subjects to students.

				uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
2. Identify and utilize educational technology and other digital resources to enhance the learning experience of all students and to transform their own instructional practices.	Domain I: Intentional Teaching CLO #4	**CCT Domain 1** Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field. **CCT Domain 2** Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	**CAEP Technology and Digital Standard** The provider ensures that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice. **Standard A.1 -** The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced.	**Standard #3: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	

3. Demonstrate ways to triangulate data from multiple sources to evaluate student learning and guide planning and teaching.	Domain II: Data Literacy CLO #3	**CCT Domain 2** Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community. **CCT Domain 5** Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.	**Standard A. 5: Quality Assurance** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completer' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.	**Standard #6: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **Standard #7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Standard #8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Proposition 3** Teachers are responsible for managing and monitoring student learning.
4. Analyze, conduct, and use qualitative, quantitative and/or mixed methods research to improve professional practice in a systematic way.	Domain II: Data Literacy CLO #8		**Standard A.1 -** The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.		**Proposition 4** Teachers think systematically about their practice and learn from experience.

			A.1.1 Candidates for advance preparation demonstrate their proficiencies to understand an apply knowledge and skills appropriate to their professior field of specialization so that learning and development opportunities for all P-12 are enhanced. **A.2: Clinical Experiences** A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.		
5. Demonstrate awareness of the rights of diverse learners as well as deep caring, commitment, and empathy for children and families of diverse cultural and	Domain III: Cultural Competence CLO #1	**CCT Domain 2** Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.	**Standard A.2** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.	**Standard #1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social,	**Proposition 1** Teachers are committed to students and their learning.

socioeconomic backgrounds.		**CCT Domain 6** Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.	**Standard A.3** The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable. **Admission of Diverse Candidates who Meet Employment Needs** A.3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.	emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **Standard #2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
6. Demonstrate integrity and ethical behavior in professional conduct and an ongoing commitment to professional growth by engaging in continuous meaningful learning.	Domain IV: Professional Practice and Leadership CLO #1	**CCT Domain 6** Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.	**Standard A. 5: Quality Assurance** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completer' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test	**Standard #9: Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Standard #10: Leadership and**	**Proposition 5** Teachers are members of learning communities.

			innovations to improve completers' impact on P-12 student learning and development.	**Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
7. Collaborate with peers, school personnel, families and community members to contribute to effective school changes.	Domain IV: Professional Practice and Leadership CLO #3	**CCT Domain 6** Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.	A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced. **Standard A. 5: Quality Assurance** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completer' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.	**Standard #1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	

Each of the Candidate Learning Outcomes (CLOs) is assessed and monitored via transition points beginning at program entry and extending beyond program completion. The assessment methods address candidates' professional knowledge, skills, dispositions, and impact on the profession throughout coursework, clinical practice, and into their classrooms after program completion. Each assessment is aligned with institutional, state, and national standards. (See Table 2.).

Table 2: Proposed Assessments for M.S. in Educational Studies (Advanced Masters Program)

Types of Assessments by Transitional Points	Alignment with Standards
Entry Assessment • Undergraduate GPA of 3.0 or higher • Recommendations, by supervisors/professionals (includes professional dispositions assessment) • Professional Resume (outlining work experiences) • Official Transcripts from accredited institutions and license (if available)	Eastern CLOs: I.1, III.1, IV.3, IV.4 CCCT: Domain 6 CAEP: A.3 Candidate Quality InTASC: Standard #9-Professional Learning and Ethical Practice; Standard #10-Leadership and Collaboration NBPTS: Proposition #5
Content/Content Pedagogy Assessment • Content/content pedagogy assessment in each strand (in one of the strand courses). This assessment demonstrates candidate ability to analyze, synthesize, and evaluate content/content pedagogy in their field/discipline and create content/content pedagogy activities and assessments to advance their professional goals.	Eastern CLOs: CLOs I.2, I.4, II.1-II.7 CCCT: Domains 1, 2, 3, 4 CAEP: A.1.1, A.1.2 InTASC: Standard #1-Learner Development; Standard #2-Learning Differences; Standard #4-Content Knowledge; Standard # 5-Application of Content; Standard #8-Instructional Strategies NBPTS: Proposition #1, #2, #3, #4
Clinical Practice Assessments • 15 hours of clinical experiences; **Case Study Report of ELL Students** (EDU 619 Strategies for Modifying Content Instruction to English Learners) • 15 service hours at an educational facility that serves students with disabilities (EDU 680 Issues and Trends in Special Education) • **School Impact Assignment**: Candidates demonstrate a mastery of content area/discipline knowledge and pedagogy (EDU 693, Collaborative Data Literacy Project)	Eastern CLOs: I.1-I.4, II.1-II.7, III.1-III.8, IV.1-IV.4 CCCT: Domains 1, 2, 3, 4, 5, 6 CAEP: A.2 Clinical Practice InTASC: Standard #1-Learner Development; Standard #2-Learning Differences; Standard #4-Content Knowledge; Standard # 5-Application of Content; Standard #8-Instructional Strategies NBPTS: Proposition #1, #2, #3, #4
Culminating Projects • **Data Literacy Project**: Demonstration of candidate ability to analyze data and make positive impact on student learning (EDU 693 Collaborative Data Literacy Project) • **Research Project**: Demonstration of candidate ability to design and conduct educational	Eastern CLOs: I.1-I.4, II.1-II.8, III.1-III.8, IV.1-IV.4 CCCT: Domains 1, 2, 3, 4, 5, 6 CAEP: A.1.1, A.1.2; A.2 Clinical Practice InTASC: Standard #1-Learner Development; Standard #2-Learning Differences; Standard #4-Content Knowledge; Standard # 5-Application of Content; Standard #8-Instructional Strategies

research to seek answers to critical research questions in a discipline/content area or field of inquiry (EDU 697 Culminating Research Project)	NBPTS: Proposition #1, #2, #3, #4
Post-Graduation Assessments • Graduate Satisfaction Survey • Employer Satisfaction Survey • Graduate leadership and impact report (to be developed with P-12 partners)	Eastern CLOs: IV.1-IV.4 CCCT: Domains 1, 2, 3, 4, 5, 6 CAEP: A.4.1, A.4.2 Standards #1-#10 NBPTS: Proposition #1, #2, #3, #4, #5

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)*

No Change- Currently administered by Department Chair and Dean for School of Education/Professional Studies

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

How many new full-time faculty members, if any, will need to be hired for this program? 0

What percentage of the credits in the program will they teach? N/A

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program. Terminal degree with experience teaching in P-12 schools

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

None

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		
EDU 608 Principles of Educational Research	3, 4		3	**Content Area Strands**	1,	**9**
EDU 617 Contemporary Literacies in the Content Areas	1, 2		3	**ECE STRAND**		**9**
EDU 619 Strategies for Modifying Content Instruction to English Learners	1,5, 6,7		3	ECE 600 Play-Based Foundations for Learning in Math, Science, and Literacy	1,3, 4	3
EDU 680 Issues and Trends in Special Education	1,5, 6,7		3	ECE 603 Early Literacy Development, Pedagogy and Assessment	1	3
EDU 693 Collaborative Data Literacy Project	1,5, 6,7	EDU 608	1	ECE 610 Data-based Approaches to Math/Science Content Pedagogy	1,2, 3,4	3
EDU 697 Culminating Research Project	1-7	EDU 608	3	**ELA STRAND**		**9**
				EDU 665 Inquiry-Based Learning in the ELA Classroom	1	3
				EDU 667 Writing Instruction: Theory and Practice	1	3
				EDU 668 Teaching Reading and Writing with Expository Texts	1, 5	3
				RLA STRAND		**9**
				RLA 610 Current Developments in Literacy Education	1, 5	3
				RLA 626 Children's Literature: A Reader Response Perspective	1, 5	3
				RLA 627 Multicultural Literature for Children and Young Adults	1, 5	3
				STEM STRAND		**9**
				EDU 656 Teaching Math and Science with Technology	1, 2	3
				EDU 660 Math and Science Content: An Integrative Approach	1, 2	3
				EDU 662 Inquiry, Problem Solving and Modeling in STEM Content	1, 2	3
Core Course Prerequisites				Elective Courses in the Field		
				Variable, Related to Content Area Concentration	1	**6**

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

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.*

EASTERN CONNECTICUT STATE UNIVERSITY
MASTER OF SCIENCE DEGREE in EDUCATIONAL STUDIES
Requirement: 31 semester hours and culminating experiences

A. INTERDISCIPLINARY CORE COURSES **12 credits**

1. EDU 608 Principles of Educational Research 3 credits
2. EDU 617 Contemporary Literacies in the Content Areas 3 credits
3. EDU 619 Strategies for Modifying Content Instruction to English Learners 3 credits
4. EDU 680 Issues and Trends in Special Education 3 credits

B. CONTENT/DISCIPLINE AREA STRAND **9 credits**

(e.g., Early Childhood Education (ECE), English/Language Arts (ELA), Reading and Language Arts (RLA), Science, Technology Engineering, and Mathematics (STEM), other)

C. CONTENT/DISCIPLINE ELECTIVE (Approved by Advisor) **6 credits**

D. CULMINATING PROJECTS **4 credits**

5. EDU 693 Collaborative Data Literacy Project 1 credit
6. EDU 697 Culminating Research Project 3 credits

Total **31 credits**

ECE STRAND

- ECE 600 Play-Based Foundations for Learning in Math, Science, and Literacy 3 credits
- ECE 603 Early Literacy Development, Pedagogy and Assessment 3 credits
- ECE 610 Data-based Approaches to Differentiating Math and Science Content Pedagogy 3 credits

Total **9 credits**

ELA STRAND

- EDU 665 Inquiry-Based Learning in the ELA Classroom 3 credits
- EDU 667 Writing Instruction: Theory and Practice 3 credits
- EDU 668 Teaching Reading and Writing with Expository Texts 3 credits

Total **9 credits**

RLA STRAND

• RLA 610 Current Developments in Literacy Education	3 credits
• RLA 626 Children's Literature: A Reader Response Perspective	3 credits
• RLA 627 Multicultural Literature for Children and Young Adults	3 credits
Total	**9 credits**

STEM STRAND

• EDU 656 Teaching Math and Science with Technology	3 credits
• EDU 660 Math and Science Content: An Integrative Approach	3 credits
• EDU 662 Inquiry, Problem Solving and Modeling in STEM Content	3 credits
Total	**9 credits**

Content/Content Pedagogy Courses as Required by Connecticut General Statutes Section 10-145b(g)

EDU 617 Contemporary Literacies in the Content Areas	3 credits
EDU 619 Strategies for Modifying Content Instruction to English Learners	3 credits
EDU 693 Collaborative Data Literacy Project	1 credit
EDU 697 Culminating Research Project	3 credits
EDU 680 Issues and Trends in Special Education	3 credits
All three STAND courses	9 credits
Total	**22 credits**

Other Courses Focusing on Content/Content Pedagogy

Electives	6 credits

Table 3: Summary of Actions on Each Proposed Course in the Revised M.S. in Educational Studies Program

Proposed Courses	Type of Action	Specific Action
Core	**Interdisciplinary Core**	
EDU 608	Modification of EDU 508	Focus on action research in EDU 608, delete EDU 508
EDU 617	New course	Focus on contemporary literacies in content areas
EDU 619	New course	Focus on strategies for modifying content instruction to English learners and candidates' clinical experiences
EDU 680	New course	Focus on current issues and special education law, clinical experiences/service hours required
Culminating	**Culminating Projects**	
EDU 693	New course	Focus on candidates' clinical experiences and data literacy to address the CAEP standards
EDU 697	Change in course description	Change course description and focus on action research
ECE Strand	**Content/Content Pedagogy**	
ECE 600	New course	Focus on Play to learn math, science, and literacy
ECE 603	New course	Focus on early literacy
ECE 610	New course	Focus on early STEM
ELA Strand	**Content/Content Pedagogy**	
EDU 665	New course	Focus on inquiry-based learning to ELA classrooms
EDU 667	New course	Focus on writing instruction
EDU 668	New course	Focus on reading/writing with expository texts
RLA Strand	**Content/Content Pedagogy**	
RLA 610	New course	Focus on new developments in literacy education
RLA 626	Change in course number (From RLA 526 to RLA 626)	Number change only, delete RLA 526
RLA 627	Change in course number (From RLA 527 to RLA 627)	Number change only, delete RLA 527
STEM Strand	**Content/Content Pedagogy**	
EDU 656	Modification of EDU 556	Change number, course description to include both math and science, delete EDU 556
EDU 660	Modification of EDU 560	Change number, course description to focus on integration of math and science content, delete EDU 560
EDU 662	New course	Focus on inquiry, problem solving, modeling to address the common core state standards and the next generation science standards (NGSS)

Catalog Course Descriptions

Core Courses

EDU 608 Principles of Educational Research

This course is designed to provide candidates with the theory and practice of research as utilized in educational setting. The course presents multiple research designs, procedures and techniques that will assist candidates in understanding and evaluating both quantitative and qualitative research methodologies in education.

EDU 617 Contemporary Literacies in the Content Areas

This course explores new media literacy in the context of elementary and secondary classrooms across all content areas, introducing participants to pedagogical approaches to address the Common Core State Standards in literacy that will help maximize student engagement and learning. Through course readings and face-to-face and online discussions, participants will explore ways to address both traditional literacy standards and new media literacy in the classroom. Candidates will investigate the use of multimodal texts and multimedia literacy as well as digital writing, blogging, and vlogging as teaching tools in the content areas and in interdisciplinary classrooms.

EDU 619 Strategies for Modifying Content Instruction to English Learners

This course is designed to support advanced candidates with skill development through an applied field experience with English Learners (ELs) framed by practical online components. The course will examine classroom teacher's role in the development of English Learners across affective and cognitive domains. Strategies for scaffolding second language acquisition and research-based practices will be investigated with special emphasis on Sheltered Instruction at the candidate's program level (e.g. elementary, secondary content areas). Curriculum considerations will be explored in the context of content area instruction.

EDU 680 Issues and Trends in Special Education

The purpose of this course is to increase candidates' content knowledge in current issues and trends in special education. The course will provide teachers and working professionals opportunities to explore the evolution of special education, leadership practices within the field and strategies to address the needs of diverse learners across content areas. Candidates will complete a minimum of 15 service hours.

Culminating Research Projects

EDU 693 Collaborative Data Literacy Project

Candidates in this course are expected to demonstrate how they improve their practices through data literacy and make positive impact on student learning by collaborating with colleagues, administrators, and parent/family. This course is tied with candidates' clinical experiences in which they identify and design strategies and interventions that support learning of all students.

EDU 697 Culminating Research Project

This course focuses on designing and conducting educational research to seek answers to critical research questions in a content area/discipline or field of inquiry. The participants are expected to conduct an action research project and share their project in class. The final product is an in-depth

research paper that demonstrates candidate ability to successfully design and conduct educational research in their content area/discipline.

ECE Strand

ECE 600 Play-Based Foundations for Learning in Math, Science, and Literacy

Play has long been recognized as an important mediator in the emergence of cognitive, language, and social and emotional competence in early childhood. Research indicates that play experiences in preschool and primary grade classrooms, if intentionally implemented, can support academic learning outcomes. In this course, students will be guided in applying recent empirical research studies on play and learning to support mathematical and scientific thinking, language, and literacy in preschool to third grade classrooms.

ECE 603 Early Literacy Development, Pedagogy and Assessment

An advanced study of emergent and early literacy development with a focus on cultural, linguistic and ability diversity. Emphasis is on preschool-kindergarten areas of literacy development and emergent and early reading/writing in grades K-3. Pre-K to Grade 3 literacy development, pedagogy, environments, and assessment will be explored. Emphasis is placed on research-based practices that best support the development of proficient readers and writers.

ECE 610 Data-based Approaches to Differentiating Math and Science Content Pedagogy

Using models of data analytics, this course supports early childhood and elementary teachers to study their classroom landscape and to re-conceptualize their Math and Science instructional planning. Advanced candidates will learn to consider a broad spectrum of data, to examine cultural and linguistic variations, to apply findings from brain (and other) research—all in their quest to shift to a more intentional and yet fluid content teaching style.

ELA Strand

EDU 665: Inquiry-Based Learning in the ELA Classroom

This course is focused on an integrative approach to teaching critical thinking skills in the elementary and secondary ELA classroom through a pedagogy based upon inquiry and problem-posing. Participants will explore the theory behind inquiry-based instruction using a multidisciplinary approach, learning how to construct effective, challenging learning experiences for students while addressing relevant Common Core State Standards in ELA. Participants will also explore and evaluate a variety of assessment strategies.

EDU 667 Writing Instruction: Theory and Practice

This course, designed primarily for elementary and secondary ELA teachers, explores current theory, research, and best practices related to the teaching of writing in elementary and secondary schools. Candidates will examine models of effective writing instruction in ELA and the content areas, identify and articulate writing conventions across the curriculum, and explore a variety of methods to incorporate writing to support course content. Several current theories and models of writing assessment will be addressed. Candidates will also explore web-based writing and other technology-based writing resources.

EDU 668 Teaching Reading and Writing with Expository Texts

This is a graduate level seminar is specifically designed to address the Reading for Information and Writing Common Core State Standards for English Language Arts. It is open to elementary and secondary certified teachers in all content areas. The course will provide an overview of the characters

of diverse expository text in print and electronic formats. It will include strategies to teach students to comprehend expository text in different formats using reader response theory, Socratic Seminars, literary discussion techniques, and evidence based instructional routines. It will also explore effective and evidence based strategies to develop and cultivate student expository writing across content areas.

RLA Strand

RLA 610 Current Developments in Literacy Education

Literacy is the foundation of much of education and yet, we have not found the answer to getting all students to read and write at grade level expectations. This course will examine the current developments in literacy education as they relate to the Big Ideas in Beginning Reading as outlined by the National Reading Panel (2000) and the standards set forth by the International Literacy Association, National Council of Teachers of English and the Common Core State Standards for ELA. The theoretical, linguistic and cultural aspects of literacy will be explored in terms of classroom effectiveness.

RLA 626 Children's Literature: A Reader Response Perspective

Critically examines children's literature across content areas from a reader response perspective (Rosenblatt, Appleby, and others). Provides an overview of classic and recently published children's books and young adult books in a variety of genres and formats (picture book, nonfiction, graphic novel, novels in verse, etc.).

RLA 627 Multicultural & Diverse Literature for Children and Young Adults

This course examines issues and trends found in multicultural and diverse literature for children and adolescents. The focus is identifying and integrating into the curriculum a wide range of fiction and nonfiction books and texts that affirm the identities of all peoples with an emphasis on books as windows, mirrors for peoples from all cultures, religions, societies and genders. Criteria to evaluate books in terms of specific perspectives and sources for learning about diverse peoples and cultures will be examined.

STEM Strand

EDU 656 Teaching Mathematics and Science with Technology

The purpose of this course is to enhance practicing teachers and professionals' mathematics and/or science content knowledge through the use of technology such as calculators, virtual manipulatives or labs, online software packages and videos, and spreadsheet programs. Candidates will have opportunities to explore elementary and/or secondary mathematics and/or science content based on their area of certification and expertise.

EDU 660 Math and Science Content: An Integrative Approach

The purpose of this course is to increase candidates' content knowledge in mathematics and science using an integrative approach. The course will provide teachers and working professionals opportunities to select topics that have potential to integrate mathematics/science contents to enhance their professional knowledge, skills, and dispositions.

EDU 662 Inquiry, Problem Solving and Modeling in STEM Content

Focus of this course is on understanding STEM content through the inquiry, problem solving, and modeling approaches. Participants will develop inquiry models based on their content discipline and experiences.

Admission Requirements: The Master of Science in Educational Studies will be prioritized for candidates who are certified teachers and school professionals. The applicants must have a bachelor's degree from an accredited institution and have a minimum of 3.0 undergraduate GPA.

Program Summary: The proposed Master of Science in Educational Studies program is designed to provide opportunities for advanced candidates a mastery of knowledge, skills, and dispositions by substantially enhancing their content/content pedagogy and research skills. The proposed program requires 31 credits of course work divided as follows:

Areas of Study	Credits	Description
Core courses	12	Interdisciplinary approach to content and content pedagogy
Content-Specific area	9	Focus on content and content pedagogy to solidify the candidate's understanding of complexities involved in their field of study
Electives	6	Strengthen knowledge and skill in their discipline
Culminating Experiences	4	Demonstrate ability to analyze and interpret data and make positive impact on student learning
Total Credits	**31**	

The program also requires that all advanced candidates complete at least 30 hours of clinical experiences, complete a collaborative data literacy project, and complete a school impact assignment relevant to their discipline.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Ann Anderberg, Associate Professor	University of Connecticut	10 years teaching experience in bilingual education, TESOL and World Language (3-12 in CT); 10 years district level administration supervision K-12 in Bilingual Education and system-wide grant development.	Associate Chair of the Department
Dr. Theresa Bouley, Professor	University of Connecticut	Early Childhood Education program; Early grades teacher (grades 1, 2, 3 and 4); Consultant, inservice training 15 years; certified K-6 in CT.	
Dr. Jeanelle Day, Professor	University of Alabama	Elementary and Secondary Education (Science) programs; 3 years teaching experience 7-12 science (earth science, chemistry, physical science, physics); was certified in general science (Alabama) and superintendent/principal certification (AL).	Department Chair
Dr. Mark Fabrizi, Assistant Professor	University of Hull (England)	Secondary Education program (English); secondary teaching experience in CT; certified in English education and educational leadership (CT).	
Dr. Hari Koirala, Professor	University of British Columbia	Elementary and Secondary Education (Mathematics) programs; 7 years of teaching experience in grades 7-12.	
Dr. Xing Liu, Associate Professor	University of Connecticut	Educational Psychology/Measurement, Evaluation and Assessment; 3 years of teaching experience at middle and high school levels.	Assessment Coordinator
Dr. Tanya Moorehead, Assistant Professor	University of Central Florida	Special Education; 7 years of teaching experience in grades 6-8 special education.	

Dr. Susannah Richards	University of Connecticut	Reading and Language Arts and Elementary Programs; 11 years teaching experience K-12 (classroom and gifted/talented) in private and public schools; teaching writing and literacy consultant.	
Dr. David Stoloff	University of California, Los Angeles	Comparative and International Education; Educational Technology, Elementary, Secondary Programs; 5 years teaching experience teaching high school level (mathematics and biology).	
Dr. Sudha Swaminathan	State University of New York and Buffalo	Early Childhood Education; 3 years teaching experience (K-9, preschool); supervisor of ECE practicum/student teachers; consultant/inservice training for 16 years.	Special Assistant to Dean, Education and Professional Studies.
Dr. Jeffrey Trawick-Smith	Indiana University	Early Childhood Education; 6 years teaching experience in Preschool, K, 1, 2; Supervision of ECE practicum/student teachers; consultant/inservice training 20 years; Certified PK-8 (KY).	Director, Child Development Center; Endowed Chair – Early Childhood Education.

Connecticut Board of Regents for Higher Education

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

Institution Eastern Connecticut State University *Date* August, 2017

Proposed Program M.S. Educational Studies

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)*	4	18				
New Students *(first time matriculating)*	5	5	13	15	19	16
Continuing *(students progressing to credential)*	0	0		15		15
Headcount Enrollment	9	23	13	30	19	31
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$55,134	$80,316	$79,638	$104,760	$116,394	$108,252
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$135,450		$184,398		$224,646	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time -total for program)*			1	$5,500	2	$11,000
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services) *Recruitment*		$5,000		$5,000		$5,000
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$5,000		$10,500		$16,000

** 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: The new program will continue to use existing faculty and resources, but be structured to offer programs more efficiently. Due to anticipated growth, we anticipate adding additional part-time faculty in future years. We are also planning to use some funds for promotion and recruitment.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Criminal Justice leading to a Bachelor of Science degree at Charter Oak State College.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM
Accreditation and licensure for BS with a major in Criminal Justice for Charter Oak State College

BACKGROUND
Summary: We are requesting both accreditation and licensure since this program has been offered as a concentration as part of Charter Oak's general studies degree since 2000. In addition, since we have 37 students currently enrolled in the program, we know that most of the will request a change to the major.
Over the years, the concentration has been changed to keep up with the profession and changes within requirements at other colleges in order to provide flexibility in transfer, while maintaining quality, and to meet the TAP requirements. The proposed major still allows for the flexibility. The major change is to add a victim advocacy track as an option in the criminal justice elective section of the degree. Once the major is approved, Charter Oak will also offer that track as a certificate. This track requires the development of 4 new courses.

Need for the Program: According to the Bureau of Labor Statistics job outlook data for 2014-24 there are ample jobs available in many areas of criminal justice from probation officers to detectives to victim advocates. Many of the students who are in our current program are police officers who need a bachelor's degree to advance in their profession. In addition, having the major makes the program more marketable and is easier for the student to explain and understand.

Curriculum: 120 credits. 42 in the major counting stats and psychology pre-requisites.

Students: 37 students are currently enrolled in the program. We expect the enrollment to grow to 50 once we can market it as a major. In addition, we have signed an agreement to offer this degree, along with other degrees, to the City of Alexandria, VA. We recently signed an agreement with the Massachusetts State Police.

Faculty: We have five adjunct faculty who currently teach in the program. We may have to hire one additional adjunct faculty to help develop and teach the new courses required for the track. However, since our faculty were involved in the development of the track, we have already identified the faculty who will develop most of the courses. All have experience teaching online, have expertise teaching similar courses, and have received excellent online teaching evaluations.

Learning Resources: No additional Learning Resources are required.

Facilities: Fully on-line program. No facility costs will be incurred.

Cost: All course development costs will be incurred fall 2017. The development costs will be recouped after course is offered the first time. There are no other new costs.

Review of Documents:

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

Accreditation: No special accreditation being sought.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – 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: Charter Oak State College	Date of Submission to BOR Office: 5/15/2017
Most Recent NEASC Institutional Accreditation Action and Date: 3/2017 Reaccredited	
Program Characteristics Name of Program: Criminal Justice Degree: Title of Award *(e.g. Master of Arts)* BS Certificate: *(specify type and level)* Anticipated Program Initiation Date: Jan 2018 Anticipated Date of First Graduation: Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120	**Program Credit Distribution** # Cr in Program Core Courses: 24, includes capstone # Cr of Electives in the Field: 15 # Cr of Free Electives: Must have 60 liberal arts credits, 30 upper level credits, and meet gened requirements. # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 117 or 105 if they select advocacy track.
Type of Approval Action Being Sought: Licensure OR X Licensure and Accreditation Suggested CIP Code No. *(optional)* 43.0104 Title of CIP Code Criminal Justice 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: Concentration in Criminal Justice CIP: DHE# (if available): Accreditation Date: Phase Out Period Spring 2018 Date of Program Termination	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Main campus/online	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	

Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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.

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)

Charter Oak State College (COSC) is proposing the modification of its Criminal Justice concentration to a major. This change is an outgrowth of the College's strategic planning process, the recommendations from the Social and Behavioral Science Committee core-faculty, and the recommendations from its students/staff members. It is in alignment with the DHE decision that COSC should develop majors, not concentrations as a part of the college's general studies degree. By moving the Criminal Justice concentration to a major, this will make it easier for students that are currently working within the criminal justice field to obtain their stipend and/or having their place of employment honor their degree. This change will end any confusion on behalf of the student and their place of employment while making it easier for Charter Oak State College to market the program.

Changing the concentration to a major will not require any changes to the admissions requirements or mode of deliver. The major will still allow students to transfer in courses and have prior learning assessed through tests and portfolio.

The major will remove the Intro to Programming /Computer Science requirement and require the development of a new capstone course. In addition four new courses in Victim Advocacy will be developed to allow for students to do a track in Victim Advocacy. (CRJ 3XX Domestic & Sexual Violence, CRJ 3XX Mental Health/Substance Abuse in CRJ, 3XX Victimology, 4XX Victims' Rights & Services. With the additional courses, a certificate in Victim Advocacy could also be offered. The certificate would consist of 15 credits (the four new courses, plus CRJ 325: Ethics in Criminal Justice.

Track/Certificate Requirements (proposed)	**Credits**
CRJ 325 Ethics in Criminal Justice	3 credits
CRJ 3XX Domestic & Sexual Violence	3 credits
CRJ 3XX Mental Health/Substance Abuse in Criminal Justice	3 credits
CRJ 3XX Victimology	3 credits
CRJ 4XX Victims' Rights & Services	3 credits
Total	**15**

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 Bureau of Labor Statistics job outlook of 2014-24 projects employment growth of 22% for Substance Abuse and Behavioral Disorder Counselors, 12% Counselors, social workers,

and other community and social service specialists. 7% for Police Officers and Detectives including law enforcement workers such as Sheriff's Patrol Officers, Transit and Railroad Police Officers, Fish and game wardens, 4% for Probation Officers and Correctional Treatment Specialist.

https://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm#tab-6
https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-6
https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm#tab-6

Changing the Criminal Justice concentration to a major would give students a competitive advantage in the employment selection process. The Bureau of Labor Statistics of 2014-24 states, *"Overall job prospects are expected to be good. Applicants with a bachelor's degree and law enforcement or military experience, especially investigative experience, as well as those who speak more than one language, should have the best job opportunities."* https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-6

Currently there are 37 students enrolled in the concentration and 18 have completed the program this year.

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

  A move from a Criminal Justice concentration to a major will not require any additional resources beyond the development of the five new courses. The program will continue to use the expertise of the faculty members and staff that are supporting the administration of the program. No additional administrative resources, library holdings, specialized equipment, etc. will be required.
- 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)*

  COSC already has transfer agreements in place with CT community colleges and the current core courses including the proposed new courses, aligns with the transfer agreement requirements.
- Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided

  The following institutions have some type of program that supports students interested in the criminal justice area: Southern Connecticut State University, Central Connecticut State University, and Eastern Connecticut State University. The differences in the curriculum and mode of deliver are significant enough to avoid duplication.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

  The Bureau of Labor Statistics job outlook of 2014-24 presents a broad range of employment opportunities that COSC graduates can pursue with entry-level experience and a Bachelor's degree in the field of Criminal Justice. Students graduating with a major in Criminal Justice can select

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

employment occupations such as Police Officers, Detectives, Probation Officers, Correctional Treatment Specialists, Substance Abuse and Behavioral Disorder Counselors.

Criminal Justice, Job Outlook:
https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-6
https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm#tab-6
https://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disorder-counselors.htm#tab-6

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

The budget implication consists of hiring faculty to develop and teach the following five new courses: CRJ 3XX Domestic & Sexual Violence, CRJ 3XX Mental Health/Substance Abuse in CRJ, 3XX Victimology, 4XX Victims' Rights & Services, and 4XX CRJ Capstone. Faculty hired to develop a course receive $2,194, plus fringe. Tuition for a 3 credit course is $861. Faculty are paid per student to teach. Therefore if 10 students enroll, the tuition will total $8610. The instructor would be paid approximately $2300 for teaching the course. Therefore, the college will recoup its development cost the first time the course is offered. If additional course sections and faculty are needed, student tuition covers the cost.

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)*

The Criminal Justice program offers an interdisciplinary foundation within the liberal arts and sciences. Beyond the core of criminal justice academic work, students choose a focus to prepare for a variety of professional roles, including corrections, offender rehabilitation, substance abuse counseling, conflict resolution, policy development, law enforcement and law.

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

1. Explain the scope and nature of the three major components of the criminal justice system: police, courts, and corrections;
2. Apply the theoretical models that attempt to explain the causes of crime;
3. Explain how the fair and just operation of the criminal justice system is dependent upon the ethical and professional behavior of those working in the criminal justice system;
4. Apply research and statistics to the analysis of data; and
5. Communicate effectively.

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 administrator is the Provost. In addition, the Provost's assistant assists with the hiring of faculty, the Social and Behavioral Science Faculty Committee oversee the program, and the Assessment Committee assists in program assessment.

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

How many new full-time faculty members, if any, will need to be hired for this program? 0

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

What percent of credits in the program will be taught by adjunct faculty? 100%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Mater's level.

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

None needed.

Concentration requirements (current)	**Credits**	**Criminal Justice Major (proposed)**	**Credits**
Criminal Justice: CRJ 101 Criminal Justice	3 credits	Criminal Justice: CRJ 101 Criminal Justice	3 credits
Criminology: CRJ 215 Criminology	3 credits	Criminology: CRJ 215 Criminology	3 credits
Ethics in CJ: CRJ 325 Ethics in Criminal Justice	3 credits	Ethics in CJ: CRJ 325 Ethics in Criminal Justice	3 credits
Diversity in CJ: CRJ 315 Race, Class, and Gender in the Criminal Justice System	3 credits	Diversity in CJ:CRJ 315 Race, Class, and Gender in the Criminal Justice System	3 credits
Statistics: MAT 105 Statistics	3 credits	Statistics: MAT 105 Statistics (pre req to Research Methods)*	3 credits
Research Methods: PSY 410 Research Methods for the Behavioral Sciences	3 credits	Research Methods: PSY 410 Research Methods for the Behavioral Sciences	3 credits
Intro to Prog/computer science: ITE 101 Management Information Systems	3 credits	Psychology: PSY 101 (Pre-req to upper level courses)	3 credits
Civil Rights/Law: POL 321 Constitutional Law	3 credits	Civil Rights/Law: POL 321 Constitutional Law	3 credits

Criminal Justice Electives such as: CRJ 210 Forensic Science CRJ 360 Homeland Security SOC 499 Social Problems: Impact on Workplace PSY 333 Social Psychology & Deviance	9 credits	**Criminal Justice Electives for General Major in CRJ such as: (only two courses can be used from the Victim Advocacy concentration)** CRJ 210 Forensic Science CRJ 360 Homeland Security & Criminal Justice CRJ 3XX Domestic & Sexual Violence CRJ 3XX Mental Health/Substance Abuse in Criminal Justice CRJ 3XX Victimology (pre-req. for Victims' Rights & Services course) CRJ 4XX Victims' Rights & Services **Other related elective courses such as** SOC 320 Urban Youth in American Society SOC 449 Social Problems: Impact on Workplace PSY 333 Social Psychology and Deviance PSY 336 Abnormal Psychology Or Courses in law enforcement **Criminal Justice required courses for the Concentration in Victim Advocacy:** CRJ 3XX Domestic & Sexual Violence CRJ 3XX Mental Health/Substance Abuse in Criminal Justice CRJ 3XX Victimology (pre-req. for Victims' Rights & Services course) CRJ 4XX Victims' Rights & Service An additional related elective	15 credits
Capstone - CRJ 499	3 credits	Capstone - CRJ 4XX	3 credits
Total	**36**	**TOTAL**	**42**

- A grade of C- is allowed in the stats course. All other major courses require a C or higher.

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 [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CRJ 101 Criminal Justice	1,2,5		3			
CRJ 215 Criminology	2		3			
CRJ 325 Ethics in Criminal Justice	2,3		3			
CRJ 315 Race, Class, and Gender in the Criminal Justice System	2,3		3			
MAT 105 Statistics	4		3			
PSY 101 Psychology			3			
PSY 410 Research Methods for the Behavioral Sciences	4		3			
POL 321 Constitutional Law	3		3			
Capstone – CRJ 4XX	1,2,3,4,5		3			
Core Course Prerequisites				Elective Courses in the Field (15 Credits, 9 must be upper)		
				CRJ 210 Forensic Science	1,2,3,4,5	3
				CRJ 360 Homeland Security & Criminal Justice	2.3	3
				CRJ 3XX Domestic & Sexual Violence	3	3
				CRJ 3XX Mental Health/Substance Abuse in Criminal Justice	2.3	3
				CRJ 3XX Victimology	2,3	3
				CRJ 4XX Victims' Rights & Services	2,3	3
				SOC 320 Urban Youth in America		3

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

		SOC 449 Social Problems: Impact on Workplace		3
		PSY 333 Social Psychology		3
		PSY 336 Abnormal Psychology		3
		Course in Law Enforcement		
Total Other Credits Required to Issue Modified Credential				78

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: ".*

Student are required to take the cornerstone (3 credits) and the capstone (3 credits), meet the 40 credit general education requirement, the 30 upper level credit requirement and the 60 liberal arts requirement. Some courses may complete more than one requirement. Degree is 120 credits.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Robert Eddy	Master's Degree in Homeland Security Leadership Management, UConn	Police Law Enforcement, Military Criminal Investigations Intelligence Background.	Teaches COSC: CRJ 101 Intro Criminal Justice.
Jada Bush	Ph.D., Doctor of Philosophy in Criminal Justice, Capella University All But Dissertation (ABD)	Jail/Prison Diversion, Re-entry and Community Support, Human Trafficking, Victimology, Forensic Science.	Teaches COSC: CRJ 210 Forensic Science, CRJ 215 Criminology, CRJ 315 Race, Class & Gender in CRJ System, University of Tampa, Adjunct Professor University of Phoenix, Adjunct Professor South University- Tampa, Adjunct Professor Hillsborough Community College, Adjunct Professor
Dr. Tuesday Cooper	Ed.D. – Higher Education Administration, University of Massachusetts	Sociology, Racial and Ethnic Diversity, Business Ethics, Legal and Ethical Issues in Higher Education, and	Teaches COSC: CRJ 325 Ethics in Criminal Justice, OEL 553 Nonprofit Management (Master's program).

	J.D. – Law, Western New England College School of Law	Organizational Behavior, Legal Issues in Human Services	Manchester Community College, Adjunct Faculty, Walden University, Adjunct Faculty Bay Path University, Adjunct Faculty.
Anthony Davila	M.A. in Homeland Security, American Military University	Law Enforcement Intelligence Analyst, Anti-Terrorism for Law Enforcement Officers, Detective/Instructor for the Bridgeport Police Department, Command Master at Arms/Coxswain, U.S. Navy	Teaches COSC: CRJ 360 Homeland Security & Criminal Justice. Course Developer/Adjunct Instructor, Ivy Bridge College of Tiffin University
Dr. Jessica Gauvin	Juris Doctorate, University of Connecticut School of Law	Assistant Attorney General for DCF, Assistant Attorney General for the Department of Consumer Protection	Teaches COSC: CRJ 499 Criminal Justice Capstone, Kaplan University, Instructor Post University, Instructor

Connecticut Board of Regents for Higher Education

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

Institution	Charter Oak State College	*Date*	5/15/2017
Proposed Program	Criminal Justice		

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)*	2	35				
New Students *(first time matriculating)*	2	15	2	15	2	20
Continuing *(students progressing to credential)*			1	40	1	45
Headcount Enrollment	4	50	3	55	3	65
Total Estimated FTE per Year	23.2		24.4		28.4	

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)*	$28,608	$178,800	$28,608	$196,680	$28,608	$232,440
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*	$16,233		$17,341		$20,486	
Total Annual Program Revenue	$223,641		$242,629		$281,534	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time -total for program)*		$76,978		$80,959		$94,231
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services) *course development**	4	$12,000	0	$0	0	$0
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$88,978		$80,959		$94,231

** 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."

Other revenue comes from smester and tech fees.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Public Safety Administration leading to a Bachelor of Science degree at Charter Oak State College.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM
Accreditation and licensure for BS with a major in Public Safety Administration for Charter Oak State College

BACKGROUND
Summary: We are requesting both accreditation and licensure since this program has been offered as a concentration as part of Charter Oak's general studies degree since 2004. In addition, since we have 51 students currently enrolled in the program, we know that most of the will request a change to the major.
Over the years, the concentration has been changed to keep up with the profession. This concentration was reviewed this year as part of the BOR program review process and minor changes were made to a few of the courses. The students in the program must be in a public safety position to be eligible. Many are in security, homeland security, corrections, police, emergency management, military police, or other similar professions. Although this degree is not part of the TAP, if a student would be able to complete this major and still graduate within the 120 degree requirement. No new courses are being developed.

Need for the Program: According to the Bureau of Labor Statistics job outlook data Protective Services Occupations is expected to grow 4% to 24% by 2024, depending on the field. Since the students must be in the public safety profession to take this degree, most are looking at the degree for skills development and/or promotion. In addition, having the major makes the program more marketable and is easier for the student to explain and understand.

Curriculum: 120 credits. 36 in the major counting stats and psychology pre-requisites.

Students: 51 students are currently enrolled in the program. We expect the enrollment to grow to 55 once we can market it as a major. In addition, we have signed an agreement to offer this degree, along with other degrees, to the City of Alexandria, VA.

Faculty: We have five adjunct faculty who currently teach in the program.

Learning Resources: No additional Learning Resources are required.

Facilities: Fully on-line program. No facility costs will be incurred.

Cost: There are none costs.

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

Accreditation: No special accreditation being sought.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – 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: Charter Oak State College	Date of Submission to BOR Office: 5/15/2017
Most Recent NEASC Institutional Accreditation Action and Date: 3/2017 Reaccredited	
Program Characteristics Name of Program: Public Safety Administration Degree: Title of Award *(e.g. Master of Arts)* BS Certificate: *(specify type and level)* Anticipated Program Initiation Date: Jan 2018 Anticipated Date of First Graduation: June 2018 Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120	**Program Credit Distribution** # Cr in Program Core Courses: 36, includes capstone # Cr of Electives in the Field: 0 # Cr of Free Electives: Must have 60 liberal arts credits, 30 upper level credits, and meet gened requirements. # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Type of Approval Action Being Sought: Licensure OR X Licensure and Accreditation Suggested CIP Code No. *(optional)* 43.0103 Title of CIP Code Criminal Justice/Law Enforcement Admin. 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: Concentration in Public safety Administration CIP: DHE# (if available): Accreditation Date: Phase Out Period Spring 2018 Date of Program Termination June 2018	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Main campus/online	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost Tel.: 860-515-3836 e-mail: sadams@charteroak.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.

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)

Charter Oak State College (COSC) is proposing the modification of its Public Safety Administration concentration to a major. This change is an outgrowth of the College's strategic planning process, the recommendations from the Social and Behavioral Science Committee core-faculty, and the recommendations from its students/staff members. It is in alignment with the DHE decision that COSC should develop majors, not concentrations as a part of the college's general studies degree. By moving the Public Safety Administration concentration to a major, this will make it easier for students that are currently working within the public safety field to obtain their stipend and/or having their place of employment honor their degree. This change will end any confusion on behalf of the student and their place of employment while making it easier for Charter Oak State College to market the program.

Changing the concentration to a major will not require any changes to the admissions requirements or mode of deliver. The major will still allow students to transfer in courses and have prior learning assessed through tests and portfolio.

The major will require no additional courses. It is only a change in title. There are also two certificates available in Public Safety Administration. The certificates will remain. The program will be delivered in an online format only.

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)*

To participate in this concentration, the student must be employed in a public safety position. Most of the students are fire fighters, police, security guards, veterans who served in the military police or a similar area, homeland security employees, emergency management. They are looking to earn a bachelor's degree so they can advance in their field.

Changing the Public Safety Administration concentration to a major would give students a competitive advantage in the employment selection process.

According to the Bureau of Labor Statistics the Protective Service Occupations is expected to grow 4% to 2024. That includes Corrections, Fire, Police, Private Detectives/Investigators and Security (though Fire is projected at about 5%). https://www.bls.gov.ooh/

Also, according to the BLS the EMT/Paramedic is expected to grow 24% to 2024 – way ahead of the average.

It should be noted that while 4% is considered slower growth than average – it's still growth. BLS also listed almost 200 jobs/careers that are declining. Growth is good.

O*NET has the same basic conclusion, although they actually project patrol officers, firefighters, and EMT/Paramedics at a much higher growth rate to 2024 – giving it their 'Bright Outlook' status, which is a growth rate of at least 14% and minimum of 100,000 openings. https://www.onetonline.org/

- 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?

  As mentioned above, this change from a concentration to a major requires no additional courses or faculty. The curriculum is already in place and the advising and admissions staff are already in place.

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

  The College already has transfer articulation agreements with the community colleges that have criminal justice associate degrees.
- Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided

  There are no other public safety administration degrees at the other 16 colleges.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

  Students must already be working in an area of public safety administration to be accepted in the program. Currently we have 51 students in the program.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

There is no new cost to the program. Courses are all developed, no new faculty are needed.

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

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)*

Student Learning Outcomes

Students who graduate with a concentration in Public Safety Administration will be able to:

1. discuss current issues, propose solutions, and describe shortcomings in public safety preparation for and response to the threat of terrorism;
2. identify and analyze various cultures and their diverse historical, economic and societal variations within the context of public safety;
3. apply motivational theory and leadership theory to individual and groups functioning in public safety organizations;
4. apply personal and professional ethical accountability in the public safety environment;
5. analyze and apply the political and legal systems model for understanding governmental, legal, and operational problems;
6. discuss the various models and application of public safety service delivery systems throughout the United States;
7. examine how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management;
8. analyze problems and needs with in the public safety sector, review literature, collect data, measure objectives, and apply analytical skills in a research project;
9. explain the fundamentals and application of strategic analysis and planning in public safety;
10. use effective verbal and non-verbal skills and interpret how they affect personal and professional relationships; and
11. explain the values and perceptions of groups affecting recruiting, training, and evaluation, and identify the current legal issues in human resources as they pertain to the public safety arena.

Public Safety Concentration/Courses
Student Learning Outcomes

Public Safety Administration:	PSA 305	PSA 315	PSA 330	PSA 335	PSA 355	PSA 360	PSA 410	PSA 425	PSA 440	PSA 445	PSA 465	PSA 499
Respond to threat of terrorism		A				H		H				
Identify diverse cultures		M	H		A			M			M	
Motivational and leadership theory		A								A		H

Personal/professional ethics	H		A		A	A						M
Apply political and legal systems		A	A		A	M	H	A			A	
Discuss public safety service delivery		H	A			A	M	A			A	
Group behavior, decision-making, problem solving, etc.	M	M	A	H		A	A	A		A	A	A
Analyze problems/needs via research		A					A		H		A	A
Strategic analysis & planning		A			A	A	M	A		H		A
Use effective verbal and non-verbal skills	A			M	A	A	A		A		A	A
HR functions such as recruiting, training and evaluating					H							A

CODE:
H = Primary focus of course or degree requirement
M = Major focus of course of or degree requirement, multiple units within COSC courses
A = Addressed by course or by requirement
No entry = Not a component of course

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 administrator is the Provost. The person responsible for the oversight of the curriculum is Glenn Simmons, Ph..D. who, with other practitioners, developed the curriculum over 10 years ago. The curriculum has gone through a number of updates to keep it current with changes in the field..

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

How many new full-time faculty members, if any, will need to be hired for this program? 0

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

What percent of credits in the program will be taught by adjunct faculty? 100%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Mater's level.

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

None needed.

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		
PSA 305: Ethics in Public Safety	4,7,10		3			
PSA 315: Public Safety Community Service Delivery	1.2.3.5.6.7.8.9		3			
PSA 330: Cultural Diversity in Public Safety	2,4,5,6,7					
PSA 335: Group Dynamics	7, 10		3			
PSA 355: Human Resources in Public Safety	2,4,5,9.,10,11		3			
PSA 360: America's Homeland Security	1,4,5,6,7,9.10		3			
PSA 410: Political and Legal Systems in PSA	5,6,7,8,9,10		3			
PSA 425: Counteracting Terrorism	2.5.6.7.9		3			
PSA 440: Research Methodology in Public Safety	8,10		3			
PSA 445: Strategic Planning	3,7,9		3			
PSA 465: Global Perspective on Emergency Management	2,5,6,7,8,10		3			
PSA 4XX: Capstone: Leadership in Public Safety Administration	1.2.3.4.5.6.7.8.9.10.11		3			
Total			36			
Core Course Prerequisites				Elective Courses in the Field		

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

Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*			84	

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:* ".

Student are required to take the cornerstone (3 credits) and the capstone (3 credits), meet the 40 credit general education requirement, the 30 upper level credit requirement and the 60 liberal arts requirement. Some courses may complete more than one requirement. Degree is 120 credits.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Lonnie Inzer	Masters in Organizational Leadership, Fort Hays State University	Emergency Management Certifications, FEMA-EMI.	Teaches COSC: PSA 305 Ethics in PSA, Colorado State University, Faculty, Pikes Peak Community College, Professor.
Dr. Mike Spector	Ph.D. in Human Development, Fielding Graduate University	Vice President/Organizational Development, Community Service, Strategic Planning.	Teaches COSC: PSA 315 Public Safety Com Delivery Systems, PSA 445 Strategic Planning in PSA Wayland Baptist University, Adjunct faculty.
Dr. Glenn Simmons	Ph.D. New Orleans Baptist Theological Seminary Th.D. New Orleans Baptist Theological Seminary	Research, Theories of Personality, and Cultural Diversity.	Teaches COSC: PSA 330 Cultural Diversity in PSA, PSA 335 Group Dynamics in PSA, PSA 440 Research Methodology in PSA, Wayland Baptist University Executive Director/Campus Dean, MCCCD, Adjunct Instructor.

Rachael Peterson	MA, Human Resource Management, Ottawa University	Human Resources.	Teaches COSC: PSA 355 Human Resources in PSA, Human Resources Consultant/Owner.
Dr. Will Gonzalez	Juris Doctor, Thurgood Marshall School of Law Master of Science, Business, Grand Canyon University	Certificate of Global Leadership, Business.	Teaches COSC: PSA 410 Political & Legal Systems in PSA, Grand Canyon University, Adjunct Faculty.
Christopher Saitta	Master of Arts in English, Hollins University	Intelligence Writing and Briefing, Management and Program Analyst for OPS and DHS.	Teaches COSC: PSA 425 Counteracting Terrorism.
Dr. Robert Morris	Ph.D. in Leadership and Management	Emergency Management and Incident Command, Internal Investigations, Hazardous and Toxic Material Handling Disposal and Movement.	Teaches COSC: PSA 465 Global Perspectives in Emergency Management, Currently, Full Professor and Full Time Faculty, Wayland Baptist University Grand Canyon University, Adjunct Faculty, Phoenix College, Adjunct Faculty.
Thomas Fowler	Master of Public Administration, University of New Haven	Federal Bureau of Investigations National Academy Graduate, Chief of Police.	Teaches COSC: PSA 499 Leadership in PSA Capstone, University of New Haven, Adjunct Faculty.

Connecticut Board of Regents for Higher Education

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

Institution	Charter Oak State College	*Date*	5/15/2017
Proposed Program	Public Safety Administration		

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)*	11	40				
New Students *(first time matriculating)*	9	15	9	15	9	15
Continuing *(students progressing to credential)*			16	45	10	55
Headcount Enrollment	20	55	25	60	19	70
Total Estimated FTE per Year	38		44		43.2	

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)*	$143,040	$196,680	$178,800	$214,560	$135,888	$250,320
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*	$22,575		$25,345		$26,453	
Total Annual Program Revenue	$362,295		$418,705		$412,661	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time -total for program)*		$126,084		$145,992		$143,338
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services) *course development**						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$126,084		$145,992		$143,338

** 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."

Other revenue comes from semester and tech fees.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Sociology leading to a Bachelor of Arts degree at Charter Oak State College.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM
Accreditation and licensure for BA with a major in Sociology for Charter Oak State College

BACKGROUND
Summary: We are requesting both accreditation and licensure since this program has been offered as a concentration as part of Charter Oak's general studies degree for over 30 years. In addition, since we have 27 students currently enrolled in the program and an additional 14 who are using sociology courses as part of their liberal studies degree. We know that most of the students will move to the major once it becomes available.
Over the years, the concentration has been changed to keep up with the profession. This concentration was reviewed this year as part of the BOR program review process and minor changes were made to a few of the courses. This degree will fit into TAP.

Need for the Program: Sociology is one of those areas of study that doesn't prepare you for a specific field, but it prepares a person to work in a variety of fields such as research, policy analyst, counselling, community activism, and human resources because it teaches creativity, critical thinking, problem solving skills, how to understand diversity, etc. It is also a good stepping stone to graduate programs in social work, education, public policy In addition, having the major makes the program more marketable and is easier for the student to explain and understand. It also puts us on a level playing field with our peer colleges who all have majors in sociology.

Curriculum: 120 credits. 39 in the major counting stats and psychology pre-requisites.

Students: 27 students are currently enrolled in the program. We expect the enrollment to grow to slightly once we can market it as a major.

Faculty: We have eight adjunct faculty who currently teach in the program.

Learning Resources: No additional Learning Resources are required.

Facilities: Fully on-line program. No facility costs will be incurred.

Cost: There are none costs.

Review of Documents:

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

Accreditation: No special accreditation being sought.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

3SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to BOR Office: 5/16/2017
Most Recent NEASC Institutional Accreditation Action and Date: 10 year reaccreditation 3/2017	
Program Characteristics Name of Program: Major in Sociology Degree: Title of Award *(e.g. Master of Arts)* BA Certificate: *(specify type and level)* Anticipated Program Initiation Date: Spring 2018 Anticipated Date of First Graduation: Fall 2018 Modality of Program: On ground x Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120	**Program Credit Distribution** # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 18 # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* 3 capstone Total # Cr in the Program *(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: 36
Type of Approval Action Being Sought: Licensure OR x Licensure and Accreditation Suggested CIP Code No. *(optional)* 45.1101 Title of CIP Code Sociology	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Concentration in Psychology CIP: DHE# (if available): Accreditation Date: NA Phase Out Period Fall 2019 Date of Program Termination When last student in concentration has graduated or selected major	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program:	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA • 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: Shirley M Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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.

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)

Charter Oak State College (COSC) is proposing the modification of its Sociology concentration to a major. This change is an outgrowth of the College's strategic planning process, the recommendations from the Social and Behavioral Science Committee core-faculty, and the recommendations from its students/staff members. It is in alignment with the DHE decision that COSC should develop majors, not concentrations as a part of the college's general studies degree. By moving the Sociology concentration to a major, this will make it easier for students that are currently working within fields that require a sociology degree to to obtain their stipend and/or having their place of employment honor their degree. It will also help them in the job market. This change will end any confusion on behalf of the student while making it easier for Charter Oak State College to market the program.

The B.A. requires 120 credits overall of which 39 credits are in the major. The Sociology concentration has been in existence at Charter Oak for over 30 years, although it has been revised a number of times to keep it current.

Changing the concentration to a major will not require any changes to the admissions requirements or mode of deliver. The major will still allow students to transfer in courses and have prior learning assessed through tests and portfolio. The program will be delivered in an online format only.

Need:

Charter Oak is proposing moving Sociology to a major to meet the needs of its students. Students don't understand the difference between a major and a concentration since our concentrations look like majors. And even though we explain the difference to students and it is clear in our marketing materials and in our catalog, they still don't understand. They think they have a major in Sociology. Additionally, all of peer colleges offer a degree in Sociology so it puts them at an advantage when competing for students. For example, we are a part of the College Completion Network with SUNY Empire, Thomas Edison State University, Excelsior, Granite State, and Governor's State. Lumina is trying to find a good way of marketing the Network to adult students. We are the only one without a sociology degree so it puts us at a disadvantage when the prospective student searches by major, even though we have a concentration and, in most cases, are the most affordable.

Charter Oak is aware that the four state universities offer sociology degrees. However, our degree is totally online and, since it is not a significant change from our offering a concentration, it should not impact the other colleges. It also meets the TAP framework for sociology.

Current Enrollment:

Spring 2017 sociology concentrations: 27

Spring 2017 individualized or liberal studies concentrations with sociology focus: 14

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)*

Employment Information: Sociology prepares students to enter the 21st century work force. The skills a person needs to succeed in the 21st century include: creativity, innovation, critical thinking, analytic problem-solving, communication, collaboration, multicultural and global understandings, and excellent written expression. Furthermore, 21st century careers take place in an increasingly diverse global society and being able to work effectively with people from different cultures, ethnicities and nationalities has become a basic work-place

requirement. These are the outcomes from Charter Oak's Sociology major.

Sociology prepares students for job opportunities in a variety of fields—from research, to policy analyst, to counselling, to human resources to non-profit change agencies. It is also a stepping stone to a master's degree in sociology, public administration, social work, etc.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

There is no change to the budget since there are no new costs associated with the change. It is projected that this change will increase enrollment. Students in the concentration will be given the opportunity to change to the major.

There will be no new marketing costs, because there is already money in the marketing budget to market the psychology concentration.

There may be a slight uptick in enrollment, but it will not create a need for additional support staff or services.

No additional administrative resources, library holdings, specialized equipment, etc. will be required.

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)*

Sociology is the study of group life: its characteristics, values, changes, causes and consequences. It employs scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change, intergroup relationships, social class, environment, technology and communications, health-seeking behavior and social movements.

Student Learning Outcomes

Students who graduate with a major in Sociology will be able to:

1. use qualitative and quantitative research methodologies, including statistical reasoning, research design, and evaluation of data;
2. identify key concepts of classical and contemporary sociological theory;
3. evaluate societal institutions and social processes, e. g. stratification, racial and ethnic groups, gender, family, urban, work, health care, and education;
4. relate sociological research to social policy formation;
5. explain the relationship between personal experience and societal change within an historical/global context; and
6. synthesize their learning of the concentration through a research paper, project, portfolio or practicum.

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)*

Administration of the program is the responsibility of the Provost. In addition, faculty from the Social and Behavioral Science committee assist with oversight of the degree and academic advising. Professional advisors have the main responsibility for advising the students.

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? NA

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

What percent of credits in the program will be taught by adjunct faculty? 100%

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

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

None needed

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)*

Sociology Major Requirements (39 credits):*

Concentration requirements (current)	**Credits**	**Sociology Major (proposed)**	**Credits**
Methods of Social Research	3 credits	Sociology: SOC 101	3 credits
MAT 105: Statistics or Probability Theory	3 credits	Psychology: PSY 101	3 credits
SOC 450: Social Theory	3 credits	Methodology of Social Research: PSY 410: Research Methods for Behavioral Sciences	3 credits
Three of the following at the upper level • Social Stratification • Organizations • PSY 331: Social Psychology & deviance • Urban/Rural Sociology • SOC 210: Sociology of the Family • Ethnic Relations • Social Change	9 credits	Social Theory: SOC 450: Social Theory	3 credits
Additional Electives for a cohesive program of study	15credits	Statistics: MAT 105 Statistics (pre req)*	3 credits
SOC 101: Sociology (prereq)	3 credits	Ethnic Relations: SOC 315: Sociology of Diversity	3 credits
		Additional Electives for a cohesive program of study (9 credits must be 300 or 400 level and only 9 can be from non- Sociology courses) Social Stratification • SOC 215 Women In American Society Organizations • SOC 449 Social Problems in the WorkPlace Social Psychology • PSY 333 Social Psychology and Deviance • PSY 321 Social Psychology • PSY 454 Psychology of Addiction Urban/Rural Sociology	18 credits

		• SOC 320 Urban Youth in American Society Family • SOC 210 Sociology of the Family Social Change • SOC 311 Sociology of the City • SOC 350 Children, School & the Community • PUB 215 Making Public Policy	
Capstone – SOC 499	3 credits	Capstone: SOC 495	3 credits
Total	**39**	**TOTAL**	**39**

- A minimum grade of C- is allowed in MAT 105.

Note this is a list of Charter Oak courses, other courses in these categories can be transferred in with approval from the Registrar.

Curriculum Details for a Program Modification using Charter Oak courses:

Course Number and Name [2]	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Courses: 18 credits for list below:**		
SOC 101: Sociology	1,2,3,5		3	SOC 215: Women in American Society	1.2.3.4.5	3
PSY 410: Research Methods	2,3,4,5		3	SOC 449: Social Problems in the WorkPlace	2,3,4,5	3
PSY 101: Psychology			3	PSY 333: Social Psychology & Deviance	3,4	3
MAT: 105 Statistics (prereq to PSY 410)	1		3	PUB 215: Making Public Policy	4	3
SOC 450: Social Theory	2,3,4,5		3	SOC 350: Children, School & the Community	1,2,3,4,5	3
SOC 315: Sociology of	1,2,3,4,5		3	PSY 321: Social	2, 4,5	3

Diversity				Psychology		
SOC 495: Capstone	1,2,3,4,5,6		3	PSY 454: Psychology of Addiction	3, 4	3
				SOC 320: Urban Youth in American Culture	2,3,4,5	3
				SOC 210: Sociology of the Family	1,2,3,4,5	3
				SOC 311: Sociology of the City	1,2,3,4,5	3

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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)*

last_name	first_name	course	crs_title	MA	MA Institution	PH.D	Doctorate Institution
Lanci	Janet	SOC 101	Intro to Sociology	M.S. Counseling	University of Bridgeport	ABD/ Ph.D.	Capella University
Hurston	Lucy Anne	SOC 210	Sociology of the Family	M.A. Sociology	The Ohio State University		
Tonya	McNair	SOC 215	Women in American Society	M.S.W.	Southern Ct State University		
Morra	John	SOC 311 SOC 315	Sociology of the City Sociology of Diversity	M.A. Sociology Organizational Behavior	University of Hartford	ABD/ Ph.D.	Vanderbilt University
Tokke	Hans	SOC 320	Urban Youth in American Society	M.Div., MPS	Nyack College	Ph.D.	The New School for Social Research
Van Dijk	Gayle	SOC 350	Children, School and Community	Masters of Science/Early Childhood Education	Southern Connecticut State University		
Starenko	Michael	SOC 449	Social Problems and Their Impact on the Workplace	M.A.	University of Chicago		
Jeffrey	Pamela	SOC 450	Social Theory	M.A. Sociology	Western Michigan University	ABD/ Ph.D.	Western Michigan University

Connecticut Board of Regents for Higher Education

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

Institution	Charter Oak State College	*Date*	5/15/2017
Proposed Program	Sociology		

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)*	2	5				
New Students *(first time matriculating)*	2	10	2	15	2	15
Continuing *(students progressing to credential)*	2	8	1	12	2	18
Headcount Enrollment	6	23	3	27	4	33
Total Estimated FTE per Year	14		13.2		16.4	

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)*	$42,912	$82,248	$21,456	$96,552	$28,608	$118,008
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*	$8,933		$9,585		$11,524	
Total Annual Program Revenue	$134,093		$127,593		$158,140	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time -total for program)*		$46,452		$43,798		$54,415
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services) *course development**						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$46,452		$43,798		$54,415

** 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."

Other revenue comes from semester and tech fees.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health Care Administration leading to a Master's of Science degree at Charter Oak State College for a period of three years until Sept. 30, 2020.

A True Copy:

_____

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

ITEM
Charter Oak State College--Licensure of Master of Science in Health Care Administration

BACKGROUND
Summary
Charter Oak State College is proposing to offer a Master of Science in Health Care Administration. This builds on the undergraduate programs in Health Care Administration, Health Studies, and Health Information Management. The program is totally online so it is in line with the mission of the institution.

Need for the Program
According to U.S. Bureau of Labor Statistics, employment of medical and health services managers is projected to grow 23% from 2012-2022. Nation-wide, the average salary is $88,500. In 2012 there were 315,500 jobs so classified. Health care administration jobs on Indeed.com starts at $55,000 and there were over 8800 jobs listed. CT Department of Labor shows 218 annual openings through 2022. Charter Oak has a natural student pipeline into the program, graduating over 41 students last year in heath related programs; and currently we have 272 enrolled in health related programs.

Curriculum
The program is 36 credits, 6 credits can be transferred in and an additional 6 could be earned through portfolio assessment. The program requires research methods and a graduate project (capstone).

Students
Students will be recruited nationally. They will be required to meet the same admission standards as in our other graduate program: GPA of 3.0 or higher, a professional resume, one essay describing the applicant's career goals, and motivation to pursue an advance degree and professional experience.

Faculty
Most faculty will have a doctorate in the field, including online teaching experience and work-related experience. Master's-degreed faculty will be considered if they have a minimum of 5 years work experience and the appropriate degree.

Learning Resources
The College has adequate library resources. There is money in the budget if additional resources are needed.

Facilities
NA

Fiscal Note
The budget shows that the program begins to break even in the second year, but does not totally recoup all up-front costs until year three.

Review of Documents:

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

Accreditation:

Will need to go to NEASC for Substantive Change.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BBOARD OF REGENTS FOR HIGHER EDUCATION

APPLIATION FOR NEW ACADEMIC PROGRAM *(Public Higher Education Institutions-01/20/12*

SECTION 1: GENERAL INFORMATION [1] [2]	
Institution: Charter Oak State College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Program Characteristics Name of Program: Health Care Administration Degree: Title of Award *(e.g. Master of Arts)* Master of Science Certificate: *(specify type and level)* Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 36 Program Credits	Program Credit Distribution # Cr in Program Core Courses: 36 # Cr of Electives in the Field: NA # Cr of Free Electives: NA # Cr Special Requirements *(include internship, etc.):* NA Total # Cr in the Program *(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:
Type of Approval Action Being Sought: X Licensure OR Licensure and Accreditation Suggested CIP Code No. *(optional)* 51.0701 Title of CIP Code Health/.Health Care Administration/Management 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:	
Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost Tel.: 860-515-3836 e-mail: sadams4465@sbcglobal.net

BOR REVIEW STATUS (for Office Use Only-please leave blank)
BOR Sequence Number (to be assigned):
Approved 2010 CIO Code No.: Tittle 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.

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Charter Oak State College's statutory mission is to "develop and implement programs to improve opportunities in higher education through alternative modes of service, including but not limited to guidance and information services, registration and validation services, examination and degree-granting services, technological delivery systems, and projects of research and development." The College has developed expertise through more than thirty-seven years of experience in each of these areas. This has allowed almost 13,500 individuals to earn undergraduate degrees who would not otherwise have completed a college degree, often because of family, job or financial responsibilities.

Currently, Charter Oak State College awards five degrees: the Associate in Arts, the Associate in Science, the Bachelor of Arts, and the Bachelor of Science and a Masters in Organizational Effectiveness and Leadership. Recently Charter Oak added majors in healthcare administration, cybersecurity, health information management, business and psychology. The proposal to offer a Master of Science in Heath Care Administration is a natural extension of Charter Oak's recognized expertise in serving adult learners. This degree fits the non-traditional character of Charter Oak State College by drawing upon students' current knowledge and "real world" experiences in the healthcare, health information management and technology professions. The program is consistent with the statutory charge of the Charter Oak State College, "to confer such certificates and degrees as are appropriate to programs of postsecondary and higher learning and in accordance with the recommendations of the board's faculty of consulting examiners on the basis of examinations and other forms of validation and evaluation of learning, including transfer credit" (Subsection (e) (1) of Sec. 10a-143 of the Connecticut General Statutes). Offering a graduate level degree is an appropriate progression in Charter Oak State College's evolution. In 2009, Charter Oak received legislative authorization to offer master's degrees. Sec. 10a-143c was changed to read:
"There shall continue to be a Board for State Academic Awards which shall be an independent constituent unit of the state system of higher education with authority to grant undergraduate and graduate credits and degrees on the basis of examinations and other forms of evaluation, validation of learning including transfer of credit, and its own courses."

Through the proposed Master of Science in Health Care Administration, Charter Oak State College is expanding its efforts to serve working adult students who want and need a flexible program format. The program will be entirely online and students can transfer in up to 6 credits and earn 6 credits through prior learning assessment.

The College will maintain the same admission requirements as for our Master's in Organizational Effectiveness and Leadership.

- Bachelor's degree from a regionally accredited institution or international equivalent to a U.S. regionally accredited institution.

- G.P.A. of 3.0 or higher, students with gpas between 2.7 and 3.0 may apply. They will need to earn B grades or higher in their first two courses to continue in the program.
- A professional resume
- One essay, 500-700 words in length describing the applicants
    - Specific career goals and objectives and motivation to pursue an advance degree, and
    - Professional experience
- An undergraduate statistic course will be required before they take the research methods course

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 Bureau of Labor Statistics states that the health care industry is projected to add more jobs than any other industry between 2012 and 2022. They project over 4 million new jobs to make it one of the fastest-growing industries in the economy. (Occupational Outlook Quarterly, 2014, p. 1). Hospitals, physician offices, nursing homes, home health care agencies, and outpatient service facilities will be the fastest growing job settings. All of these settings will need health care administrators at multiple levels. Medical and health services managers are listed among the top five areas of job growth in healthcare with a projected 50,000 new jobs in the next eight years. (Occupational Outlook Quarterly, 2014, p. 6). The median salary range for these positions is around $100,000.

According to the U.S. Bureau of Labor Statistics, "employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services" (Occupational Outlook Handbook, 2012). Nation-wide, the average salary is $88,580. In 2012, there were 315,500 jobs classified as medical and health services managers. (Occupational Outlook Handbook, 2012).

A search for Healthcare Administration jobs on Indeed.com, in all locations, with salary level of $55,000 and above resulted in 8,844 job postings. With such a large number, there was certainly a very wide variety of job titles. The extensive number of listings demonstrates the need for leaders in the healthcare industry.

The Connecticut Department of Labor lists Medical and Health Services Managers as one of the job categories with the most openings. They project 218 annual openings in the field, in the state of Connecticut, through 2022. The average salary listed for these openings is $114,386. (Labor Market Information, 2015). The site describes medical and health services managers as

those who "plan, direct, or coordination medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations" (Labor Market Information, 2015).

A search for Healthcare Administration jobs on Indeed.com for jobs with a salary level of $60,000 and over resulted in 118 related matches in the state of Connecticut. Changing the key word search to Healthcare Manager resulted in 642 matches for the same salary level. Common job titles listed were Practice Manager, Office Manager, Project Manager, Account Manager, Compliance Director, and Executive Director. The average salary for these types of jobs in the state of Connecticut is $84,514.00.

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?

Charter Oak State College currently fulfills its mission to provide "diverse and alternative opportunities for adults to earn degrees" through the associate and bachelor's degree programs in a variety of disciplines offered by Charter Oak State College. As part of its long-range planning, the previous Board (BSAA) recognized the need to expand the range of its degree offerings to the graduate level in order to fully address its statutory mission for a workforce which continues to require more education. In response to this identified need, Charter Oak State College began exploring the development of a master's degree program approximately twelve years ago. Charter Oak's current growth plan is to add targeted master's degrees based on its undergraduate offerings and on market studies.

The proposed Master of Science in Health Care Administration will build on Charter Oak State College's experience and expertise in providing healthcare and health information management majors at the undergraduate level, its successful online advising and mentoring process, and its assessment program for prior college-level learning. The College currently offers a Bachelor of Science degree with majors in Healthcare Administration and Health Information Management. Graduates of these programs as well as graduates of the concentration in Health Studies will be prime candidates for this degree. In 2016-17, we graduated 41 students in these majors. Currently we have 272 enrollments in these majors.

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

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

There are three CT colleges with a Master's in Health Care Administration: University of Connecticut, University of New Haven, and Western Connecticut State University. There were 60 program completers within these 3 programs in the 2013-14 academic year, with the majority (44) at the University of New Haven. The program at Charter Oak will be the only fully online program.

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

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

Careers in health care administration cannot be summarized with just a few job titles. There is a very wide variety of possible employment opportunities that could be classified as health care administration. In fact, a manager at any level in the health care industry could be labeled as a health care administrator. Health care administrators need to have knowledge of finances and budgeting, regulatory and legal compliance, public relations, human resources, health care technology, leadership and supervision, marketing, and public health.

The most common and obvious career paths for graduates of a health care administration are physician office managers, hospital administrators, health care business office managers, and nursing home administrators. However, these types of positions also require a substantial level of health care experience. For entry-level graduates, there are many opportunities as the supervisor, manager or director of specific departments within health care organizations such as:

1. Lab Manager
2. Nursing manager
3. Health Information Manager
4. Business Office Manager
5. Medical Staff Credentialing Manager
6. Health IT Manager
7. Clinic Manager

This is only a short list of the many available job opportunities. The AllHealthcare page on Monster.com urges those who are interested in health care administration to also be aware of job opportunities with healthcare suppliers, consulting firms, pharmaceutical companies, medical equipment providers and health insurance organizations. Health policy organizations also hire health care administrations at the state or federal level. The Centers for Disease Control and the Center for Medicare and Medicaid Services are examples of such organizations.

Cost Effectiveness and Availability of Adequate Resources

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

See budget for enrollment and budget projections. Charter Oak will have start-up costs for 6 months before revenue is generated. The start-up costs are program director and course development. The College will not recoup its start-up costs until year 4 of the program.

Overall Learning Goal/Principal Learning Outcome for the Program:

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. Create strategic plans for health care organizations or entire systems
2. Recruit, hire, lead and manage a diverse group of staff
3. Uphold legal and ethical responsibilities in the healthcare organization as they relate to patient/client rights
4. Plan health care delivery goals and standards to lead organizations in quality care initiatives
5. Assess customer service and client satisfaction for continuous performance improvement
6. Assess economic factors and payment sources that influence health care decisions of the population served
7. Prepare and analyze departmental and organizational budgets
8. Manage financial endeavors for the healthcare organization
9. Uphold regulatory and voluntary accrediting standards through management of policies and procedures
10. Lead clinical informatics efforts to improve clinical performance
11. Demonstrate communication, teamwork, and leadership skills
12. Analyze global factors affecting the health care industry
13. Lead marketing efforts for growing the organization and creating brand recognition

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

A Program Director will be needed to take on the responsibilities for implementation of the program, oversight of HCA teaching faculty, and daily operation related to maintaining the growth and quality of the program. The Program Director should have a master's degree (doctorate if they will be teaching), in the area of healthcare administration or a related healthcare field with experience teaching graduate courses (teaching online courses preferred) and administering graduate programs. The Director should have 5 or more years of experience working in a healthcare setting with hands-on, decision-making experience managing a healthcare organization or department within a healthcare organization.

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

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

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

What percent of credits in the program will be taught by adjunct faculty? 100

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

The majority of the faculty members must have a doctorate in health care administration or related healthcare field and experience in working in a health care setting with hands-on decision making experience managing a healthcare organization or department within a health care organization. Faculty who hold a master's degree with a minimum of 5 years of work experience will also be considered. Faculty should also have teaching experience at the graduate level (online teaching experience preferred). .

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

Faculty Name and Title
There are no new resources beyond the program director, faculty,, and course developers.

Curriculum

(Please provide details as available and keep in mind the summary of Program Credit Distribution completed in Section 1. Modify this format as needed)

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

Course Number and Name	L.O. # [4]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Program Core Courses		
HCA 5XX Leadership and Strategic Planning in Healthcare		1, 2, 4, 11	3	HCA 6XX Policy and Regulatory Strategy in Healthcare	4, 6, 9	3
HCHA 5XX Legal and Ethical Issues in Healthcare		3	3	HA 6XX Healthcare Performance Improvement and Quality Management	5, 19	3
HCA 5XX Healthcare Marketing		13	3	HCHA 6XX Management and Supervision in Healthcare	1, 2, 4, 11	3
HCA 5XX Advanced Healthcare Finance		6, 7, 8	3	HCA 6XX Research Methods for Health Care Administrators	15	3
HCA 5XX Community Health Concepts		4, 12	3	HCA 6XX Health Administration Masters Capstone	ALL	3
HCA 5XX Healthcare Informatics and Technology		10	3			
HCA 5XX Healthcare Information Governance		14	3			
Core Course Prerequisites				Elective Courses in the Field		
NA				NA		
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.)*

This master's degree program will have a total of 36 credits. A capstone will be required that will require a thesis research project.

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

	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
r. Neil Mather	Union Institute & University	Business Administration (Concentration in HCA)	Adjunct Faculty in BS HCA program
r. Alaisen Reed	University of Southern California	Doctor of Education; Master in HCA	Adjunct Faculty in BS HCA program
r. Thomas Paterna	Capella University	PhD in Organizational Management (Emphasis in Healthcare)	Adjunct Faculty in BS HCA
r. Neil Dworkin	New York University	Ph.D. Health Policy and Management	Adjunct Faculty in BS HCA

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)*

SECTION 3: PROGRAM QUALITY ASSESSMENT

References

Labor Market Information. (n.d.) Connecticut Department of Labor. Retrieved February 1, 2015 from http://www1.ctdol.state.ct.us/lmi/hotnot_results.asp

Occupational Outlook Handbook. Medical and Health Services Managers. (2012). Bureau of Labor Statistics. Retrieved January 29, 2015 from http://www.bls.gov/ooh/management/medical-and-health-services-management

Connecticut Board of Regents for Higher Education

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

Institution	Charter Oak State College	*Date*	5/20/2017
Proposed Program	MS in Health Care Administration		

PROJECTED Enrollment	First Year 1		First Term Year 2		First Term Year 3	
	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*	15	10	15	10	15	10
Continuing *(students progressing to credential)*		15	25	40	45	55
Headcount Enrollment	15	25	40	50	60	65
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time
Tuition *(Do not include internal transfers)*	$43,740	$72,900	$121,440	$151,800	$182,160	$197,340
Program-Specific Fees (College fee)	$4,995.00	$8,325.00	$13,320.00	$16,650.00	$19,980.00	$21,645.00
Other Rev. *(Tech fee)*	$1,020	$1,700	$2,800	$3,500	$4,200	$4,550
Total Annual Program Revenue	$132,680		$309,510		$429,875	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)(Salary plus finge at 82%)*	1	$172,900	1	$172,900	1	$172,900
Faculty *(Full-time, total for program)*						
Part time faculty (dir teachers one course per semester)	4	$36,960	12	$83,160	18	$115,500
Support Staff						
Library Resources Program		$5,000				
Equipment *(List as needed)*						
Other (e.g. student services) *course development**		$27,000		$6,000		
Estimated Indirect Cost *(e.g. student services, operations, maintanance) Marketing*		$20,000		$20,000		$20,000
Total ESTIMATED Expenditures		$261,860		$282,060		$308,400

** 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: College will not recoup development costs until year 4 of the program.
6 month start up period--expenses 1/2 years salary, plus marketing, plus course development: Salary plus fringe: $86,450; maketing

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health Informatics leading to a Master's of Science degree at Charter Oak State College for a period of three years until Sept. 30, 2020.

A True Copy:

_____

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

ITEM
Charter Oak State College--Licensure of Master of Science in Health Informatics

BACKGROUND
Summary
Charter Oak State College is proposing to offer a Master of Science in Health Informatics. This builds on the undergraduate programs in Health Care Administration, Health Studies, and Health Information Management. It also may draw students from our cybersecurity and business majors, as well as our information systems studies concentration. The program is totally online so it is in line with the mission of the institution.

Need for the Program
According to the CT Health Policy Project, 2014, health informatics is an area of workforce concern that will become more important over the next three to five years as the health care industry adopts more heath information technology. According to the 2014 Burning Glass Technologies the demand for health informatics workers is projected to grow 22 percent through 2018—more than twice the rate of growth for all industries. That translates to more than 40,000 new jobs generated in the field. Health informatics jobs include everything from billing to medical quality assurance. Informatics professionals' duties include implementing health information technology (HIT) systems to integrate electronic health records, thus increasing the amount of data gathered and improving patient care as a result. And because the data is stored digitally, it can be re-used for research purposes.

Curriculum
The program is 36 credits, 6 credits can be transferred in and an additional 6 could be earned through portfolio assessment. The program requires research methods and a graduate project (capstone).

Students
Students will be recruited nationally. They will be required to meet the same admission standards as in our other graduate program: GPA of 3.0 or higher, a professional resume, one essay describing the applicant's career goals, and motivation to pursue an advance degree and professional experience.

Faculty
Most faculty will have a doctorate in the field, including online teaching experience and work-related experience. Master's-degreed faculty will be considered if they have a minimum of 5 years work experience and the appropriate degree.

Learning Resources
The College has adequate library resources. There is money in the budget if additional resources are needed.

Facilities
NA

Fiscal Note
The budget shows that the program begins to break even in the second year, but does not totally recoup all up-front costs until year three.

Review of Documents:

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

Accreditation:

Will need to go to NEASC for Substantive Change.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CONNECTICUT BBOARD OF REGENTS FOR HIGHER EDUCATION

APPLIACATION FOR NEW ACADEMIC PROGRAM *(Public Higher Education Institutions-01/20/12*

SECTION 1: GENERAL INFORMATION [1] [2]

Institution: Charter Oak State College

Date of Submission to BOR Office: 2016

Most Recent NEASC Institutional Accreditation Action and Date: November 21, 2011

Program Characteristics

Name of Program: Health Informatics

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

Certificate: *(specify type and level)* NA

Anticipated Program Initiation Date: Fall 2018

Anticipated Date of First Graduation:

Modality of Program: On ground X Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 33 Program Credits

Program Credit Distribution

Cr in Program Core Courses: 30

Cr of Electives in the Field: NA

Cr of Free Electives: NA

Cr Special Requirements *(include internship, etc.):* **3 Capstone**

Total # Cr in the Program *(sum of all #Cr above)*: **33**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 0

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

Suggested CIP Code No. *(optional)* 51.2706 Title of CIP Code Medical Informatics 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:

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: This program would prepare students to sit for the AHIMA CPHI credential exam to become a Certified Professional in Health Informatics.

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

Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. 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 institutions and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Charter Oak State College currently fulfills its mission to provide "diverse and alternative opportunities for adults to earn degrees" through the associate and bachelor's degree programs in a variety of disciplines offered by Charter Oak State College. As part of its long-range planning, the previous Board (BSAA) recognized the need to expand the range of its degree offerings to the graduate level in order to fully address its statutory mission for a workforce which continues to require more education. In response to this identified need, Charter Oak State College began exploring the development of a master's degree program approximately twelve years ago. With one approved master's degree program, the time is right to continue to add additional graduate level program.

Currently, Charter Oak State College awards five degrees: the Associate in Arts, the Associate in Science, the Bachelor of Arts, the Bachelor of Science., and a Master's in Organizational Effectiveness and Leadership. Recently Charter Oak added majors in healthcare administration, cybersecurity, health information management, business and psychology. The proposal to offer a Master of Science in Heath Informatics is a natural extension of Charter Oak's recognized expertise in serving adult learners. This degree fits the non-traditional character of Charter Oak State College by drawing upon students' current knowledge and "real world" experiences in the healthcare, health information management and technology professions. The program is consistent with the statutory charge of the Charter Oak State College, "to confer such certificates and degrees as are appropriate to programs of postsecondary and higher learning and in accordance with the recommendations of the board's faculty of consulting examiners on the basis of examinations and other forms of validation and evaluation of learning, including transfer credit" (Subsection (e) (1) of Sec. 10a-143 of the Connecticut General Statutes). Offering a graduate level degree is an appropriate progression in Charter Oak State College's evolution. In 2009, Charter Oak received legislative authorization to offer master's degrees. Sec. 10a-143c was changed to read:
"There shall continue to be a Board for State Academic Awards which shall be an independent constituent unit of the state system of higher education with authority to grant undergraduate and graduate credits and degrees on the basis of examinations and other forms of evaluation, validation of learning including transfer of credit, and its own courses."

Through the proposed Master of Science in Health Informatics, Charter Oak State College is expanding its efforts to serve working adult students who want and need a flexible program format.

The program will be entirely online and will allow for 6 credits in transfer and 6 credits through portfolio assessment.

The admission requirements will be the same as for our current master's program:

- Bachelor's degree from a regionally accredited institution or international equivalent to a U.S. regionally accredited institution. Work or research experience in clinical, computing or information technology fields is highly desirable but not a requirement for admission
- G.P.A. of 3.0 or higher, students with gpas between 2.7 and 3.0 may apply. They will need to earn B grades or higher in their first two courses to continue in the program.
- A professional resume

- One essay, 500-700 words in length describing the applicants
    - Specific career goals and objectives and motivation to pursue an advance degree, and
    - Professional experience
- An undergraduate statistic course or equivalent will be required before they take the research methods course.

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)*

Health Informatics is a term describing the acquiring, storing, retrieving and using of healthcare information to foster better collaboration among a patient's various healthcare providers. Health Informatics plays a critical role in the push toward healthcare reform.

Health Informatics is an area of workforce concern that will become more important over the next three to five years (CT Health Policy Project, 2014). This is due to the rapidly increasing adoption of health information technology and healthcare applications by the nation's healthcare providers. Between 2015 and 2030, the percentage of Connecticut residents over age 65 is expected to grow by 40% (Holm, et. al., 2014). This will increase the demand for healthcare workers in CT (Holm, et. al., 2014). The percentage of Connecticut residents that are expected to reach the age of 65 over the next 15 years will contribute to the increase need to maintain appropriate medical records. Healthcare providers will need to have systems in place to maintain quality patient medical records. The Master of Science in Health Informatics curriculum will present the necessary competencies to support the development of the HI workforce to meet the needs of Connecticut's aging residents.

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 proposed Master of Science in Health Informatics will build on Charter Oak State College's experience and expertise in providing healthcare and health information management majors at the undergraduate level, its successful online advising and mentoring process, and its assessment program for prior college-level learning. The College currently offers a Bachelor of Science degree with majors in Healthcare Administration and Health Information Management. In 2016-17, we graduated 41 students in these programs and currently there are 272 enrolled. Graduates of these programs as well as graduates of our major in Cyber Security and Business, and other concentrations in Health Studies and Information Systems Studies will be prime candidates for this degree—over 90 graduates in 2016017.

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

The various transfer agreements already held by Charter Oak State College will be the initial focus for this program.

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

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

There are no similar programs that exist in CT. There is one related Certificate in Bioinformatics at the University of New Haven, but it is much more clinical research related, and it is only a 15 credit certificate. 2 students completed the certificate in the past 4 years.

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

According to the American Health Information Management Association (AHIMA), as the nation moves toward industry-wide adoption of electronic health records (EHRs), the Bureau of Labor Statistics expects a shortage of about 50,000 qualified health information technology professionals to meet the needs of hospitals and healthcare affiliates (AHIMA, n.d.). A study by Pricewaterhouse Coopers Health Research Institute (2012) reported 70% of health insurers, 48% of hospitals and 39% of pharmaceutical/life sciences companies plan to increase hiring of technical informatics professionals due to the increasing need of this expertise in their organizations.

This data is also supported by Burning Glass Technologies (2014) a Boston based consulting firm that partnered with the Education Advisory Board serving senior leaders at more than 450 colleges and universities. The consulting firm conducted the first examination of emerging jobs in HI. Burning Glass Technologies also reported a dramatic 36 % increase in healthcare informatics job postings from 2007 to 2010. "Healthcare informatics jobs now constitute the eighth largest share of healthcare occupation postings and that share is likely to continue to grow, given the trends and pressures shaping the healthcare industry today" (Burning Glass Technologies, 2014, p. 2).

HIMSS is a premier, non-profit organization whose members are professionals in health informatics or healthcare technology. "HIMSS leads efforts to optimize health engagements and care outcomes using information technology" (HIMSS, 2014). The organization has a job board that is very active. At the time of the development of this document, the HIMSS JobMine site held 396 job postings for health informatics professionals (HIMSS JobMine). Some of the prospective position titles for individuals needed the skills that would be provided in a HI master's degree consists of the following: Health Informatics Consultant, Health Informatics Director, Nursing Informatics Specialist, Chief Medical Information Officer, and Data Integrity Analyst.

The salaries for these new positions are very competitive. The reported salary ranges for individuals in HI positions are approximately $80,000 to $100,000 per year (HIMSS, 2014). The many job opportunities along with the opportunity to earn a credential would make this an attractive master's degree that would afford graduates promotion opportunities within the healthcare environment.

Cost Effectiveness and Availability of Adequate Resources

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

See budget sheet. Once we get a director on board we will determine if we need additional library resources. We have a library budget to draw from.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Overall Learning Goal/Principal Learning Outcome for the Program:

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 healthcare informatics and technology concepts and skills to case studies and real-world situations
2. Calculate and assess health data and statistical data for decision making in the healthcare environment
3. Develop policies and procedures for healthcare organizations in areas such as legal, ethical, privacy and security and information governance.
4. Improve the various healthcare functions associated with the integration of information technology by implementing technology initiatives
5. Develop system design and software initiatives for healthcare organizations
6. Maximize the use of technology (i.e. spreadsheets and databases) used for data analysis and information governance
7. Determine best practices for implementation of technology initiatives through effective project management
8. Compare and contrast the varying medical vocabularies and classifications systems for best use in health information technology initiatives

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

A Program Director will be needed to take on the responsibilities for implementation of the program, oversight of HI teaching faculty, and daily operation related to maintaining the growth and quality of the program. The Program Director should have a doctorate preferred in the areas of health informatics, healthcare administration, health information management or a related healthcare field with experience teaching graduate courses (teaching online courses preferred) and administering graduate programs. The Director should have 5 or more years of experience working in a healthcare setting with hands-on, decision-making experience implementing an EHR, database and/or other analytical technology in a healthcare setting.

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

How many new full-time faculty members, if any, will need to be hired for this program? 0

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

What percent of credits in the program will be taught by adjunct faculty? 100%

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

The Program Director, working with practitioners and experts in the field, will develop the curriculum in line with national-professional standards.

An established core of well –qualified faculty consultants is a recognized and important feature of Charter Oak's delivery model. In addition to the teaching faculty, Charter Oak will establish a core faculty committee to oversee the program. Charter Oak recruits and appoints consulting faculty from public and independent institutions in Connecticut. Charter Oak currently has more than 85 core faculty members. The core faculty establish degree requirements, review degree programs, review program outcomes, review the programs of individual degree candidates, approve recommendations of outside examiners in specific subject when required to validate the award of credits, review and adopt college-

level examinations, and make recommendations for awarding of degrees. Through this process, Charter Oak insures that its degrees reflect the standards of the community of accredited institutions in Connecticut.

Charter Oak plans to maintain its current procedures and high academic standards for appointing core faculty to oversee the proposed Master of Science in Health Informatics. An initial six to ten member core faculty committee will be recruited and appointed for the new graduate level program. These core faculty members will have doctoral degrees related to Health Informatics and experience in teaching at the graduate level in fields appropriate to the curriculum. Most faculty members will have a doctorate in health informatics or related healthcare field, and teaching experience at the graduate level (online teaching experience preferred). Faculty with master's degree may be considered if they have substantial experience in informatics and teaching experience. They should also have 5 or more years of experience working in a healthcare setting with hands-on, decision-making experience implementing an EHR, database and/or other analytical technology in a healthcare setting.

There are current faculty members at Charter Oak who have expertise in health informatics. These faculty members could be valuable in assisting with the development of the curriculum and facilitating the courses for this program. Additional teaching faculty will be recruited as needed.

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)*

Curriculum

(Please provide details as available and keep in mind the summary of Program Credit Distribution completed in Section 1. Modify this format as needed)

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

The development of the curriculum for Charter Oak State College's Master of Science in HI is based on a review of the 20 best online HI masters programs and is consistent with the guidelines presented by the Commission on Accreditation for Health Informatics and Information Management Education (TBS The Best Schools).

Course Number and Name	L.O. # [4]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
5XX Healthcare Informatics and Technology	1		3			
5XX Research Methods in Health Care	2		3			
5XX Legal and Ethical Issues in Healthcare Informatics	1, 3		3			
5XX Clinical Information Database Management	2, 6		3			
5XX Advanced Medical Vocabularies and Classification Systems	1, 8		3			
5XX Healthcare Information Governance	2, 4, 6		3			
6XXSystems Design and Software Development.	6,7,8		3			
6XX Health Care Data Analytics	2,6		3			
6XX Health Care Information Security Systems	3,4,5		3			
6XXX Information Technology Project Management	7		3			
6XX Capstone: Healthcare, Assessment, Evaluation and Research	1,2,3,4,5,6,7,8		3			
Core Course Prerequisites				Elective Courses in the Field		
NA				NA		
Total Other Credits Required to Issue Credential NA					33	

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.)*

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

The Master of Science in Health Informatics program will prepare students to analyze and synthesize the various healthcare functions associated with the integration of information technology and healthcare management, advanced biomedical statistics, legal and ethical issues and healthcare data. The program will be project based to allow students to conduct research and assess the various aspects of HI from a decision making, quality assurance and healthcare systems operations perspective to identify and implement continual improvements in patient-care systems.

The degree will require a total of 33 credits, including a Capstone that will require a thesis research paper.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrati Responsi
Dr. Frank Valier, Assistant Director HIM Program	Nova Southeastern University, Ft. Lauderdale/Davie, FL	Information Technology Management	Teaching and Advisin at Charter Oak State
Dr. Mohammed Bajwa	University of Wales	Biochemistry with Masters in 1.) Computer Information Systems and 2.) Health Information Management	Adjunct Instructor

References:

AHIMA, (n.d.). Certified Healthcare Technology Specialist (CHTS) Exams. Retrieved September 22, 2014 from http://www.ahima.org/certification/chts

Burning Glass Technologies, (2014). A Growing Jobs Sector: Health Informatics. Retrieved December 17, 2014 from http://www.jff.org/sites/default/files/publications/CTW_burning_glass_publication_0529

CT Health Policy Project, (2014). Connecticut's healthcare workforce. (August, 2014). Retrieved September 30, 2014 from http://www.cthealthpolicy.org/cthealthbook/2014/workforce.pdf

HIMSS, (2014) HIMSS 2014 Nursing Informatics Workforce Survey - Salary Resource Guide Retrieved from October 30, 2014 from http://himss.files.cms-plus.com/FileDownloads/2014-Nursing-Informatics-Workforce-Salary-Resource-Guide.pdf

HIMSS Job Mine, (n.d.). Retrieved September 24, 2014 from http://jobmine.himss.org/jobseeker/search/results/

Holm, R., Quimby, S., & Dorer, J., (2011), Connecticut Healthcare Workforce Assessment. August, 2011. Retrieved September 30, 2014 from http://www.jff.org/sites/default/files/publications/CTHealthCareWorkforce_081611.pdf

HealthIT.gov, (n.d.). Learn EHR Basics. Retrieved January 7, 2015 from http://www.healthit.gov/providers-professionals/learn-ehr-basics

Pricewaterhouse Coopers Health Research Institute, (2012). Retrieved September 24, 2014 from http://www.pwc.com/us/en/press-releases/2012/clinical-informatics-full-report-press-releases.jhtml

TBS The Best Schools, (n.d.). 20 Best Online Masters in Healthcare Informatics. Retrieved December 17, 2014 from http://www.thebestschools.org/rankings/20-best-online-masters-healthcare-informatics-degree-programs/

Connecticut Board of Regents for Higher Education

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

Institution	Charter Oak State College	*Date*	5/20/2017
Proposed Program	MS in HealthInformatics		

PROJECTED Enrollment	First Year 1		First Term Year 2		First Term Year 3	
	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*	15	10	15	10	15	10
Continuing *(students progressing to credential)*		15	25	40	45	55
Headcount Enrollment	15	25	40	50	60	65
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time	Fall Part Time	Spring Part Time
Tuition *(Do not include internal transfers)*	$43,740	$72,900	$121,440	$151,800	$182,160	$197,340
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	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
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Support Staff						
Library Resources Program		$5,000				
Equipment *(List as needed)*						
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Please provide any necessary annotations: College will not recoup development costs until year 4 of the program.
6 month start up period--expenses 1/2 years salary, plus marketing, plus course development: Salary plus fringe: $86,450; maketing

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Accounting leading to a Certificate degree at Central Connecticut State University for a period of time concurrent with the institutional accreditation.

A True Copy:

_____

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

Request Approval to Establish an
Official Certificate Program in Accounting
At
Central Connecticut State University

To: Members of the Board of Regents

Date: September 8, 2017

ITEM: Licensure and accreditation of a Graduate Official Certificate Program in Accounting at Central Connecticut State University (CCSU) for a period of time concurrent with the institutional accreditation.

BACKGROUND

Summary

The proposed Official Certificate Program (OCP) in Accounting will be a graduate-level program conducted online, offered in a four-course sequence of accounting technical courses specifically geared for success in the Masters of Science in Accounting program, with an emphasis on information literacy and lifelong learning in preparation for professional success. The OCP is designed to provide students who already have an undergraduate degree in another discipline who wish to continue with a Master's of Science in Accounting, or for experienced professionals who wish to improve their ability to financially manage their businesses.

Upon successful completion of the OCP, students would be accepted into the MS in Accounting Program at CCSU. Students who complete the Accounting Certificate Program with GPA of at least 3.00 will be automatically accepted into the CCSU Master of Science in Accounting program.

Fit with Institutional Mission. The OCP in Accounting will be consistent with the University's mission by preparing accounting students to be thoughtful, responsible and successful professionals. The Master of Science in Accounting program will support the University's vision of graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities and to their profession.

Fit with School of Business. The OCP in Accounting will be consistent with the CCSU School of Business mission to prepare learners for successful professional futures and support economic development in our Central Connecticut community.

Need for the Program

Growth prospects for accountants and auditors in the state are excellent. Connecticut Department of Labor employment projections show employment for accountants and auditors to grow 11% during for the years 2014 – 2024.[1] Projections estimate that "[e]mployment in this occupation is expected to grow faster than average, and the number of annual openings will offer excellent job opportunities."[2]

More than half of CTCPA members are a decade or less from retirement. Additionally a 2011 survey by the Connecticut Society of Certified Public Accountants (CTCPA),[3] the professional membership association for CPAs in the State of

[1] Connecticut Department of Labor – Labor Market Information, *Available at:* http://www1.ctdol.state.ct.us/lmi/projections.asp.
[2] Connecticut Jobs & Career ConneCTion – Accountants and Auditors, *Available at:* http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=132011.
[3] Weaver, P., and Kulesza, M. *Succession Planning for CPA Firm Owners*, CSCPA (2011). *Available at:* http://www.ctcpas.org/Content/Files/Pdfs/Succession%20Survey%20Report%20Final.pdf

Connecticut, reports that approximately 55% of its were at that time age 50 or older. The CTCPA has approximately 6,000 members in public practice, business and industry, government, and education, and 1,619 members responded to the survey. Of these respondents, 26% were younger than 50, 22% were age 50 – 54, 24% were age 55 – 59, 19% were age 60 – 64, and 9% were over 64. Fifty-two percent plan to retire within ten years or less.

Awareness of the need for additional diversity in the profession. "Despite decades of intensive efforts, the accounting profession has not reached its diversity goals."[4] This lack of diversity exists in Connecticut as well, and CCSU is well placed to address the need for additional diversity in the profession with the program, which will work in unison with the Master of Science in Accounting program to provide greater access through lower tuition costs and the flexibility of online/hybrid learning.

Accounting as a second career is a popular choice for many. There is a recognized need to provide access to the accounting profession for individuals holding a bachelor's degree in disciplines other than accounting. Accounting has become a popular choice for a second career by many people who realized that their first career had them going nowhere, or was not as satisfying as anticipated.[5] Benefits of an accounting career sited by online accounting websites include: (1) Better than average pay, (2) The job outlook is good, and (3) It provides you with a flexible skill set.[6]

Curriculum (Overall Learning Goal/Principal Learning Outcome for the Program)

Overall Learning Goal: Information Literacy. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning, and it is the primary learning outcome for the program. Information literacy extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life.

Learning Outcomes. Learning Outcomes which support the principal outcome of Information Literacy include: Accounting Knowledge, Inquiry and Analysis, Quantitative Literacy, and Ethical Reasoning, the last three of which are outlined in rubrics endorsed by the American Association for Higher Education and the Council of Independent Colleges. These learning outcomes are inherent in each of the required and elective courses of the curriculum; assessments are scheduled in appropriate core courses.

Students

Increased Demand for Accounting Graduates Nationwide, Especially with Masters Degrees. Recent data published in the 2015 Trends Report[7] by the American Institute of Certified Public Accountants (AICPA)[8] indicates that total demand for accounting graduates has increased in recent years, with a majority of the increase coming from masters hired. For instance,

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[4] Ross, F., Wells, J., and Clarke, A. *A Pipeline for Diversity,* Journal of Accountancy (August 2014). *Available at:* http://www.journalofaccountancy.com/issues/2014/aug/aicpa-diversity-20139181.html (Accessed December 14, 2016).

[5] Newquist, C. *The Definitive Guide to Accounting as a Second Career.* (October 2013). *Available at:* http://goingconcern.com/post/definitive-guide-accounting-second-career (Accessed December 15, 2016).

[6] *Id.*

[7] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, (August 2015) Available at: http://www.aicpa.org/interestareas/accountingeducation/newsandpublications/downloadabledocuments/2015-trendsreport.pdf (Accessed October 12, 2015).

[8] The AICPA is the national professional organization of certified public accountants, with more than 400,000 members in 145 countries in business and industry, public practice, government, education, student affiliates and international associates. It sets ethical standards for the profession and U.S. auditing standards for audits of private companies, non-profit organizations, federal, state and local governments. It also develops and grades the Uniform CPA Examination. The AICPA's founding defined accountancy as a profession characterized by educational requirements, professional standards, a code of professional ethics, and alignment with the public interest.

demand in 2014, the most recently surveyed year, reflected nationwide demand of 18,321 master's hires, an increase of 11% over 2012 demand of 16,557. This, compared to 2014 demand of 24,931 bachelor's hires, which represents a 5% increase over 2012 numbers of 23,793.[9]

Enrollment in accounting programs anticipated to rise. Additionally, the Trends report indicates that enrollment in accounting programs has also reached record highs in 2013-14. More than 253,000 students enrolled in accounting at all levels, 5% more than in 2012-13. Universities nationwide expect this trend will continue: 97% of bachelor's programs and 70% of master's programs anticipate that enrollment will be higher than in 2013-14.[10]

Stronger growth forecast in master's degree programs. Growth in accounting enrollments is particularly notable at the master's degree level. In 2013-14, master's degree enrollments rose 19% over the 2012-13 academic year, while bachelor's degree enrollments increased by 3%. Moreover, the number of master's graduates rose by nearly one-third (31%), while the number of bachelor's graduates dropped 11%.

Faculty

In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards. Approximately 50% - 75% of credits in the program will be taught by existing full time accounting faculty. Approximately 25% - 50% of credits will be taught by experienced practitioners, consistent with best practices at all top business schools and meeting the requirements of AACSB accreditation. No full-time faculty members will be needed.

Learning Resources

The current learning resources available to the School of Business at CCSU are adequate for the Official Certificate Program in Accounting. Online teaching software and Quality Matters training for faculty, along with online portfolio software for certificate candidates will be needed.

Facilities

The current facilities available to the School of Business are adequate to meet the needs of the Official Certificate Program in Accounting.

Fiscal Note

Revenues for academic year 2018 - 2019 are projected to be $137K and expenses are projected to be $32K, for net contribution to overhead of $104K for the academic year. Revenues for academic years 2019 -2020 and 2020 – 2021 are projected to be $152K and $167K respectively; and expenses are projected to be $32K for both years, for net contribution to overhead of $120K and $135K for those academic years.

Review of Documents:

New Program Proposal. The New Program Proposal for the OCP in Accounting was approved by the Academic Council on August 16, 2017.

[9] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, *Supra*.
[10] "Hiring at Public Accounting Firms Hits All-Time High," Courtney L. Vien, *Journal of Accountancy,* AICPA, October 2015. P 25-27.

On-Campus Approvals. The program has been approved by all campus committees: the Accounting Department, School of Business, and all campus-wide committees, including Faculty Senate.

Accreditation:

CCSU School of Business is AACSB accredited. In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. Other than the University of Connecticut, CCSU is the only four-year comprehensive public university in Connecticut to receive this accreditation, placing CCSU among only five percent of the more than 12,000 institutions of higher learning that offer business programs to be accredited by the AACSB. This is a testimony by peer institutions that CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – 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: Central Connecticut State University | Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date:

Program Characteristics

Name of Program: Official Certificate (OCP) in Accounting

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

Certificate: *(specify type and level)* Graduate

Anticipated Program Initiation Date: Fall 2017

Anticipated Date of First Graduation: Spring 2018

Modality of Program: On ground X Online Combined

If "Combined", % of fully online courses? 100%

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 12 Credits

Program Credit Distribution

Cr in Program Core Courses: 12 Credits

Cr of Electives in the Field: 0 Credits

Cr of Free Electives: Not Applicable

Cr Special Requirements *(include internship, etc.):* 3 Cr

Total # Cr in the Program *(sum of all #Cr above)*: 15

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: None

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

Suggested CIP Code No. *(optional)* 52.0301 Title of CIP Code Accounting

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: Not Applicable 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 Business

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB Renewal 2017-2018
- If program prepares graduates eligibility to state/professional license, please identify: This program helps prepare students who have a bachelor's degree in a discipline *other than* Accounting to enter the CCSU MS in Accounting program and ultimately to meet the state 150-credit education requirement (which includes 36 credits in Accounting) to become a licensed Connecticut Certified Public Accountant

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

Institutional Contact for this Proposal: Dr. Kenneth Colwell	Title: Dean of School of Business	Tel.: 860-832-3209 e-mail: Colwell@ccsu.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.

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)

Official Certificate Program (OCP) in Accounting. The proposed Official Certificate Program (OCP) in Accounting will be a graduate-level program conducted online, offered in a four-course sequence of accounting technical courses specifically geared for success in the Masters of Science in Accounting program, with an emphasis on information literacy and lifelong learning in preparation for professional success. The OCP is designed to provide students who already have an undergraduate degree in another discipline who wish to continue with a Master's of Science in Accounting, or for experienced professionals who wish to improve their ability to financially manage their businesses. Two courses will be offered each semester, allowing students to complete the certificate in two to four semesters. Applicants who have an undergraduate degree but were not accounting majors will be considered for admission.[2]

Upon successful completion of the OCP, students would be accepted into the MS in Accounting Program at CCSU. Students who complete the Accounting Certificate Program with GPA of at least 3.00 will be automatically accepted into the CCSU Master of Science in Accounting program.

The MS in Accounting Program successfully began in 2016. CCSU's newly instituted Master of Science in Accounting provides students with in-depth, working knowledge of advanced accounting issues and emerging technologies that are most relevant in today's business environment. Students who graduate from this program will be able to succeed in a wide range of professional accounting careers in public accounting, industry, and government in today's highly competitive, global, and regulated environment. The new MS in Accounting presently has 66 students in the program.

Fit with Institutional Mission. The OCP in Accounting program will operate in concert with the Master of Science in Accounting program to prepare accounting students to be thoughtful, responsible and successful professionals and thus support the University's distinctive commitment as a comprehensive public university to provide broad access to quality degree programs at all levels, as well as to respond to workforce needs to enhance state economic development.

Fit with School of Business. The program will be consistent with the CCSU School of Business mission to prepare learners for successful professional futures and support economic development in our Central Connecticut community. The program will work in unison with Master of Science in Accounting program to provide an impactful, innovative educational program that embraces diversity and cultivate leadership, integrity, and global citizenship.

Addressing Identified Needs

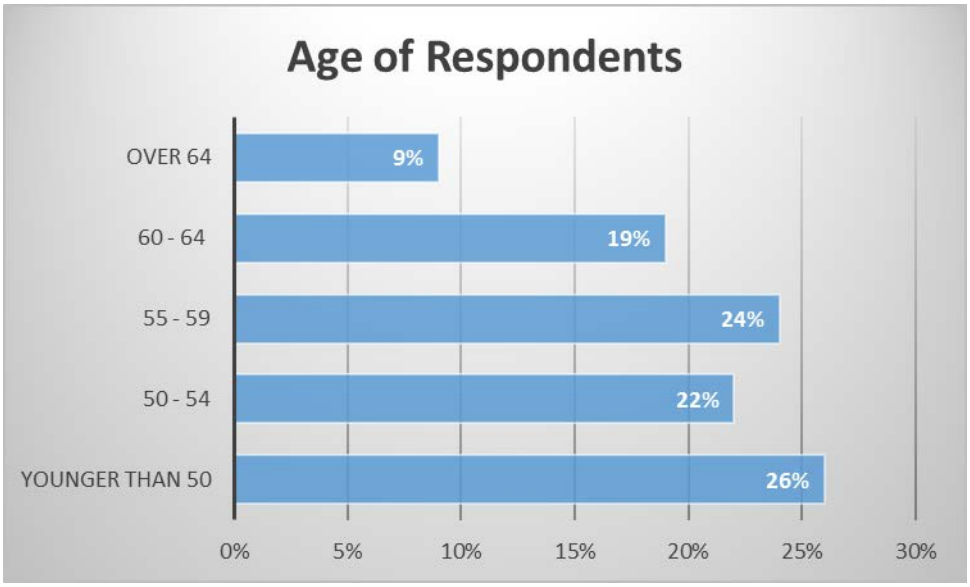
How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Growth prospects in the state are excellent. Connecticut Department of Labor employment projections show employment for accountants and auditors to grow 11% during for the years 2014 – 2024.[3] Projections estimate that "[e]mployment in this occupation is expected to grow faster than average, and the number of annual openings will offer excellent job opportunities."[4]

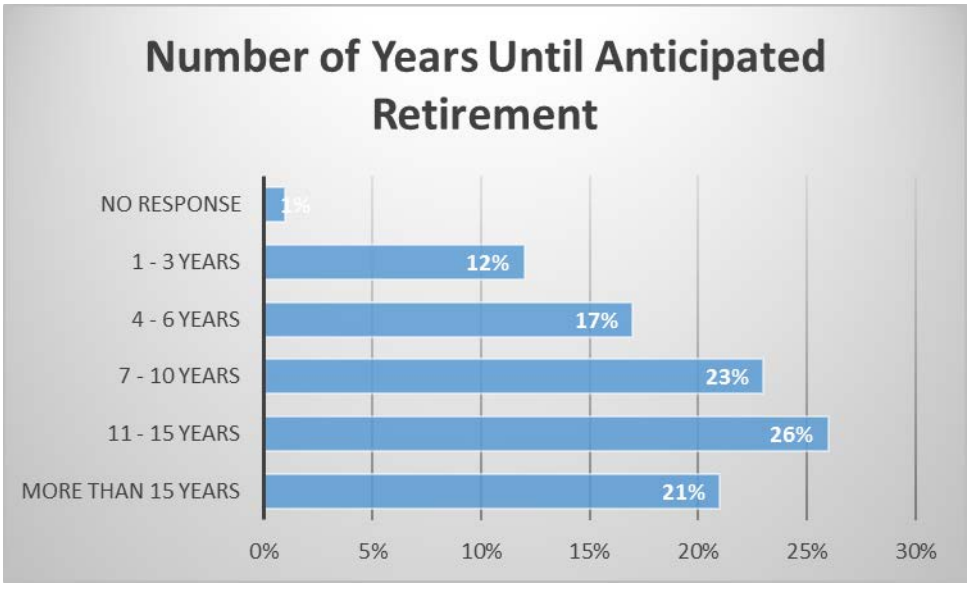
More than half of CT CPAs are a decade or less from retirement. Additionally a 2011 survey by the Connecticut Society of

[2] Students who have not yet completed Introductory Financial Accounting (AC 211) and Introductory Managerial Accounting (AC 212) or their equivalents may complete AC 500 – Introduction to Financial and Managerial Accounting, provided online, prior to beginning the Accounting Certificate Program.
[3] Connecticut Department of Labor – Labor Market Information, *Available at:* http://www1.ctdol.state.ct.us/lmi/projections.asp.
[4] Connecticut Jobs & Career ConneCTion – Accountants and Auditors, *Available at:* http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=132011.

Certified Public Accountants (CTCPA),[5] the professional membership association for CPAs in the State of Connecticut, reports that approximately 55% of CTCPA members were at that time age 50 or older. The CTCPA has approximately 6,000 members in public practice, business and industry, government, and education, and 1,619 members responded to the survey. Of these respondents, 26% were younger than 50, 22% were age 50 – 54, 24% were age 55 – 59, 19% were age 60 – 64, and 9% were over 64.



Of these respondents, 12% indicated that they plan to retire within 1 to 3 years, 17% will retire in 4 to 6 years, 23% would retire in 7 to 10 years, 26% would retire in 11 – 15 years, and 21% would retire in more than 15 years. As a result, 52% would retire within ten years or less.



Substantial growth in CT CPAs is indicated. Given the forecast of greater than average growth anticipated for the profession in

[5] Weaver, P., and Kulesza, M. *Succession Planning for CPA Firm Owners*, CSCPA (2011). *Available at:* http://www.ctcpas.org/Content/Files/Pdfs/Succession%20Survey%20Report%20Final.pdf

this state during the ten year period 2012 – 2022, paired with the forecast that (as of 2011) 52% of Connecticut CPAs planned to retire within ten years or less, it would seem that substantial growth in the number of CPA candidates, as well as growth in Masters of Science in Accounting programs to help those candidates meet the education requirement for licensure in the state, is indicated.

Awareness of the need for additional diversity in the profession. The accounting profession has long understood the lack of diversity in its ranks. "Despite decades of intensive efforts, the accounting profession has not reached its diversity goals. African-Americans and Hispanics made up 13.1% and 16.9%, respectively, of the U.S. population in 2012, according to the U.S. Census data, but secured just 4% and 6% of the new hires in 2011-12 at CPA firms, AICPA data show."[6] This lack of diversity exists in Connecticut as well, and CCSU is well placed to address the need for additional diversity in the profession with the program, which will work in unison with the Master of Science in Accounting program to provide greater access through lower tuition costs and the flexibility of online/hybrid learning.

Accounting as a second career is a popular choice for many. There is a recognized need to provide access to the accounting profession for individuals holding a bachelor's degree in disciplines other than accounting. Accounting has become a popular choice for a second career by many people who realized that their first career had them going nowhere, or was not as satisfying as anticipated.[7] Benefits of an accounting career sited by online accounting websites include: (1) Better than average pay, (2) The job outlook is good, and (3) It provides you with a flexible skill set.[8] An article by the New York State Society of Certified Public Accountants provides information on how various high profile state CPAs made the switch to accounting.[9] Cited challenges to making the shift to accounting include finding a work-life balance to attend classes and study and the financial challenges that accompany preparation for a new career.[10] Additionally, Roger CPA Review (a major provider of CPA exam review courses) provides a blog to address questions regarding how to enter accounting as a second career.[11] Under the topic "If you don't have a degree, enroll in a Bachelors of Accounting. Whether you have a Bachelor's or a Master's degree, the most important thing is that you have the required 150 credit hours to become a licensed CPA in most cases." Further advice in this section states "If you have a non-related degree, enroll in the Masters of Accounting even if you don't meet all the requirements. Complete the undergraduate accounting courses as part of the Master's degree."[12] We believe that the proposed program will address this need in the state to provide effective and economical preparation for second career individuals to develop their professional careers.

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?

CCSU School of Business is AACSB accredited. In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. Other than the University of Connecticut, CCSU is the only four-year comprehensive public university in Connecticut to receive this accreditation, placing CCSU among only five percent of the more than 12,000 institutions of higher learning that offer business programs to be accredited by the AACSB. This is a testimony by peer institutions that CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

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[6] Ross, F., Wells, J., and Clarke, A. *A Pipeline for Diversity,* Journal of Accountancy (August 2014). *Available at:* http://www.journalofaccountancy.com/issues/2014/aug/aicpa-diversity-20139181.html (Accessed December 14, 2016).
[7] Newquist, C. *The Definitive Guide to Accounting as a Second Career.* (October 2013). *Available at:* http://goingconcern.com/post/definitive-guide-accounting-second-career (Accessed December 15, 2016).
[8] *Id.*
[9] Gaetano, C. *How They Got Here: CPAs Who Joined the Profession Later in Life Reflect on Their Journeys,* The Trusted Professional, The Newspaper of the New York State Society of Certified Public Accountants (June 30, 2015). *Available at:* http://www.nysscpa.org/news/publications/the-trusted-professional/article/how-they-made-the-switch#sthash.u1THilkO.dpbs (Accessed December 15, 2016).
[10] *Id*.
[11] Roger CPA Review *How to Enter Accounting As a Second Career,* Roger CPA Review Blog (January 6, 2016). *Available at* https://www.rogercpareview.com/blog/how-enter-accounting-second-career. (Accessed December 15, 2016),
[12] *Id*.

Successful Launch of MBA at CCSU in 2014. In 2014, the School of Business successfully reinstituted its MBA program, and has highly accredited faculty with which to staff most courses in this program. Accounting course electives in the existing MBA program will provide synergies with the addition of the MSA program, allowing for optimal class sizes, *yet the MSA program will be distinctive by preparing candidates with accounting technical knowledge and skills specifically required for success on the CPA exam and as newly licensed CPAs.*

Successful Launch of MS in Accounting in 2016. In the fall 2016 semester, the School of Business successfully instituted a Master of Science in Accounting program by accepting 28 students directly into the program and another six (6) students into the program pending foundational courses. These six students have excelled in the foundational courses, showing the maturity and focus of returning students. For the spring 2017 semester, the program has accepted another sixteen (16) students directly into the program and another five (5) students into the program pending foundational courses.

The OCP will attract more students to the MS in Accounting program. It is anticipated that students successfully completing the OCP in Accounting will transition to the MS in Accounting program, increasing those enrollments. Therefore, a well-executed marketing plan will attract additional students to the OCP in Accounting and ultimately to the MS in Accounting program.

- 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)*

None

- Please indicate what similar programs exist in other institutions within your constituent unit [13], and how unnecessary duplication is being avoided

Presently, one graduate certificate in accounting program exists, located at University of Connecticut as well as a post-baccalaureate certificate, located at Southern Connecticut State University.

UConn. The University of Connecticut offers a graduate-level certificate conducted online, containing material combined into a four-course graduate sequence[14] Two courses are offered in the fall and two in the spring, allowing students to complete the certificate in two to four semesters (not including time to complete preliminary courses in Financial Accounting and Managerial Accounting). Applicants who have an undergraduate degree who were not accounting majors are considered for admission. The preliminary Financial and Managerial Accounting courses must be completed prior to beginning the program, since they are not available through the University of Connecticut online program.[15]

The UConn website further states that students interested in continuing to the Masters of Science in Accounting program may do so pending satisfactory academic performance (GPA of 3.00 or higher) in the program courses. Tuition costs for the program are $825 per credit hour or $9,900 for the full program, which does not include the cost of the two preliminary courses (Financial Managerial Accounting).[16]

In comparison, the proposed CCSU OCP will also be online, but will accept students with a more modest undergraduate GPA, will be significantly lower priced (at 76.8% the cost per credit hour of UConn) and will offer a preliminary online course (which

[13] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut
[14] http://accounting.business.uconn.edu/certificate/ (Accessed November 27, 2016).
[15] *Id.*
[16] *Id.*

is not part of the OCP in Accounting program) combining the concepts of Financial and Managerial Accounting . We believe that with significant demand for accountants in the state, there is adequate space for certificate programs at both institutions.

Southern Connecticut State University (SCSU). The program at SCSU, as revised, will include all education requirements, accounting and general business courses, to be licensed as a CPA. As modified, the SCSU certificate in accounting will include a total of 66 credits, including 36 accounting credits (27 required and 9 elective) plus 30 general business credits (9 required and 21 elective). Students in this post-baccalaureate certificate program will participate in existing undergraduate accounting classes.

In comparison, the proposed CCSU OCP will be a graduate-level program conducted online, offered in a four-course sequence of accounting technical courses specifically geared for success in the Masters of Science in Accounting program. Upon successful completion (GPA of 3.00 or greater) students who wish to continue with the CCSU Masters' of Science in Accounting will be accepted into that program.

The CCSU Program will also help to facilitate entrance to graduate programs of sister schools such as the SCSU MBA in Accounting and the ECSU MS in Accounting programs. The CCSU program will offer the convenience of online classes at a significantly lower price and faster track to graduate accounting programs compared to the taking of foundational courses. The CCSU OCP in Accounting program director will work in concert with sister schools, should they decide to permit graduates from this OCP to enter their MBA or MS in Accounting programs.

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

Overall demand for accounting graduates nationwide, especially with masters degrees. Recent data published in the Trends Report[17] by the American Institute of Certified Public Accountants (AICPA)[18] indicates that total demand for accounting graduates has increased in recent years, with a majority of the increase coming from masters hired. For instance, demand in 2014, the most recently surveyed year, reflected nationwide demand of 18,321 master's hires, an increase of 11% over 2012 demand of 16,557. This, compared to 2014 demand of 24,931 bachelor's hires, represents a 5% increase over 2012 numbers of 23,793.[19]

Same or increased hiring forecasted by 91% of firms. Additionally, 91 percent of CPA firms reported that they expect to hire at the same or an increased level in the following year. Larger firms are particularly optimistic about future hiring levels. All firms employing more than 200 CPAs reported their hiring will either increase or stay the same in the next year, indicating that job prospects for current enrollees in accounting programs, as well as recent graduates, remains extremely bright.[20]

Finding and retaining qualified staff are top concerns for firms. In fact, the recent AICPA Private Companies Practice Section (PCPS) released the results of its biennial CPA Firm Top Issues Survey earlier this year. In 2015,

[17] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, (August 2015) Available at: http://www.aicpa.org/interestareas/accountingeducation/newsandpublications/downloadabledocuments/2015-trendsreport.pdf (Accessed November 27, 2016).

[18] The AICPA is the national professional organization of certified public accountants, with more than 400,000 members in 145 countries in business and industry, public practice, government, education, student affiliates and international associates. It sets ethical standards for the profession and U.S. auditing standards for audits of private companies, non-profit organizations, federal, state and local governments. It also develops and grades the Uniform CPA Examination. The AICPA's founding defined accountancy as a profession characterized by educational requirements, professional standards, a code of professional ethics, and alignment with the public interest.

[19] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, *Supra.*

[20] AICPA Trends Report finds Accounting Enrollments Reach an All-Time High, (August 17, 2015), James Schiavone, AICPA. Available at: http://blog.aicpa.org/2015/08/aicpa-trends-report-finds-accounting-enrollments-reach-an-all-time-high.html#sthash.W8mU8GzP.dpbs (Accessed November 27, 2016).

finding and retaining qualified staff has emerged as the top two concerns for all firm sizes except sole practitioners.[21]

Forecasted growth in employment for accountants and auditors at 11%. In addition to the Trends report, the Bureau of Labor Statistics (BLS) 2014-2015 Occupational Outlook Handbook found that employment of accountants and auditors is expected to grow 11% (faster than the average for all occupations) from 2014 to 2024, representing an additional 142,400 jobs nationwide. The BLS Handbook notes that many accountants become CPAs to enhance their job prospects and gain clients, and that some employers prefer to hire applicants with a master's degree, which aligns with the findings of the AICPA Trends report.[22]

Largest firms require 150 credits for employment. At the same time, larger firms, specifically Big Four firms (Deloitte, E&Y, KPMG, and PWC), in addition to RSM, Grant Thorton, CohnReznick, Crowe Horwath, and Marcum (all of which have one or more offices located in Connecticut) strongly prefer to hire graduates with 150 credits, which generally involves a graduate degree.

Planned changes to the CPA exam will require higher-order thinking skills than in the past. Earlier this year, the AICPA released its *Exposure Draft: Maintaining the Relevance of the Uniform CPA Examination*[23] to reveal planned changes to the CPA exam beginning in 2017. In the Executive Summary of that document, the draft states:

> Ongoing changes in the business world and advancements in technology have impacted the accounting profession and affected the required knowledge, skills and professional responsibilities of newly licensed Certified Public Accountants (CPAs). Those professionals are required to perform more advanced tasks and contribute to increasingly complex projects earlier in their accounting careers. Professional content knowledge remains fundamental to protecting the public interest, but newly licensed CPAs must also possess:
>
> - Higher-order cognitive skills, including critical thinking, problem solving and analytical ability, as well as professional skepticism
> - A thorough understanding of professional and ethical responsibilities
> - A strong understanding of business environment and processes
> - Effective communication skills

Changes to the CPA exam align more closely to professional requirements. Research by the AICPA demonstrated that the profession supports the initiative to make meaningful changes to the Exam, to operationalize the testing of higher order skills to align more closely with the types of tasks regularly performed by newly licenses CPAs.[24]

Students are rising to the challenge nationwide. In response to increased expectations in the profession, students are responding to increased demands of the profession. Joanne Fiore, AICPA vice president of professional media, pathways and inclusion is quoted as saying:

> We saw the increase in the number of students graduating with master's degrees translating directly into increased hiring of those candidates by firms. The growing trend of specialization in the profession

[21] "How to Win the Game of Talent," Drew, J., *Journal of Accountancy,* AICPA, October 2015. P 29.
[22] http://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm (accessed November 27, 2016).
[23] "Exposure Draft: Maintaining the Relevance of the Uniform CPA Examination," AICPA, September 2015. *Available at* https://www.aicpa.org/BecomeACPA/CPAExam/nextexam/DownloadableDocuments/Next-CPA-Exam-Exposure-Draft-20150901.pdf (Accessed November 27, 2016).
[24] *Id.*

> combined with a higher level of performance expected for today's entry level CPAs has sent a strong message. Accounting students have responded to that marketplace demand by increasingly earning master's degrees and developing specialized skills to complement their strong technical base before they enter the profession.[25]

Enrollment in accounting programs anticipated to rise. Additionally, the Trends report indicates that enrollment in accounting programs has also reached record highs in 2013-14. More than 253,000 students enrolled in accounting at all levels, 5% more than in 2012-13. Universities nationwide expect this trend will continue: 97% of bachelor's programs and 70% of master's programs anticipate that enrollment will be higher than in 2013-14.[26]

Stronger growth forecast in master's degree programs. Growth in accounting enrollments is particularly notable at the master's degree level. In 2013-14, master's degree enrollments rose 19% over the 2012-13 academic year, while bachelor's degree enrollments increased by 3%. Moreover, the number of master's graduates rose by nearly one-third (31%), while the number of bachelor's graduates dropped 11%. Ms. Fiore also said:

> There has been a growing trend of specialization in the profession, as well as a higher level of performance expected for today's entry-level CPAs. Accounting students have responded to that marketplace demand by increasingly earning master's degrees and developing specialized skills to complement their strong technical base before they enter the profession.[27]

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

We anticipate a modest start to this program, with growth occurring as we market the program through Google Words and other online and social media.

We estimate no additional full-time faculty will be hired for this program. Instead, adjunct faculty will be hired to replace full time faculty who teach select courses in the program, or will be hired to teach select courses in this program.

As a result, we anticipate that program costs will be modest, and the program will be self-sustaining; the primary purpose of this program is providing a conduit of students for the Masters of Science in Accounting program and other business graduate programs throughout the CSU constituency.

[25] "How to Win the Game of Talent," Drew, J., *supra.*
[26] "Hiring at Public Accounting Firms Hits All-Time High," Courtney L. Vien, *Journal of Accountancy,* AICPA, October 2015. P 25-27.
[27] *Id.*

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)*

Overall Learning Goal/Principal Learning Outcome for the Program: [28]

Information Literacy. Information literacy initiates, sustains, and extends lifelong learning.[29] It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Information literacy is an intellectual framework for understanding, finding, evaluating, and using information – activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reading. A graduate with information literacy will have acquired the abilities to:

1. Determine the extent of information needed *(Inquiry and Analysis);*
2. Access the needed information effectively and efficiently *(Quantitative Literacy);*
3. Evaluate information and its sources critically *(Inquiry and Analysis);*
4. Incorporate selected information into one's own knowledge base *(Integrative Learning);*
5. Use information effectively to accomplish a specific purpose *(Quantitative Literacy);*
6. Understand the economic, legal, and social issues surrounding the use of information *(Ethical Reasoning);*
7. Access and use the information ethically and legally *(Ethical Reasoning); and*
8. Communicate findings to stakeholders in an effective and efficient manner *(Quantitative Literacy).*

Information literacy extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life.

1. *Accounting Knowledge.* Students will be able to demonstrate an understanding of advanced accounting issues and theories, and be able to use technologies for financial decisions and reporting. A graduate will be able to interpret and apply accounting standards to solve complex business problems.
    a. *AK1. Assessment in AC 503 – Financial Reporting II*

2. *Inquiry and Analysis.* Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. A graduate will have developed the inquiry skills to break down complex topics or issues into parts to gain a better understanding of them.
    a. *IA1. Assessment in AC 502 – Federal Income Tax*

3. *Quantitative Literacy.* Quantitative Learning, also known as numeracy or quantitative reasoning is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong quantitative literacy skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts. A graduate will have acquired the ability to understand and create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats such as words, tables, and graphs.
    a. *QL1. Assessment in AC 504 – Assurance Services*

4. *Ethical Reasoning.* Ethical reasoning is reasoning about right and wrong human conduct, requiring students to be

[28] Note that the Overall Learning Goal/Principal Learning Outcome for this Program, as well as the various individual Learning Outcomes are identical to those in the MS in Accounting programs, although the Learning Outcomes are mapped to OCP courses.
[29] *Information Literacy Competency Standards for Higher Education,* endorsed by the American Association for Higher Education (October 1999) and the Council of Independent Colleges (February 2004), available at http://www.ala.org/acrl/standards/informationliteracycompetency.

able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. A graduate's ethical self-identity will evolve as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

a. ***ER1.** Assessment in AC 501 – Financial Reporting I*

Please see the following matrix of Program courses with mapping to Learning Outcomes. Items marked with a larger and bolded "XX" indicate formal assessments are planned.[30]

COURSE NO.	COURSE TITLES	CREDITS	CORE/ ELECTIVE	INSTRUCTOR	SEMESTER	ACCOUNTING KNOWLEDGE	INQUIRY AND ANALYSIS	QUANTITATIVE LITERACY	ETHICAL REASONING
	PREREQUISITE COURSE								
AC 500	FINANCIAL AND MANAGERIAL ACCOUNTING	3	Core	TBD	Summer	X	X	X	X
	REQUIRED COURSES								
AC 501	Financial Reporting I	3	Core	TBD	Fall	x	x	x	**XXX**
AC 502	Federal Income Tax	3	Core	CRESPI	Fall	X	**XXX**	x	x
AC 503	Financial Reporting II	3	Core	TBD	Spring	**XXX**	x	x	x
AC 504	Assurance Services	3	Core	KUSAILA	Spring	x	x	**XXX**	x

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)*

Administration/Faculty Member qualified as Program Director for the MS in Accounting program: (1) tenured full-time faculty member with history of successful teaching and student engagement, (2) a strong interest in the success of the program

Identified faculty member is Monique Durant, JD, CPA, LLM; FTE load of administrative responsibilities to be included in current load of MS in Accounting Program.

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

How many new full-time faculty members, if any, will need to be hired for this program? None

What percentage of the credits in the program will they teach? Not Applicable

What percent of credits in the program will be taught by adjunct faculty? 25% - 50%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Certified Public Accountant with Master's Degree and extensive work experience

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)*

Classroom space – None. This is a completely online program.

1. Online teaching software – Licenses/Renewals/Upgrades each year for MS program faculty. Estimated cost $1K/year.
2. Advertising/Promotion for Certificate program – Online and social media advertising for student recruitment. Estimated cost $10K/year.

[30] Note that according to AACSB, assessments are required for degree seeking students but are not required for certificate programs. "Certificate programs are not included in the review process; only degree programs at the bachelors level and above. If certificate students are in any courses where learning goals are measured, then extract the data of these students from the overall data. This provides a clearer picture of degree seeking students and it gives the school a better idea of how the certificate students are doing." (Email from Lisa Frank on 12/13/2016). However, NEASC now requires assessment in certificate programs and such assessments are conducted at the course level. (Email from Lisa Frank on 12/13/2016).

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. # [31]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
AC 501 Financial Reporting I	ER1	Acceptance to the Certificate in Accounting Program[32] (Bachelor's Degree from a Regionally Accredited University or College with GPA of ≥ 2.70) *and* AC 500 – Financial and Managerial Accounting or equivalent	3			
AC 502 Federal Income Tax	IA1	Acceptance to the Certificate in Accounting Program *plus* AC 500 Financial and Managerial Accounting or Equivalents	3			
AC 503 Financial Reporting II	AK1	Acceptance to the Certificate in Accounting Program *plus* AC 501 (Financial Reporting I)	3			
AC 504 Assurance Services	QL1	Acceptance to the Certificate in Accounting Program *plus* AC 501 (Financial Reporting I). Co-Requisite: AC 503 (Financial Reporting II)	3			
Core Course Prerequisites				Elective Courses in the Field		
Bachelor's Degree from a Regionally Accredited University or College with GPA ≥ 2.70			120			
AC 500 – Financial and Managerial Accounting with a grade of B or better *or* AC 211 (Introduction to Financial Accounting) *and* AC 212 (Introduction to Managerial Accounting) *or equivalent*			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*

[31] From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application
[32] Acceptance to the Certificate in Accounting Program is a pre-requisite for each of the Certificate in Accounting Program in order to clarify that these courses are not available to undergraduate accounting majors.

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.")

CHARACTERISTICS	CERTIFICATE IN ACCOUNTING PROGRAM
1. Total Number of Credits	15 Credits
2. No. of Prerequisite Credits	3 Credits
3. No. of Core Course Credits	12 Credits
4. No. of Elective/ Specialization Credits	0 Credits
5. Theme(s)	Financial Accounting, Auditing/Assurance, and Taxation
6. Caliber of Core Courses	Accounting technical courses specifically geared for success in the Masters of Science in Accounting program. Emphasis on information literacy and lifelong learning in preparation for professional success.
7. Delivery Method	Online, learner-involved, and deep learning interaction between professors and students as well as student to student. Online learning method to accommodate working professionals.
8. Admissions Requirements	Minimum undergraduate GPA 2.7 (overall and in major) from a regionally accredited college or university (no GMAT/GRE required). GPA requirement may be waived for those with substantial work experience *or* with an advanced degree in another discipline. Resume and official transcripts for all collegiate level coursework.
9. Academic and Career Advising	Office meetings, virtual advising, Skype and other video communications.
10. Add-Ons	None.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Mary M. McCarthy	Nova Southeast (DBA)	Financial Accounting	Undergraduate, Masters Teaching
Cheryl S. Crespi	University of Connecticut (JD)	Tax Law	Undergraduate Teaching
Michelle Kusaila	University of Hartford (MSAT)	Audit/Assurance Services	Undergraduate, Masters Teaching

Connecticut Board of Regents for Higher Education

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

Institution CCSU *Date* 3/28/2017

Proposed Program Official Certificate Program (OCP) in Accounting

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)*		18		20		22
Continuing *(students progressing to credential)*						
Headcount Enrollment	0	18	0	20	0	22
Total Estimated FTE per Year	6		6.67		7.33	

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)*	$0	$77,544	$0	$86,160	$0	$94,776
Program-Specific Fees	$0	$59,400	$0	$66,000	$0	$72,600
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$136,944		$152,160		$167,376	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time -total for program)*	4	$21,468	4	$21,468	4	$21,468
Support Staff						
Library Resources Program						
Equipment *(List as needed)*	1	$1,000	1	$1,000	1	$1,000
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*	1	$10,000	1	$10,000	1	$10,000
Total ESTIMATED Expenditures		$32,468		$32,468		$32,468

** 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:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Fire Technology and Administration leading to an Associate Degree at Gateway Community College including significant modification of courses.

A True Copy:

_____

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

ITEM

Substantial modification to existing Fire Technology & Administration A.S. Degree for 61 credits.

BACKGROUND

Summary

Today's fire service has changed with regard to services provided and complexity of job duties and responsibilities. This is especially obvious with the changes of the roles and responsibilities of today's fire officers. Technological changes and the demands of leadership development, along with the ever-changing complexity of all aspects of a modern day firefighting skills, strategy's, tactics and information, requires fire officers to acclimate to the rapidly changing climate of today's fire service. Recognizing this, the National Fire Academy (NFA) responded by developing a program of study that would standardize fire science courses under the initiative called the Fire and Emergency Service Higher Education (FESHE) model. The goal of the FESHE initiative was to ensure a clear and consistent path for professional development for members of the fire service. Colleges and Universities can seek recognition from the NFA by meeting the curriculum for their associate's or bachelor's degree programs.

Need for the Program

Current demands require firefighters and fire officers stay current with modern day building construction, fire prevention systems, administrative skills, fire protection systems, and the ability to recognize the changes in the fire service that have taken place within the past decade. The fire service has changed significantly over the years with regards to the types of structure they are now facing. Advancements in technology and scientific studies have proven that today's firefighters are facing a more difficult atmosphere than their predecessors. High heat release rates, combined with lightweight construction have changed the way firefighting techniques and tactics are now being deployed.

Curriculum

Course Number & Name	Credits
FTA* 112 Introduction to Fire Tech. [1]	3
FTA* 116 Building Construction	3
FTA* 118 Fire Prevention & Inspection	3
FTA* 122 Fire Behavior/Combustion	3
FTA* 126 Safety & Survival	3
FTA* 210 Water Supply & Hydraulics	3
FTA* 212 Legal Aspects/Emergency Services	3
FTA* 216 Municipal Fire Administration	3
FTA* 217 Occupational Safety/Health/Emergency Service	3
FTA* 219 Fire Investigation I	3
FTA* 227 Fire Protection Systems	3
FTA* 229 Fire Investigation II	3
FTA* 230 Strategy & Tactics	3
BBG* 210 Business Communication	3
CHE* 111 Concepts of Chemistry	4
ECN* 101 Macroeconomics	3
ENG* 101 Composition	3
ENG* 102 or 200 Literature & Composition or Advanced Composition	3
MAT* 115 or 137 (or higher) Math for Science & Tech/Interm. Algebra or higher	3
PHL* 111 Ethics	3
[1] Waived with Firefighter I Certification	
Total	61

Students

The proposed Gateway program will be the first program to strive for National Fire Academy accreditation. Gateway Community College continues to be on the forefront of fire technology education and embraces the opportunity to promote higher education in the field of fire science by being proactive in its approach to maintain current and relative course work as recognized by national professionals and peers within our industry.

Faculty

Eric Flynn, Interim Department Chair will oversee the proposed program. Part-time faculty who are licensed firefighting professionals and will teach the courses in this program.

Learning Resources

All FTA* courses are three-credit lecture courses and do not require additional resources. Gateway already has a Firefighter 1 & 2 Certificate program so the library resources are already adequate for this program.

Facilities

The Fire Technology & Administration program will be conducted on the main campus of Gateway Community College.

Fiscal Note

Once the program is established, estimated enrollment of at least 20-25 students will pay for itself.

Accreditation:

The proposed Gateway program will be the first program to strive for National Fire Academy accreditation. Gateway Community College continues to be on the forefront of fire technology education and embraces the opportunity to promote higher education in the field of fire science by being proactive in its approach to maintain current and relative course work as recognized by national professionals and peers within our industry.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – 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. 430202 Title of CIP Code Fire Services Administration CIP Year: 2000 or 2010

Name of Program: Fire Technology & Administration

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

Certificate: *(specify type and level)*

Date Program was Initiated:

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60

Original Program Credit Distribution

Cr in Program Core Courses: 61

Cr of Electives in the Field: 0

Cr of Free Electives: 0

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

Total # Cr in the Program *(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: 24

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

x Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) A.S.

x Significant Modification of Courses/Course Substitutions

Offering of Program at Off-Campus Location (specify new location)

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

Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program: Fire Technology & Administration

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

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)*: 61

Other:

Modified Program Credit Distribution

Cr in Program Core Courses: 61

Cr of Electives in the Field:

Cr of Free Electives:

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

Total # Cr in the Program *(sum of all #Cr above)*: 61

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: National Fire Academy Accreditation - 2017
- If program prepares graduates eligibility to state/professional license, please identify: Graduates will be eligible to earn a National Fire Certificate of Completion and use this to transfer credits to any Fire and Emergency Service Higher Education (FESHE) accredited institution.

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

[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*

Institutional Contact for this Proposal: Mark Kosinski	Title: Academic Dean	Tel.: 203-285-2077 e-mail: mkosinski@gatewayct.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) Log of BOR Steps Towards Program Approval:	Title of CIP Code
Nature and Resolution number for BOR Approval: Conditions for Approval (if any)	Date of Approval:

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

Today's fire service has changed with regard to services provided and complexity of job duties and responsibilities. This is especially obvious with the changes of the roles and responsibilities of today's fire officers. Technological changes and the demands of leadership development, along with the ever-changing complexity of all aspects of a modern day firefighting skills, strategy's, tactics and information, requires fire officers to acclimate to the rapidly changing climate of today's fire service. Recognizing this, the National Fire Academy (NFA) responded by developing a program of study that would standardize fire science courses under the initiative called the Fire and Emergency Service Higher Education (FESHE) model. The goal of the FESHE initiative was to ensure a clear and consistent path for professional development for members of the fire service. Colleges and Universities can seek recognition from the NFA by meeting the curriculum for their associate's or bachelor's degree programs.

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)*

Current demands require firefighters and fire officers stay current with modern day building construction, fire prevention systems, administrative skills, fire protection systems, and the ability to recognize the changes in the fire service that have taken place within the past decade. The fire service has changed significantly over the years with regards to the types of structure they are now facing. Advancements in technology and scientific studies have proven that today's firefighters are facing a more difficult atmosphere than their predecessors. High heat release rates, combined with lightweight construction have changed the way firefighting techniques and tactics are now being deployed. Technological changes in fire prevention and control have addressed many issues associated with today's fire science environment. It is imperative that firefighters have the means to educate themselves to become better leaders by understanding the rapidly changing environment in which they work.

- 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?

Gateway Community College is in a very advantageous position to offer studies in fire and emergency service education. The curriculum in fire science is well established and has been in existence since the early 1980's. The geographical location of the facility is central to the largest area of both career and volunteer fire department's within the State of Connecticut. New Haven is centrally located and accessible to many of the projected student base for which this program is designed. The college already has strong community and professional relationships with the regional fire departments and training academies. GCC has been on the forefront of many initiatives for the enhancement and promotion of educating individuals for careers and advancement within the fire service. The college has been instrumental in the development of ground breaking opportunities that provide programs which trains and prepares individuals for employment opportunities in the fire and emergency medical services. Gateway's central location within the state and the populist surrounding the college will enable it to draw from a vast array of both potential students and highly qualified instructors. Fire departments in New Haven County, both career and volunteer, continue to search for individuals with higher education in the field of fire service to continue building leaders of the future.

- 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)*

Currently, the University of New Haven is undergoing the accreditation process for its Bachelors of Science in Fire Technology program. Graduates from this program at GCC will be able to transfer all course work to the University of New Haven. This program of study will produce graduates who are well-prepared to improve the quality of fire and emergency service delivery now and in the future. Once recognized by the NFA as an accredited institution, a student can complete a course within the FESHE curriculum and achieve a National Fire Certificate of Completion and transfer those credits to any other nationally

FESHE accredited institution. No similar coursework is needed, the standard has been met.

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

Naugatuck Valley Community College and Capital Community College continue to offer curriculum based on older model core courses. Other programs that exist are a combination of a level of patient care certification, such as Emergency Medical Technician (EMT) and some general course offerings to round out their associate's degree.

The proposed Gateway program will be the first program to strive for National Fire Academy accreditation. Gateway Community College continues to be on the forefront of fire technology education and embraces the opportunity to promote higher education in the field of fire science by being proactive in its approach to maintain current and relative course work as recognized by national professionals and peers within our industry.

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

According to the Bureau of Labor Statistics, employment of firefighters is projected to grow 5 percent from 2014 to 2024. Prospective firefighters will likely face strong competition for jobs and a post-secondary degree from accredited colleges in fire science and technology will give the employment prospect an increased advantage through the hiring process. In addition, jobs in fire inspection and fire protection are projected to grow by 6% and 11% respectively. These figures are also confirmed by the Bureau of Labor Statistics.

The program in Fire Technology and Administration is designed to provide advanced training and education that develops competent leaders in fire protection, prevention, and administration. It also provides training and education for personnel of insurance companies and industries involved in fire prevention, and protection practices. Working in career and volunteer fire departments, local, state and federal government agencies, industry, architectural and construction firm, insurance organizations, and related groups, the fire technologist knows the need for fire prevention activities, the necessity to educate both children and adults in fire safety, and the importance of enforcing fire prevention codes.

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.*

Seven FTA* courses required in the current program will remain but several courses will require updating of course objectives and titles. An additional six courses will be developed and required as part of the degree. This updated curriculum meets the requirements of the NFA and the FESHE model.

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

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year __14__		First Term, Year _15___		First Term, Year _16___	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers		1		1	1	1
New Students	8	4	8	2	6	2
Returning Students	10	5	8	11	13	6
ACTUAL Headcount Enrollment	21	11	17	16	21	11
ACTUAL FTE per Year	24.7		22.3		24.7	
Size of Credentialed Group for Given Year						

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

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		
FTA* 112 Introduction to Fire Tech. [1]			3			
FTA* 116 Building Construction			3			
FTA* 118 Fire Prevention & Inspection			3			
FTA* 122 Fire Behavior/Combustion			3			
FTA* 126 Safety & Survival			3			
FTA* 210 Water Supply & Hydraulics			3			
FTA* 212 Legal Aspects/Emg. Svcs.			3			
FTA* 216 Municipal Fire Administration			3			
FTA* 217 Occup. Safety/Hlth/Emg. Svc.			3			
FTA* 219 Fire Investigation I			3			
FTA* 227 Fire Protection Systems			3			
FTA* 229 Fire Investigation II			3			
FTA* 230 Strategy & Tactics			3			
BBG* 210 Business Communication			3			
CHE* 111 Concepts of Chemistry		MAT* 115 or 137	4			
ECN* 101 Macroeconomics			3			
ENG* 101 Composition			3			
ENG* 102 or 200 Literature & Composition or Advanced Composition			3			
MAT* 115 or 137 (or higher) Math for Science & Tech./Interm. Algebra or higher			3			
PHL* 111 Ethics			3			
[1] Waived with Firefighter I Certification						
			61			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

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

1. Identify various classifications of building construction
2. Identify the fundamental theories of fire behavior and combustion
3. Identify laws, codes, ordinances, and regulations as they relate to fire preventions
4. Identify and describe various types and uses of fire protection systems
5. Describe the components and development of the fire and emergency services
6. Identify and explain the 16 life safety initiatives

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)

[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

CT Board of Regents for Higher Education

ACCREDITATION OF A LICENSED PROGRAM - **RESOURCES AND COST ESTIMATES** 1/20/12 Form

Institution Gateway Community College *Date* 5/19/2017

Licensed Program Fire Technology & Administration

ACTUAL 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		1		1	1	1
New Students	8	4	8	2	6	2
Returning Students	10	5	8	11	13	6
ACTUAL Headcount Enrollment	21	11	17	16	21	11
ACTUAL FTE per Year	24.7		22.3		24.7	
PROJECTED FTE *(at Licensing)*						
ACTUAL-PROJECTED						
Size of First Credentialed Group	35		Date of Award of First Credential		5/1/2017	

Estimated 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)*	$41,076	$10,758	$33,252	$15,648	$41,076	$10,758
Program Specific Fees (Lab Fee $84/crs)		$0		$0		$0
Other Rev. *(Annotate in text box*						
ACTUAL Program Revenue	$51,834		$48,900		$51,834	
PROJECTED Rev. *(at Licensing)*						
Dif. ACTUAL-PROJECTED						

*Svce & Activity Fees: Fall ($153), Intern ($77), Spring ($168)/ per student

Estimated Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	P/T Coordinator	$16,320	P/T Coordinator	$16,320	P/T Coordinator	$16,320
Faculty *(full-time, total for program)*	0	$0	0	$0	0	$0
Faculty *(Total for program)*	5	$26,500	5	$26,500	5	$26,500
Support Staff						
Library Resources Program						
Equipment *(List if needed)*						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintanance)						
Total Annual Expenditures		$42,820		$42,820		$42,820

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

Please provide any necessary annotations: Currently, a P/T Coordinator is contracted to facilitate the program at an annual cost of $16,320. There would be one PTL assigned to each FTA course per semester. Expenditure would be the rate of pay per PTL x the number of credits (all FTA courses are 3 credits).

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Connecticut Parenting Educator Credential leading to a certificate at Charter Oak State College including removing the Provisional Certificate.

A True Copy:

_____

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

ITEM
Charter Oak State College—Program Modification for Connecticut Parenting Educator Credential—Provisional Level

BACKGROUND
Summary
Charter Oak State College developed the Connecticut Parenting Educator Credential in conjunction with the Connecticut Parenting Educator Network (CT-PEN). The credential has five levels—provisional level and levels 1 through 4. CT-PEN has determined that the provisional level is no longer needed. Therefore, the modification is to remove the provisional level.

Need for the Program
There is no longer a need for the provisional level.

Curriculum
Content from the provisional level is covered in level 1.

Students
There are no students currently seeking that level. The three students who were in the provisional level have move to level 1.

Faculty
No change

Learning Resources
NA

Facilities
NA

Fiscal Note
NA

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

Accreditation:
NA

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: Charter Oak State College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: March 2017, 10 Year	
Original Program Characteristics CIP Code No. 19.0799 Title of CIP Code Human Dev., Family Studies, or Related Services CIP Year: 2010 or Name of Program: Connecticut Parenting Educator Credential-Provisional Level Degree: Title of Award *(e.g. Master of Arts)* Certificate Certificate: *(specify type and level)* Undergrad Date Program was Initiated: 2011 Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: Non-credit	Original Program Credit Distribution NA (See explanation for requirements at each level.) # Cr in Program Core Courses: # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
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 : Deleting one level of certification	
Modified Program Characteristics Name of Program: Connecticut Parenting Educator Credential-Provisional Level Degree: Title of Award *(e.g. Master of Arts* Certificate [1]: *(specify type and level)* Program Initiation Date: Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: Other: Removing the provisional level	Modified Program Credit Distribution NA # Cr in Program Core Courses: # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements *(include internship, etc* Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: Connecticut Parenting Educators Credential—Provisional Level CIP: 19.0799 DHE# (if available): 16815 Accreditation Date: 9/15/2011- Offered Program Phase Out Period: No one in this level Date of Program Termination Summer 2017	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Main campus	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • 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)*	

[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*

Institutional Contact for this Proposal: Shirley Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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) Log of BOR Steps Towards Program Approval:	Title of CIP Code
Nature and Resolution number for BOR Approval: Conditions for Approval (if any)	Date of Approval:

Charter Oak developed the Connecticut Parenting Educator credential in conjunction with the Connecticut Parenting Educator Network (CT-PEN). The credential has five levels—provisional and levels 1 through 4. The levels are competency-based and can be met in various ways. CT-PEN has determined that there is no longer a need for the 'provisional" level and has asked that it be deleted. There are no students currently seeking the provisional level. The three students that were in it have moved to level 1.

LEVEL	MINIMUM EDUCATION REQUIREMENTS	EXPERIENCE REQUIREMENTS	PARENTING EDUCATOR REQUIREMENTS	RENEWAL
PROVISIONAL	High School Diploma (or GED)	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator; and receiving direct supervision and observation on a regular basis	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum	Non-Renewable Expires in 4 years (You can move up to a higher level by completing additional education requirements)
LEVEL ONE	High School Diploma (or GED)	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator; and receiving direct supervision and observation on a regular basis	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education
LEVEL TWO	AA/AS Degree	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if AA/AS is in related field; 2 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education

[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.

LEVEL THREE	BA/BS Degree	2 years supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if BA/BS is in related field; 4 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education
LEVEL FOUR	MA/MS Degree or higher	2 years supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if MA/MS is in related field; 4 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Connecticut Parenting Educator Credential leading to a certificate at Charter Oak State College including modifying the curriculum from 12 credits to 9 credits.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM
Charter Oak State College—Program Modification for Connecticut Parenting Educator Credential

BACKGROUND
Summary
Charter Oak State College developed the Connecticut Parenting Educator Credential in conjunction with the Connecticut Parenting Educator Network (CT-PEN). The credential has four levels—levels 1 through 4. Levels 1-4 currently require 12 credits. The curriculum has changed to embed Adult Learning/Theory in all of the courses, thus reducing the 12 credits to 9.

Need for the Program
The need continues.

Curriculum
The curriculum has changed to embed Adult Learning/Theory in all of the courses, thus reducing the 12 credits to 9.

Students
No change

Faculty
No change

Learning Resources
NA

Facilities
NA

Fiscal Note
NA

Review of Documents:

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

Accreditation:
NA

09/08/17 – Academic and Student Affairs Committee
09/19/17 – 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: Charter Oak State College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: March 2017, 10 Year	
Original Program Characteristics CIP Code No. 19.0799 Title of CIP Code Human Dev., Family Studies, or Related Services CIP Year: 2010 or Name of Program: Connecticut Parenting Educator Credential—levels 1-4 Degree: Title of Award *(e.g. Master of Arts)* Certificate Certificate: *(specify type and level)* Undergrad Date Program was Initiated: 2011 Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*:	Original Program Credit Distribution (See explanation for requirements at each level.) # Cr in Program Core Courses: 12 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 12
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) X Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title : Deleting one level of certification	
Modified Program Characteristics Name of Program: Connecticut Parenting Educator Credential –Levels 1-4 Degree: Title of Award *(e.g. Master of Arts* Certificate [1]: *(specify type and level)* undergrad Program Initiation Date: Summer 2017 Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 9 Other: Removing the provisional level	Modified Program Credit Distribution NA # Cr in Program Core Courses: 9 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements *(include internship, etc* Total # Cr in the Program *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 9
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: 9 CIP: 9DHE# (if available): Accreditation Date: Phase Out Period: No one in this level Date of Program Termination Summer 2017	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Main campus	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • 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: Shirley Adams	Title: Provost | Tel.: 860-515-3836

[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.

		e-mail: sadams@charteroak.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) Log of BOR Steps Towards Program Approval:	Title of CIP Code
Nature and Resolution number for BOR Approval: Conditions for Approval (if any)	Date of Approval:

Charter Oak developed the Connecticut Parenting Educator credential in conjunction with the Connecticut Parenting Educator Network (CT-PEN). The credential has five levels—provisional and levels 1 through 4. The levels are competency-based and can be met in various ways. Levels 1-4 currently require 12 credits. The curriculum has changed to embed Adult Learning/Theory in all of the courses, thus reducing the 12 credits to 9.

Current Requirements:

Levels 1, 2, 3 & 4 require 3 credits or equivalent in each of the following areas (for a total of 12 credits): • Lifespan/Human Development (e.g., Infancy, Childhood, Adolescence, Adulthood) • Family Systems (e.g., Family Dynamics, Work and Family, Single, Divorced, and Blended Families) • Group Process/Communication (e.g., Interpersonal / Family Communications, Theory of Group Management, Group Dynamics) • Adult Learning Theory and Methods (e.g., Learning Theory, Managing Learning Environments; Engaged Learning)

LEVEL	MINIMUM EDUCATION REQUIREMENTS	EXPERIENCE REQUIREMENTS	PARENTING EDUCATOR REQUIREMENTS	RENEWAL
PROVISIONAL	High School Diploma (or GED)	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator; and receiving direct supervision and observation on a regular basis	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum	Non-Renewable Expires in 4 years (You can move up to a higher level by completing additional education requirements)
LEVEL ONE	High School Diploma (or GED)	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator; and receiving direct supervision and observation on a regular basis	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education

[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.

LEVEL TWO	AA/AS Degree	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if AA/AS is in related field; 2 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education
LEVEL THREE	BA/BS Degree	2 years supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if BA/BS is in related field; 4 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education
LEVEL FOUR	MA/MS Degree or higher	2 years supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if MA/MS is in related field; 4 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Twelve (12) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education

Modification Requirements:

Levels 1, 2, 3 & 4 require 3 credits or equivalent in each of the following areas (for a total of 9 credits): • Lifespan/Human Development (e.g., Infancy, Childhood, Adolescence, Adulthood) • Family Systems (e.g., Family Dynamics, Work and Family, Single, Divorced, and Blended Families) • Group Process/Communication (e.g., Interpersonal / Family Communications, Theory of Group Management, Group Dynamics)

LEVEL	MINIMUM EDUCATION REQUIREMENTS	EXPERIENCE REQUIREMENTS	PARENTING EDUCATOR REQUIREMENTS	RENEWAL
LEVEL ONE	High School Diploma (or GED)	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator; and receiving direct supervision and observation on a regular basis	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Nine (9) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education

LEVEL TWO	AA/AS Degree	One year supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if AA/AS is in related field; 2 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Nine (9) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education
LEVEL THREE	BA/BS Degree	2 years supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if BA/BS is in related field; 4 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Nine (9) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education
LEVEL FOUR	MA/MS Degree or higher	2 years supervised experience (full-time: 35 hrs/wk, or equivalent) as a parenting educator if MA/MS is in related field; 4 years as a parenting educator if in unrelated field	Non-Credit online course in Fundamentals of Parenting Education Training in one research-based parenting education curriculum Nine (9) credits or equivalent in the required subject areas	Renew every 3 years Requirements: 45 hours of documented professional development related to parenting education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Accounting leading to a Post-baccalaureate Certificate at Southern Connecticut State University including significant modification of program credits to 59 credits or more (C4 Certificate).

A True Copy:

_____

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

ITEM
Modification of a program in Accounting leading to a Post-baccalaureate Certificate at Southern Connecticut State University of 59 credits or more (C4 Certificate).

BACKGROUND
Summary

The requested modification **from** a Post-baccalaureate Certificate of 15 to 30 credits (C2) **to** a Post-baccalaureate Certificate of 59 credits or more (C4) does not represent a curricular change, but rather a clarification of the total accounting and general business education credits required to be a licensed CPA. The change will bring the Certificate in Accounting into compliance with U.S. Department of Education Gainful Employment regulations, which require programs to provide comprehensive preparation for their intended outcome; in this case becoming a CPA. The original program included only the accounting credits necessary to sit for the CPA exam while the revised program includes all education requirements, accounting and general business courses, to be licensed as a CPA.

Need for the Program

There is tremendous demand for Certified Public Accountants (CPAs). The Bureau of Labor Statistics predicts employment of accounting and auditors will grow by 22 percent between 2008 and 2018—much faster than the average for other occupations. Another reason young CPAs will be in demand is the great exodus of soon-to-be retired CPAs.

The Post-baccalaureate Certificate in Accounting is designed for individuals interested in pursuing a career in accounting who currently hold a Bachelor's degree from a regionally accredited college in a discipline other than accounting.

Curriculum

As modified from a C2 to a C4 Post-baccalaureate Certificate, the Accounting program includes a total of 66 credits:

Required credits-- 27 required credits in accounting and 9 credits of required courses in general business*.

Elective credits -- 9 credits of accounting electives and up to 30 credits in general business electives*.

(*General business classes, both required and elective, may be waived for students with undergraduate or graduate degrees in business.)

	Accounting	General Business	Total
Required credits	27	9	36
Elective credits	9	21	30
	36	30	66

The program meets the first of the following four requirements to be licensed as a CPA:

1. Education --- A bachelor's degree in any discipline, 36 credits in accounting, 30 credits in general business and 150 credit hours in total.
2. Exam - Passing the standardized uniform CPA Exam.
3. Experience - Practical Experience working for a licensed CPA.
4. Ethics – Passing the AICPA Professional Ethics for CPAs.

Students

Students enroll in existing undergraduate accounting classes with enrollment capacity.

Faculty

A faculty coordinator receives 3 credits release time for the fall and spring semesters and 2 credits of summer compensation.

Learning Resources

The revised program includes all education requirements to be licensed as a CPA.

Facilities

Courses are delivered onground at SCSU.

Fiscal Note

Students enroll in existing undergraduate accounting classes with enrollment capacity. As a result, no incremental faculty costs are incurred to service this program.

Review of Documents:

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

Accreditation:

AACSB accreditation is in process; expected 2019

09/08/17 – Academic and Student Affairs Committee
09/19/17 – 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: 7/24/17

Most Recent NEASC Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017

Original Program Characteristics

CIP Code No. 520301

Title of CIP Code Accounting CIP Year: 2010

Name of Program: Certificate in Accounting

Certificate: *(specify type and level)*

Post-baccalaureate C2 certificate of 15-30 credits

Date Program was Initiated: Fall 2014

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)*: 27

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.):*

Total # Cr in the Program *(sum of all #Cr above)*: 27

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 27

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

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

x Significant Modification of Courses/Course Substitutions

Offering of Program at Off-Campus Location (specify new location)

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

Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program:

Post-baccalaureate Certificate in Accounting

Certificate [1]: *(specify type and level)*

Post-baccalaureate C4 certificate of 59 credits or more

Program Initiation Date: spring 2016

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 27-66

Modified Program Credit Distribution

Cr in Program Core Courses: 36

Cr of Electives in the Field: 30

Cr of Free Electives:

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

Total # Cr in the Program *(sum of all #Cr above)*: 27-66

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 66

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

Program Discontinued: Graduate C2 Certificate in Accounting CIP: 520301 DHE# (if available): 017691 & 017692 Accreditation Date: N/A

Phase Out Period complete Date of Program Termination spring 2017

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB 2019
- If program prepares graduates eligibility to state/professional license, please identify: CT CPA

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

Institutional Contact for this Proposal: Robert Prezant	Title: Provost	Tel.: 203-392-5350 e-mail: prezantr1@southernct.edu

[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*

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*	
BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. [2] (if applicable) 520301	Title of CIP Code Accounting
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.

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SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale *The program is being modified to comply with the U.S. Department of Education Gainful Employment regulations which requires programs provide comprehensive preparation for their intended outcome; in this case becoming a CPA. The original program included only the accounting credits necessary **to sit** for the CPA exam while the revised program includes all education requirements, accounting and general business courses, **to be licensed** as a CPA.*

As modified, the Certificate in Accounting program includes a total of 66 credits-
Required courses -- 27 required credits in accounting and up to 9 credits required courses in general business.

Elective credits to be chosen as follows: 9 credits of accounting electives and up to 30 credits in general business electives.
(General business classes, both required and elective, may be waived for students with undergraduate or graduate degrees in business)

	Accounting	*General Business*	*Total*
Required credits	*27*	*9*	*36*
Elective credits	*9*	*21*	*30*
	36	*30*	*66*

The program meets the first of the following four requirements to be licensed as a CPA:

1. *Education --- A bachelor's degree in any discipline, 36 credits in accounting, 30 credits in general business and 150 credit hours in total.*
2. *Exam - Passing the standardized uniform CPA Exam.*
3. *Experience - Practical Experience working for a licensed CPA.*
4. Ethics – Passing the AICPA Professional Ethics for CPAs.

Description of Modification

The requested modification does not represent curricular changes but rather a clarification of total accounting and general business education credits required to be a licensed CPA. The change will bring the Certificate in Accounting in compliance with U.S. Department of Education Gainful Employment requirements.

Description of Resources Needed

From the Attached Resources and Cost Estimates, we expect approximately 42 students to be enrolled in the Certificate in Accounting Program at the end of the 3rd fiscal year (i.e., fiscal year 2017). These students participate in existing undergraduate accounting classes. As a result, no incremental faculty costs are incurred to service this program.

Please note a coordinator was included in this budget in the form of release time for the fall and spring semesters and 2 credits of summer compensation. (The summer compensation was computed as follows:

Sessions A and B – 10 weeks * 9 hours per week or 90 hours which equates to 1 credit in session A and 1 credit in session B.) This was not included in the original application but was added as a result of the higher than expected enrollment and workload for faculty. Intensive advisement is required of students in the program because many are non-business majors. In addition, significant time is required to respond to prospective students requesting information regarding the program.

Other Considerations

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Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year __2014__		First Term, Year ___2015_		First Term, Year ___2016_	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	1	6	2	5	0	6
Returning Students		2	4	7	4	10
ACTUAL Headcount Enrollment	1	8	6	12	4	16
ACTUAL FTE per Year	10.67		19.58		17.83	
Size of Credentialed Group for Given Year						

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Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*[3]						
Course Number and Name [4]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Required Accounting Courses:				Required Business Courses**:		
ACC 200 Financial Accounting	1	Sophomore status	3	ECO 100 and 101		6
ACC 202 Accounting Spreadsheet Applications	5	Co-requisite ACC 200	1	FIN 300		3
ACC 210 Managerial Accounting for Majors	3,5	ACC 200	3	Subtotal		9
ACC 310 Intermediate Accounting I	1,2	ACC 200	4			
ACC 311 Intermediate Accounting II	2	ACC 310	4			
ACC 350 Federal Income Taxation	4	Junior status	3			
ACC 370 Accounting Information Systems	1,5	ACC 220	3			
ACC 410 Advanced Accounting	2	ACC 311	3			
ACC 461 Auditing	6	ACC 311	3			
Subtotal			27			
Elective Accounting Courses: Choose any 9 credits (3 courses) from the following:			9	Elective Business Courses: Choose any 21 credits (7 courses) from the following:		
ACC 351 Federal Income Taxation	4	ACC 350		MGT 100,200,300,301,305,335,345,361, 385,398,400,402,403,412,414,415,418,425,430, 450,451,460,497,498,499		
ACC 380 Fraud and Forensic Accounting	2	ACC 311		MIS 200,260,365,370,371,375,380,400, 430,460, 470,497		
ACC 497 Internship	1,2,3,4,5	Senior Status		ECO - 200,201,270,303,304,307, 311,321,334,340,350,351,353, 398,450,497, 499,		
ACC 450 Accounting Capstone	2	ACC 410, ACC 424		FIN -340,341,343,345,346,347, 348,398,432,457,460,470,497,499		
ACC 424 International Accounting	2	ACC 311		MKT 200, 221,325,327,330, 331,332,334,335,336,338,340, 341,350,396,397,398,420,450, 497,498,499		
MBA Accounting Electives*		575,576,577,578,579,580,581		MBA 500,501,502,503,504,505,506,507*		21
Total Accounting			36	Total General Business		30
Core Course Prerequisites				Elective Courses in the Field		

*Students may utilize up to 9 credits of MBA courses towards the Certificate Program.

**Up to 30 credits of general business credits may be waived on a case-by-case basis for applicants who hold undergraduate or graduate degrees in business completing equivalent course work.

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. Knowledge of the Accounting Cycle- each student will demonstrate knowledge of the accounting cycle which includes the identification and analysis of source documents, preparation of journal entries and adjusting journal entries, preparation of ledger and t-accounts and preparation of financial statements.

2. Knowledge of Sophisticated Financial Accounting Topics - each student will demonstrate a knowledge of the following sophisticated financial accounting topics:

a. Business combinations
b. Governmental Accounting
c. Partnership Accounting
d. Advanced financial accounting topics including accounting for:
    a. Leases
    b. Deferred income taxes
    c. Pensions
    d. Investments
    e. Long-term liabilities
    f. Earnings per share

3. Ability to evaluate financial results – each student will develop skills necessary to evaluate financial results through examination of relevant data (i.e., income statement, balance sheet, cash flow statement and budgets).

a. Cost-volume profit analysis
b. Product costing
c. Budget reports
d. Standard costs and variance analysis
e. Process and job order costing
f. Activity based costing
g. Balanced scorecard

4. Ability to prepare a federal individual tax return – each student will understand the concepts necessary to prepare a federal income tax return including determination of taxable income, calculation of deductions and losses, depreciation and cost recovery, property transactions and tax credits.

5. Ability to use current technology – each student will develop proficiency in using spreadsheet programs (e.g., excel).

6. Knowledge of Auditing Principles and Techniques – each student will understand the Audit risk model, planning and performing audits, audit reports, auditor's responsibility for fraud detection and reporting and an overall understanding of the audit process

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Institution Southern Connecticut State University *Date* 10/19/2015

Licensed Program Certificate in Accounting

ACTUAL 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						
New Students		17		19		21
Returning Students				17		21
ACTUAL Headcount Enrollment	0	17	0	36	0	42
ACTUAL FTE per Year	17		36		42	
PROJECTED FTE *(at Licensing)*	9		14		19	
ACTUAL-PROJECTED	8		22		23	
Size of First Credentialed Group			Date of Award of First Credential		Dec-15	

Estimated 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)*		$223,125		$313,125		$354,375
Program Specific Fees		$2,805		$4,070		$4,620
Other Rev. *(Annotate in text box below)*						
ACTUAL Program Revenue	$225,930		$317,195		$358,995	
PROJECTED Rev. *(at Licensing)*	$118,125		$183,750		$249,375	
Dif. ACTUAL-PROJECTED	$107,805		$133,445		$109,620	

Estimated Expenditures*	Year 1		Year 2		Year 3	
	Number	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Program Coordinator) 3 credits realease time per semester and 2 credits non-teaching adjunct for Summer @ $1,954 per credit plus 40% fringe				$21,885		$21,885
Faculty						
Support Staff						
Equipment *(List if needed)*						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)				$4,377		$4,377
Total Annual Expenditures		$0		$26,262		$26,262

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

Please provide any necessary annotations:

Assumptions: Second Co-hort will consist of 17 students and increase by 2 students each year. Program starts each Fall and consists of 4 semesters: Fall 1, Spring, Summer A&B & Fall 2. Additional teaching costs are not incurred; the classes that these new students will be taking are already offered at Southern, and there is currently enough available capacity to absorb these additional students. Therefore, additional **teaching** costs ARE NOT REQUIRED. Expenses reflect release time plus 20% overhead. Budget is conservative based on assumption of 27 credit program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new Public Utilities Management pathway provided by Gateway Community College and Southern Connecticut State University for a period of three years until September 30, 2020. The pathway includes a new Associate's degree in Public Utilities Management (Gateway) and a new Public Utilities Management specialization within the existing Bachelor of Science degree in Business Administration (Southern).

A True Copy:

_____

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Public Utilities Management leading to an Associate of Science (AS) degree at Gateway Community College and a Bachelor of Science (BS) degree at Southern Connecticut State University for a period of three years until December 30, 2018.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Correction of the original CT BOR HE resolution approving the licensure of a new program in Public Utilities Management provided by Gateway Community College and Southern Connecticut State University to reflect that the pathway is comprised of a new Associate's degree in Public Utilities Management (Gateway) and a new Public Utilities Management specialization in the existing Bachelor of Science degree in Business Administration (Southern).

BACKGROUND

Summary

Correction of the original CT BOR HE resolution

From

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Public Utilities Management leading to an Associate of Science (AS) degree at Gateway Community College and a Bachelor of Science (BS) degree at Southern Connecticut State University for a period of three years until December 30, 2018.

To

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new Public Utilities Management pathway provided by Gateway Community College and Southern Connecticut State University for a period of three years until September 30, 2020. The pathway includes a new Associate's degree in Public Utilities Management (Gateway) and a new Public Utilities Management specialization within the existing Bachelor of Science degree in Business Administration (Southern).

Need for the Program

Please see original November 20, 2015 – BOR-Academic and Student Affairs Committee staff report.

Curriculum

Please see original November 20, 2015 – BOR-Academic and Student Affairs Committee staff report.

Students

Please see original November 20, 2015 – BOR-Academic and Student Affairs Committee staff report.

Faculty

Please see original November 20, 2015 – BOR-Academic and Student Affairs Committee staff report.

Learning Resources

Please see original November 20, 2015 – BOR-Academic and Student Affairs Committee staff report.

Facilities

Please see original November 20, 2015 – BOR-Academic and Student Affairs Committee staff report.

Fiscal Note

Please see original November 20, 2015 – BOR-Academic and Student Affairs Committee staff report.

Review of Documents:

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

Accreditation:

SCSU is pursuing AACSB accreditation, expected 2019

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM: Licensure of a Public Utility Management pathway provided by Gateway Community College and Southern Connecticut State University. The pathway includes an Associate's degree in Public Utility Management (Gateway) and a Bachelor of Science degree in Business Administration with a specialization in Public Utility Management (Southern).

BACKGROUND

Summary

The proposal for a new Public Utility Management pathway, as submitted by Southern Connecticut State University and Gateway Community College, was developed collaboratively in direct response to currently unmet educational and employment needs within the State of Connecticut. The regional utility companies are anticipating that within the next five years, nearly one-third (1/3rd) or more of their workforce will be eligible to retire, thus creating a pressing need for qualified new employees. The retirement statistics for utility company executives are even more alarming, with nearly two-thirds (2/3rds) of currently employed managers approaching eligibility within the same timeframe.

Both institutions collaborated with the Regional Water Authority to assemble an advisory committee of industry representatives to gather feedback on their most pressing hiring needs, priority skills for new employees, and a list of departments facing the greatest impact from these retirements. Shortly following the first meeting, faculty and staff at Gateway and Southern began meeting regularly to develop unique and complementary program curricula to address the workforce needs identified by the advisory board members.

Students will begin their educational track at Gateway where they will obtain an Associate's Degree in Public Utility Management and finish their education at Southern with a Bachelor's of Science (B.S.) in Business Administration with a specialization in Public Utility Management. Conversations within the advisory committee spurred both institutions to create a series of specialized certificates as potential on-ramps for participants to either continue their degree progression or transition directly into the workforce. Both Gateway and Southern have designed unique certificate programs that address technical and managerial skill development respectively. When combined, the program curriculum focuses equal attention on the need for prospective employees to possess solid technical expertise, as well as formal business education, as part of a collaborative talent management effort to fill the void of impending retirements.

Need for the Program

The nature of public utility operations is rapidly changing in the New England region as the industry faces the common challenges of an aging workforce, looming retirements, aging infrastructure, additional regulations, and heightened financial burdens. These are shared concerns across all public utilities and represent national challenges. According to the Water Research Foundation (WRF), a national, non-profit water utility research organization, the water industry will face the following challenges – which align with those of all other utilities –

1) The average age of the water utility worker is higher than those working in manufacturing.
2) A large percentage of utility workers are within ten (10) years of retirement.
3) Increasing plant automation requires that replacement hires be more technically competent.
4) The pool of desirable and competent workers is shallow, making it difficult to find replacements.
5) Retirement of senior personnel is likely to result in the loss of valuable institutional knowledge.

The proposed Public Utility Management pathway helps to address the challenges listed above on several levels. First and foremost, it raises the visibility of this career pathway within the New England region. Both Gateway and Southern plan to work very closely with industry representatives on an outreach plan that includes current employers, high schools, guidance counselors, and community members throughout the region. Secondly, the educational on-ramps (certificates, associate's and bachelor's degrees) are flexible enough to serve the needs of current employees seeking career advancement, as well as younger students interested in learning more about the industry and entering a field with a wide array of career options. Industry research, combined with feedback from advisory committee representatives, clearly indicates that this new educational degree program must be crafted with the intent of developing a pool of qualified employees with both management and technical knowledge. The 2+2 format will allow prospective students to explore the more technical classes while at Gateway before transitioning to Southern for their business education classes. This will open up a variety of career pathways and unique options depending upon the desires of the student.

Curriculum

Please see *Appendix A*, which includes detailed information on courses, prerequisites, and learning outcomes with the Associate and Bachelor's degree programs.

Students

The Public Utility Management pathway is intended to provide prospective students, including high school graduates, community college students, transfer students, currently matriculated students at Southern, and those currently employed in the utility industry, with a wide variety of career options in the field. The utility industry offers an array of career tracks for those with a strong technical background combined with an aptitude in business, marketing, accounting, information technology, data analysis, and/or office administration.

Southern and Gateway conducted an industry survey of advisory committee members to gather feedback on the types of career opportunities for which graduates of this program would be well qualified. The departments facing the most pressing hiring needs include: customer service, field operations, employee relations, information technology, purchasing and finance, and quality assurance. Average salaries range between $55,600 - $75,833 depending upon an applicant's level of experience and educational background.

Gateway Community College based their enrollment projections on the current headcount within their certificate programs, prospective new students from high school, and feedback from advisory committee members on the number of current employees who would be interested in additional education. Southern Connecticut State University planned their enrollment projections on the number of anticipated transfer students from Gateway, current university students who may be interested in switching to the new public utility specialization, and a small number of industry employees who are able to begin at the junior level.

Faculty

The collaborative Public Utility Management pathway builds upon the programmatic, human resource, and geographic strengths of both institutions. Gateway faculty members have a long-standing history of developing credit-bearing professional certificates for public utility companies throughout the state of Connecticut. In many cases, Gateway will utilize industry professionals as faculty experts. This new pathway builds upon the institution's strong track record of customizing programs to meet the needs of regional employers and attracting talented faculty with both teaching and professional experience. As a

natural feeder to Southern, this program aligns perfectly with the core business administration curriculum in the university's School of Business.

The vast majority of faculty members within SCSU's School of Business have terminal degrees and extensive curriculum design and development experience, which is often driven through collaboration with a professional advisory board to align the learning outcomes with industry needs. Faculty members at Gateway and Southern have a natural kinship given their close geographic proximity and ongoing work to develop student-friendly transfer articulation agreements. The lead faculty members at Gateway Community College and Southern Connecticut State University will be Richard Reese, Department Chairperson for Business and Rick Bassett, Department Chairperson for Management/Management Information Systems (MIS).

Learning Resources

Students in the collaborative program will benefit from the expertise and resources provided by the Industry Advisory Board members. These resources include funding for course development and materials, tuition reimbursement, opportunities for professional development experiences, and internship placements. Additionally, faculty at both institutions can provide academic and professional experiences utilizing the vast resources of the utilities organizations throughout the state.

Facilities

Both Gateway and Southern can provide classroom, laboratory and meeting space that is sufficient to meet the needs of their respective programs. Faculty and students will utilize the existing space and take advantage of off-site trips to utilities organizations who partner in the program development.

Fiscal Note

Southern Connecticut State University and Gateway Community College have each developed their own individual budget for this pathway program to best illustrate the unique resource needs of each institution, parities in tuition rates, and distinctive enrollment trends. With that said, this program has been built as a pathway for multiple student audiences with corresponding on-ramps, so each budget is intrinsically linked to the other.

While this program will primarily be supported with current resources, each institution will provide a modest investment to support the development of new curricula. Southern will also hire one new faculty member to manage the increased course load. Both Southern and Gateway anticipate a marginal loss in the first year of operation due to these up-front program investments. Both programs will be profitable in the second year of operation with an even stronger profit margin in the third year of the program.

Review of Documents:

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

Accreditation:

Both GWCC and SCSU hold regional accreditation through NEASC. No additional accreditation is provided to this program.

APPENDIX A: Program Curriculum

Associate's Degree in Public Utility Management - GWCC				
Course Number	**Course Title**	**Learning Outcomes**	**Prerequisite Courses**	**Course Hours**
GENERAL EDUCATION COURSES				
ENG 101	Composition	2		3
ENG 102/ENG 200	Literature and Composition/ Advanced Composition	2		3
MAT 172 or MAT 186	College Algebra & Trig / Pre-Calculus	5		3
ECN 101	Macroeconomics	5, 6		3
EVS 114	(Natural Science) Env. Science and Lab	5, 7		4
ECN 102	Principles of Microeconomics	3, 4		3
IDS 106	Critical Thinking-Business	3, 4		3
BBG 240/ PHL 111	(Social Science) Business Ethics/Ethics	1, 2		3
BBG 115/CSA 135	Spreadsheets & Databases	4		3
			TOTAL:	**28**
PROGRAM MAJOR COURSES				
BMG 202	Principles of Management	2, 3		3
BBG 231	Business Law	1, 2, 3, 5		3
ACC 113	Principles of Financial Accounting	6		3
ACC 117	Principles of Managerial Accounting	6	**ACC 113**	3
CWM 106	Introduction to Utility Management	1		3
BBG 200/MAT 167	Business Statistics/Principles of Stats	4, 6		3
ENV 110	Environmental Regulations	1, 5		3
TBD	Rates and Revenues	1, 6		3
TBD	Customer Relations	1, 5		3
			TOTAL:	**27**
Public Utility Management Track Electives (CHOOSE 2)				
BMK 201	Principles of Marketing	2		3
BBG 294	Business Internship (Elective)	3, 6	(BBG294) 15 crs of bus., ENG 101 and min. GPA	3
QUA 114	Principles of Quality Control	7		3
TBD	Asset and Infrastructure Management	4		3
BBG 210	Business Communication	2		3
			TOTAL:	**6**
TOTAL CREDITS				**61**

APPENDIX A: Program Curriculum

Bachelor of Science (B.S.) in Business Administration with a specialization in Public Utility Management - SCSU			
SCSU Courses	**Learning Outcomes**	**Credits**	**GWCC Course Equivalents**
Tier 1 (15 credits)			* Courses prescribed within A.S. Public Utility Management degree
INQ 101 - First Year Experience	3	0	Transfer student waiver*
Critical Thinking	2	3	IDS 106*
Multilingual Comm. - 200 - Level World Language	3	3	FRE/ITA/SPA 201 or 202
MAT 120 or 122 - Quantitative Reasoning	5	3	MAT 172 or 186*
CSC 200 - Technological Fluency	5	3	BBG 115*
ENG 112 - Written Communication	3	3	ENG 102* or 200*
Tier 2 (28 credits)		**15**	***Subtotal***
American Experience	6	3	HIS 201 or 202, POL 111 (Soc. Sci. Elect*)
Creative Drive	6	3	ENG 281, ART 111
Cultural Expression	6	3	ART 101 or 102, MUS 101
ECO 101 -Global Awareness	4	3	ECN 102*
Mind and Body	6	3	PSY 111, PHL 111
Natural World I: Physical Realm	5	3	EVS 114*
Natural World II: Life and Environment	5	4	BIO, CHE, EAS, PHY w/ lab
ECO 100 - Social Structure, Conflict and Consensus	6	3	ECN 101*
Time and Place	6	3	GEO 101, HIS 101 or 102
Tier 3 (3 credits)		**43**	***Subtotal***
MGT 460 - International Business	4	3	
Business Administration - Common Core (27 credits)			
ACC 200 - Principles of Accounting	5	3	ACC 101, 102, 113*
ACC 210 - Managerial Accounting	5	3	ACC 110, 117*, 204, 231, 232
ECO 221 - Business Statistics	5	3	BUS 168, 200*
FIN 300 - Corporation Finance	5	3	
MGT 240 - Legal Environment of Business	1, 2, 3	3	BBG 231* Business Law I
MGT 305 - Organizational Behavior	1, 2, 3, 4	3	
MGT 450 - Business Policy & Strategy	1, 2, 3, 5	3	
MIS 370 - Business Information Systems	1, 2, 3, 5	3	
MKT 200 - Principles of Marketing	3	3	BMK 201* Principles of Mktg.
Management - Utilities Specialization (30 credits)		**73**	***Subtotal***
MGT 200 - Business Communications	3	3	BBG 210* Bus. Comm.
MGT 300 - Management and Organization	1,2	3	BMG 202* Principles of Mgmt.
MGT 385 - Human Resource Management	1,2	3	BMG 220 Human Resources
MGT 400 - Values & Conflicts in Managerial Decision Making	1,2	3	

SCSU Courses	Learning Outcomes	Credits	
Electives: Select 6 courses from the list below		**85**	***Subtotal***
ACC 401 - Pub. Utility Accounting/ Government Accounting	5	ELE 1	
GEO 381 or 460 - GIS	5	ELE 2	
MGT 335 - Business Law	1	ELE 3	
MGT 398 - Energy MGT and Renew. Energy/ Green MGT	4,5	ELE 4	
MGT 415 - Developing Team Managerial Skills	1,2	ELE 5	
MGT 498 - Collect. Bargaining & Labor Rel./Negotiations	1,2	ELE 6	
MIS 398 - Bus. Continuity Planning / MIS Special Topics	1,2	ELE 7	ENV 110* Env. Regulations
MIS 430 - Introduction to Project Management	1,2	ELE 8	
MGT or MIS 497 - Internship	1, 2, 3, 4, 5, 6	ELE 9	
Writing Intensive Courses (W) 3 Required		0	Only 2 required; if transferring 60-90 credits
General Electives (17 credits) **Average credits needed to achieve 120 total** Any courses not listed above I.E. ENG 101* QUA 114*		**103**	***Subtotal***
TBD XXX - Crisis Management / Risk Management	1	3	***These courses were suggested by the Industry Advisory Committee.***
TBD XXX - Green Energy and Environmental Sustainability	4, 5	3	
TBD XXX - Workforce Safety and Industry Regulatory Codes (ie: OSHA)	3,5	3	
		120	***Total Credits***

November 11, 2015 – Academic Council
November 20, 2015 – BOR-Academic and Student Affairs Committee
December 3, 2015 – Board of Regents

Ryiz, Patricia A

From: Fitzgerald, Erin A <EFitzgerald@commnet.edu>
Sent: Monday, May 15, 2017 1:51 PM
To: Crawford, Ilene
Cc: Durnin, Ellen (External Contact); Sass, Terricita; Lee, Gloria E.; Carroll, Alicia S.; Ryiz, Patricia A; Gates, Jane; Pritchard, Alice M; Weaver, Ernestine Y
Subject: Request BOR Resolution correction re: SCSU Public Utilities Management program
Attachments: RE: SCSU programs to Academic Council

Good afternoon, Ilene.

Always nice to hear from you. I've attached my 3/30/17 response to the initial request received that date. I advised that the resolution which the Board approved **was** the resolution provided to the ASA Committee and the full Board. Unfortunately, I can't modify this resolution as requested *without going back to the Board for approval.* If it was a clear typo or a misspelling, I'd have some leeway, however, this goes beyond that classification. Please see the attached staff report and resolution originally utilized for approval. Please modify **both as appropriate** and send back to Provost Gates and Pat Ryiz so that they may include this item on their next ASA Committee agenda.

Jane/Pat – this correction item should not be placed on Consent for your Committee meeting, ***however***, once it has moved out of the ASA Committee, I will be able to include on Consent for the full Board meeting.

Thank you.

Erin A. Fitzgerald, Associate Director, Office of Board Affairs
Connecticut State Colleges and Universities
Secretary of CT Board of Regents for Higher Education
61 Woodland Street, Hartford, CT 06105
Office: 860 723-0013 Cell: 860 306-0720
fitzgeralde@ct.edu

From: Crawford, Ilene [mailto:crawfordi1@southernct.edu]
Sent: Monday, May 15, 2017 11:32 AM
To: Fitzgerald, Erin A <EFitzgerald@commnet.edu>; Ryiz, Patricia A <PRyiz@commnet.edu>
Cc: Durnin, Ellen D. <durnine1@southernct.edu>; Sass, Terricita <sasst1@southernct.edu>; Lee, Gloria E. <leeg1@southernct.edu>; Carroll, Alicia S. <carrolla8@southernct.edu>
Subject: Request BOR Resolution correction re: SCSU Public Utilities Management program
Importance: High

Erin,

SCSU Provost Durnin and I first reached out to CSCU Provost Gates with the following request (see below). Provost Durnin has now asked me to contact you directly with this request to correct the BOR's December 2015 resolution approving GWCC and SCSU's Public Utilities Management program.

http://www.ct.edu/images/uploads/BOR-AgendaPacket-12-03-2015.pdf

Public Utilities Management – AS & BS – GCC, SCSU 37-43

We have identified a discrepancy between the language of the BOR Resolution and the language of the proposal we need to correct:.

The Staff Report/Executive Summary correctly describes the program:

> ITEM: Licensure of a Public Utility Management pathway provided by Gateway Community College and Southern Connecticut State University. The pathway includes an Associate's degree in Public Utility Management (Gateway) and a Bachelor of Science degree in Business Administration with a specialization in Public Utility Management (Southern).

The BOR Resolution incorrectly describes the program:

> RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Public Utilities Management leading to an Associate of Science (AS) degree at Gateway Community College and a Bachelor of Science (BS) degree at Southern Connecticut State University for a period of three years until December 30, 2018.

Southern's Director of Financial Aid Gloria Lee is preparing a petition to update our Program Participation Agreement for the US Department of Education. The US DOE requires we submit the BOR's signed resolutions for recently approved academic programs. The language of this BOR Resolution needs correction, and we need a signed copy of the corrected resolution, before we can submit our petition.

The following proposed correction will reconcile the discrepancy:

> RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Public Utilities Management leading to an Associate of Science (AS) degree at Gateway Community College and a Bachelor of Science (BS) degree in Business Administration with a specialization in Public Utility Management at Southern Connecticut State University for a period of three years until December 30, 2018.

I hope you can help us. I know this must seem like a small detail, but the distinction is a meaningful one.

Many, many thanks in advance for your assistance. Please let me know if you have any questions.

Best,

Ilene

--

Ilene Crawford, PhD
Associate Vice President for Academic Affairs
Southern Connecticut State University
Engleman Hall A210f
501 Crescent Street
New Haven, CT 06511
(203) 392-5761
crawfordi1@southernct.edu

From: "Crawford, Ilene" <crawfordi1@southernct.edu>
Date: Tuesday, May 2, 2017 at 1:15 PM

To: "Durnin, Ellen D." <durnine1@southernct.edu>
Subject: Public Utilities Management correction status FW: SCSU programs to Academic Council

Ellen,

Have we heard back from Jane? Our time is short to get this corrected.

Best,

Ilene

--
Ilene Crawford, PhD
Associate Vice President for Academic Affairs
Southern Connecticut State University
Engleman Hall A210f
501 Crescent Street
New Haven, CT 06511
(203) 392-5761
crawfordi1@southernct.edu

From: "Durnin, Ellen D." <durnine1@southernct.edu>
Date: Thursday, March 30, 2017 at 4:13 PM
To: "Gates, Jane" <JGates@commnet.edu>, "gatesj@ct.edu" <gatesj@ct.edu>
Cc: "Crawford, Ilene" <crawfordi1@southernct.edu>, "Robinson, Linda J." <robinsonl4@southernct.edu>, "Ryiz, Patricia A" <PRyiz@commnet.edu>
Subject: FW: SCSU programs to Academic Council

Dear Jane,

Re: the highlighted item below, I can provide text for the Resolution sheet. It should say, "... an Associate of Science (AS) degree at Gateway Community College and a concentration in Public Utilities Management in the existing BSBA degree at Southern Connecticut State University".

Is this something that will be corrected at the system office or do you need anything else from us?

Thank you,
Ellen

From: Durnin, Ellen D.
Sent: Wednesday, March 29, 2017 1:00 PM
To: 'gatesj@ct.edu' <gatesj@ct.edu>
Cc: 'McClay, Maureen K' <MMcClay@commnet.edu>; 'Ryiz, Patricia A' <PRyiz@commnet.edu>; Crawford, Ilene <crawfordi1@southernct.edu>
Subject: SCSU programs to Academic Council

Dear Jane,

Late yesterday Ilene Crawford sent you, Maureen, and Pat a summary of the agenda items SCSU will be submitting to Academic Council. In essence, this moves forward the programs we are moving into compliance with Title IV and our joint degree proposal with Liverpool. I appreciate your ongoing work with us to move these forward efficiently to minimize Academic Council time and to allow us to meet our deadlines with external parties.

There is one other item I wish to bring to your attention; I don't believe it needs to be an agenda item but it does need to be corrected in house. When the Public Utilities Management concentration in the existing BSBA program was approved last fall, it was correctly listed in your staff report and in our proposal. However, we note in the Board resolution signed by Erin Fitzgerald, it is listed as a BS in Public Utilities Management – a new, stand-alone program. How can we get this cover sheet corrected? It will be important that all our documents are accurate and in agreement with each other. I appreciate your good counsel on how to fix this.

Thanks,
Ellen

Ellen D. Durnin, Ph.D.
Provost and Vice President, Academic Affairs
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515
203 392-5350
durnin@southernct.edu

Ryiz, Patricia A

From: Fitzgerald, Erin A <EFitzgerald@commnet.edu>
Sent: Thursday, March 30, 2017 5:53 PM
To: Gates, Jane
Cc: Ryiz, Patricia A; Durnin, Ellen D.; Weaver, Ernestine Y
Subject: RE: SCSU programs to Academic Council
Attachments: 9.c.ii.GCC-SCSU-RESOL-PublicUtilMgmnt.docx; 9.c.ii.GCC-SCSU-SR-ExecSum-Public Utility Management Pathway (111215).docx

Thanks for sending this may way; I went back through the records and that was the resolution that was utilized by ASA for the committee and subsequently provided to me for the board agenda packet. I've linked to the ASA agenda above and am providing the links for the agenda and meeting minutes from the full Board's December 3, 2015 meeting: Agenda (pdf) Minutes (pdf).

That said, I understand the resolution needs to be corrected. The correction requested differs from what the ASA Committee and the full Board received in their agenda packets and subsequently approved. I'm sorry to advise that I can't modify this resolution as requested without going back to the Board for approval. If it was a clear typo or a misspelling, I'd have some leeway, however, this goes beyond that definition.

I've attached the staff report and resolution utilized for the 12/3/15 Board agenda for your assistance in preparing a submittal correcting this resolution. If you elect to go with Dr. Durnin's suggested language for the resolution, you'd also want to use that same language in the ITEM DESCRIPTION on the staff report.

Erin A. Fitzgerald, Associate Director, Office of Board Affairs
Connecticut State Colleges and Universities
Secretary of CT Board of Regents for Higher Education
61 Woodland Street, Hartford, CT 06105
Office: 860 723-0013 Cell: 860 306-0720
fitzgeralde@ct.edu

From: Gates, Jane
Sent: Thursday, March 30, 2017 4:53 PM
To: Durnin, Ellen D. <durnine1@southernct.edu>
Cc: Fitzgerald, Erin A <EFitzgerald@commnet.edu>
Subject: RE: SCSU programs to Academic Council

Ellen,

I will confer with Erin to determine the process to correct this error made in the BOR resolution for the BSBA degree.

Jane

From: Durnin, Ellen D. [mailto:durnine1@southernct.edu]
Sent: Thursday, March 30, 2017 4:13 PM
To: Gates, Jane <JGates@commnet.edu>; Gates, Jane <JGates@commnet.edu>
Cc: Crawford, Ilene <crawfordi1@southernct.edu>; Robinson, Linda (External Contact) <robinsonL4@southernct.edu>;

Ryiz, Patricia A <PRyiz@commnet.edu>
Subject: FW: SCSU programs to Academic Council

Dear Jane,

Re: the highlighted item below, I can provide text for the Resolution sheet. It should say, "... an Associate of Science (AS) degree at Gateway Community College and a concentration in Public Utilities Management in the existing BSBA degree at Southern Connecticut State University".

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Subject: SCSU programs to Academic Council

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Thanks,
Ellen

Ellen D. Durnin, Ph.D.
Provost and Vice President, Academic Affairs
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515
203 392-5350
durnin@southernct.edu

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

DAVID LEVINE

SEPTEMBER 19, 2017

WHEREAS, The faculty at Southern Connecticut State University has recommended David Levine for the title of Connecticut State University Professor, and

WHEREAS, The President of Southern Connecticut State University, Joseph Bertolino, has recommended awarding this title to Professor Levine, and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred, and

WHEREAS, Professor Levine, a highly distinguished teacher and scholar, has served Southern Connecticut State University since 1979 as a member of the Department of Art, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Levine has played a leading role in the field of art history and is internationally recognized for his research on the Dutch and Flemish artists working in Rome during the Baroque era, therefore be it

RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to David Levine of Southern Connecticut State University effective September 19, 2017, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further

RESOLVED, That Professor Levine 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 David Levine 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, with the recommendation of President Joe Bertolino, proposes awarding the title CSU Professor to Professor David Levine of the Department of Art in the School of Arts and Sciences. The President and Provost of the System Office concur with this recommendation. SCSU President Joe Bertolino's letter of recommendation is attached.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

Southern Connecticut
State University
SCSU
Office of the President

June 19, 2017

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. David Levine to you and the Board of Regents for designation as a Connecticut State University Professor, effective September 19, 2017.

In this distinguished appointment, Dr. Levine would replace the recently retired Dr. Joseph Solodow, professor of philosphy, and join Southern's current CSU Professors: Dr. Vivian Shipley, professor of English and Dr. Terrell Ward Bynum, professor of Philosophy.

The CSU Professor Advisory Committee, chaired by SCSU History Professor Troy Paddock, stated that Dr. Levine 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 received international acclaim as a scholar, in particular for his research on the Dutch and Flemish artists working in Rome during the Baroque era. His particular interest is in investigating the political dimensions of Duch painting and the cultural competition with Italy.

Dr. Levine's most significant research has been a new interpretation of the *bambocciata*, an anti-heroic genre painting style invented by Dutch artists in Rome. His work has been singularly responsible for a reassessment of the work of these figures. Dr. Jack Freiberg, a leading authority in Italian Renaissance Art & Architecture, writes that Dr. Levine has "redefined one of the principle categories of art produced north of the Alps, and helped us to understand how Dutch artists employed both visual and literary traditions to express intellectual meaning in their work." To redefine a field is no small achievement.

At Southern, Dr. Levine has earned respect from his students as a caring, dedicated, demanding and effective teacher of art history. He has been invited to teach classes at a number of other institutions and is the co-author of "*Quo Vadis Hagia Sophia?*: Art History's Survey Texts," the first extended analysis of the textbooks used in art history courses around the country.

His service to the university and his profession has been exemplary. Dr. Levine has served on every committee in the Department of Art, and is currently its chairperson. He played a leading role in establishing the Judaic Studies Minor and has served as its coordinator on two different

occasions. He is also a valued member of the Honors College and has served on numerous university-wide committees, broadening his intellectual and personal contribution to Southern's academic life.

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. Levine to be presented to the Board of Regents for their consideration at the September 19, 2017 board meeting. If you require any further information, please do not hesitate to contact me.

Sincerely yours,

Joseph A. Bertolino, Ed.D.
President

RESOLUTION

concerning

APPROVAL OF MISSION AND VISION STATEMENTS

for

MIDDLESEX COMMUNITY COLLEGE

September 19, 2017

WHEREAS, Middlesex Community College seeks to adopt an institutional mission and vision that is congruent with the CSCU and yet distinct from the other CCCs, as well as define its areas of excellence in servicing the state of Connecticut and its citizenry, and

WHEREAS, Through Board Resolution 12-073 the Board of Regents for Higher Education approved Middlesex Community College's mission statement on September 25, 2012, and

WHEREAS, As part of its strategic planning process beginning in the fall of 2016, Middlesex Community College identified seven goals which serve as the cornerstone for the vision, and

WHEREAS, The mission statement and vision have emerged through appropriate college committees and processes, including the approval through the College Governance System and the College President, therefore be it

RESOLVED, That the Board of Regents for Higher Education rescinds Board Resolution 12-073 and approves the mission statements and vision for Middlesex Community College as attached.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Resolution concerning Approval of a new Mission Statement for Middlesex Community College.

BACKGROUND

Middlesex Community College undertook a strategic planning process during the academic year 2016-17, which resulted in the crafting of a new Mission Statement. The proposed modifications represent a collective understanding, expressed throughout the planning process regardless of constituency, that the entire institution sees the student experience and student success as the center of everything we do. The proposed new Mission Statement is:

> "Students are the center of Middlesex Community College. By creating meaningful relationships with our diverse population of students and by providing high quality, affordable, and accessible educational experiences, Middlesex Community College helps students achieve their individual goals and become productive, engaged global citizens."

The Board of Regents last approved a new Mission Statement for Middlesex Community College, at its special meeting held on September 25, 2012 (Board Resolution 12-073). Approval of this resolution will rescind that Board action and replace the college's Mission Statement as included above.

ANALYSIS

The 2017 – 2022 Strategic Planning process was initiated in September 2016 under the guidance of President Anna Wasescha and the Executive Council of our shared governance system. This leadership team included the President, Deans, and elected leaders of faculty, staff, and student assemblies. Our work was facilitated throughout the year by staff from Fio Partners Consultants.

The Strategic Planning Process sought feedback and input from numerous venues. These included focus group sessions with students, staff, faculty, the Board of Directors of the MxCC Foundation, and the MxCC Regional Advisory Council; online surveys of students, alumni, and industry advisory board members; and significant discussions held at each of our shared governance Assemblies. Key community partners and high school guidance counselors participated in focused interviews as part of this process.

A faculty-staff retreat was held in February 2017 to reflect on the information gathered as described above; provide input into the revised mission, vision, and values statements; and, to identify clear actions steps to be included in the new Strategic Plan. The draft plan framework and initial proposed action steps were shared with each shared governance Assembly and the Board of Directors of the MxCC Foundation. Additional campus input was solicited via an online survey after the draft was reviewed. Much of the input has been integrated into the plan document or will be used to inform the implementation effort. The plan was approved by the Executive Council in partnership with the President.

Middlesex Community College revised its Mission Statement and vision based on the feedback and data collected during the Strategic Planning process throughout 2016-2017, and to support the 2017-2022 Strategic Plan.

COLLEGE RECOMMENDATION

Rescind Board Resolution 12-073 and approve the Mission Statement and vision for Middlesex Community College as included above.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

MIDDLESEX COMMUNITY COLLEGE
Your College • Your Future

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
1.800.818.5501 toll free
860.343.5800 phone
860.344.7488 fax

July 31, 2017

President Mark Ojakian
Provost Jane McBride Gates
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian and Provost Gates:

It is with great pride that I present to you *Forging a Path Forward* -- a new Strategic Plan for Middlesex Community College (2017-2022). As you will see, this plan recasts our Mission Statement by clearly placing students at the center of all our endeavors. It affirms our college's Five Core Values and our Vision. And, it includes strategies and proposed action steps to achieve the objectives envisioned in this Plan, which we believe is consonant with the Strategic Plan of the CSCU Board of Regents.

The endeavor to create a new Strategic Plan began in September 2016 under the leadership of Former President Dr. Anna Wasescha and the guidance of Fio Partners Consultants. The entire college community was able to participate in an open, facilitated process which occurred over a nine-month period. Students, faculty, staff, and community stakeholders provided input through focus groups, assemblies, town hall meetings, retreats, committee meetings, and surveys. The end result is the attached Plan, which was approved by our shared governance system in May 2017.

We look forward to your feedback, and for your assent to move this document forward for approval by the BOR through the Academic & Student Affairs Committee. We are aware that the twelve community colleges may merge administratively in the next few years, yet we share the Board's vision that each campus remains integrally connected with its local community. Therefore, we believe this document can guide our college/campus for its intended five-year life, as well as provide you and the Board with valuable data concerning the needs of the students, employers, and agencies in the communities Middlesex serves.

The faculty and staff are excited about *Forging a Path Forward*, and finding innovative ways to provide the tools our students need to become productive and engaged global citizens.

If you have any questions or need additional information, please contact me at any time.

Sincerely,

Steven Minkler, Ed.D.
Dean of Academic Affairs & Lead Campus Administrator
sminkler@mxcc.edu / 860.343.5706

enclosure

MIDDLESEX COMMUNITY COLLEGE
Your College • Your Future

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
1.800.818.5501 toll free
860.343.5800 phone
860.344.7488 fax

Middlesex Community College
Mission Statement and Vision
August 8, 2017

Mission Statement

Students are the center of Middlesex Community College.

By creating meaningful relationships with our diverse population of students and by providing high quality, affordable, and accessible educational experiences, Middlesex Community College helps students achieve their individual goals and become productive, engaged global citizens.

Vision

- Our diverse population of students are inspired by our innovative course offerings and wide range of co-curricular activities to help them become critical thinkers with curious and open minds.
- Students feel supported throughout their experience, including individualized advising, personalized services, and easy-to-navigate systems.
- Our professors and staff are our strongest asset. Together, we create a positive workplace climate, where growth and professional development are valued. The college is a "great place to work."
- Our facilities and campus continue to be improved, including more 21st century class room spaces, professional spaces, and social spaces.
- The student experience is enriched through our wide array of partnerships and relationships with local employers, industry experts, community organizations, and our alumni.
- We are recognized as the "go-to choice" for community college by students, families, and high school advisors.
- We secure sufficient financial resources, both public and private, to continue to support our evolving curriculum and co-curricular experiences and our campus improvements.

BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

regarding

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

in the

CONNECTICUT STATES COLLEGES & UNIVERSITIES SYSTEM

WHEREAS, The Board of Regents places a particular, coercive importance upon the pursuit of excellence in all academic endeavors undertaken at institutions of the Connecticut State Colleges & Universities System, and

WHEREAS, The Board of Regents has fiduciary concerns regarding the viability and sustainability of new initiatives to be established at CSCU institutions, and

WHEREAS, Policy Statements declare their purpose(s) and Policy Guidelines, in this instance, are necessary to assure that the establishment, evaluation, and continuation or discontinuation of new Centers and Institutes comply with a particular protocol, process and procedures that affect desired results; therefore, be it

RESOLVED, Policies previously adopted regarding the establishment and operations of academic centers and institutes at CSCU institutions are hereby repealed, and be it further

RESOLVED, New Centers and Institutes shall not be established without the prior approval of the Board of Regents, and be it further

RESOLVED, The attached Policy Statement and Guidelines regarding the Establishment of Centers and Institutes are hereby adopted.

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

Policy Statement

The purpose of this Policy is to define CSCU Centers/Institutes and present optional yet germane features, and to issue Guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation.

Definitions -

Center: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding having either an instructional or research focus that tackle challenging and critical issues, in alignment with System and institutional missions.

Institute: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding with a focus upon clinical, community or public service – addressing a singular, compelling societal problem or need, in alignment with System and institutional missions.

Features -

The Board of Regents (BOR) encourages Centers/Institutes:

- to advance achievement of one or more of the System's Five Goals, which are:

  GOAL 1. A SUCCESSFUL FIRST YEAR

  GOAL 2: STUDENT SUCCESS

  GOAL 3: AFFORDABILITY AND SUSTAINABILITY

  GOAL 4: INNOVATION AND ECONOMIC GROWTH

  GOAL 5: EQUITY

- to afford research, service and/or experiential learning opportunities to CSCU students
- to be inter-institutional and/or interdisciplinary collaborations
- to develop marketable products and services, and to facilitate their movement into the marketplace
- to implement formalized linkages between its academic community and the professional and/or service community of focus in its region or service area
- to publish journal articles, make conference presentations, host forums and otherwise publicize research results and studies of services rendered

Policy Guidelines

Establishing a Center/Institute

Faculty, administrators and professional staff member at CSCU institutions and the System Office may submit proposals to establish a CSCU Center or Institute. After approval from an institution's established internal proceedings, proposals are to be submitted to the System's Academic Council – the chief academic officers of CSCU institutions convened by the System Provost and Senior Vice President of Academic and Student Affairs. Prior to submission, the proposal must be formally endorsed by the institution's or System Office's chief academic officer who will make the initial presentation to the Academic Council.

In determining a proposal's merits, the Academic Council shall review the following proposal components:

1. *Need* – (a) define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.

2. *Goals and Objectives* – state the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission and how the proposed entity would add value to the institution. If the goals and objective include impacting upon and/or actively involving the institution's students and/or some other audience; state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's evaluation plan.

3. *Administration, Faculty and Staff* – present the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.

4. *Budget and Sustainability* – exhibit and explain an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution.

5. *Evaluation Plan* – delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making; during the initial four-year provisional period.

The proposal components should be outlined initially in a concept paper (no more than five pages) and subsequently elaborated upon in a full proposal, if the Academic Council so elects. The full proposal should include a strategic plan that specifically aligns the proposed entity's goals and objectives with the major elements of its action plans and expenditures. In considering

the full proposal, the Academic Council may elect to invite the proposal's principal investigator(s) to address any questions and concerns it may have. Additionally, as an element of its collective, deliberative process regarding the viability of the proposed Center or Institute; members of the Academic Council may study relevant issues and consult administrators, faculty, staff and/or students/alumni of their respective CSCU institution.

NOTE: Templates for the Concept Paper and Full Proposal to Establish a CSCU Center/Institute shall be developed by the Office of the System Provost.

If the Academic Council votes to endorse the proposal, it shall be forwarded to the BOR's Academic and Student Affairs Committee (ASA) for its consideration, by the Office of the System Provost via a Staff Report. The Staff Report shall contain an analysis regarding the proposal's merits and a recommendation concerning the Center's/Institute's initiation. The endorsing chief academic officer and principal investigator(s) shall present the proposal to the ASA and respond to any questions and concerns. If the ASA approves the establishment of the proposed Center/Institute, the proposal is forwarded to the BOR for its consideration as a consent item. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period.

Center/Institute Evaluation

By September 1st, in the fourth year of a newly established Center/Institute, its director shall submit an Interim Progress Report to the System Provost, detailing its progress to date. The criteria for this self-study shall be the same as that of the proposal components, highlighting the Center's/Institute's accomplishments. If applicable, the accomplishments should detail the impact upon and/or involvement of the institution's students and/or some other intended audience. The Interim Progress Report shall also include a three-year accounting of revenue and expenditures. The Interim Progress Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Interim Progress Report to the ASA and respond to any questions and concerns. If the ASA accepts the Interim Progress Report, its recommendation that the provisional status of the Center/Institute be removed and continuation be authorized for a full seven-year period will be forwarded to the BOR for its consideration as a consent item.

Centers/Institutes established under the provisions of these guidelines shall go out of existence on December 31st seven years after its authorization, unless action to the contrary is taken by the Board of Regents.

By September 1st, in the seventh year of a CSCU Center/Institute established under these guidelines, its director shall submit a Sunset Report for Continuation or Discontinuation to the institution's chief executive officer and chief academic officer, recommending its continuation or discontinuation. In forwarding the Sunset Report to the System Office, the chief executive officer makes a recommendation regarding the continuation or discontinuation with comments

and the chief academic officer verifies the contents of the report with comments. The format of the Sunset Report shall be similar to that of the Interim Progress Report. The Sunset Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Sunset Report to the ASA and respond to any questions and concerns. The ASA may elect to direct the Office of the System Provost to conduct an additional assessment, including a formal site visit, of the Center/Institute or to arrange for such an assessment by a third party, external to the System; and to consider this assessment prior to making its decision. If the ASA accepts the Sunset Report, its recommendation that the Center/Institute be continued for another seven-year period or discontinued as of the following December 31st will be forwarded to the BOR for its consideration as a consent item.

NOTES: (1) Any reports to and reviews from an external funder should be appended to the applicable Interim Progress Report or Sunset Report. (2) Templates for the Interim Progress Report and the Sunset Report for Continuation or Discontinuation of a CSCU Center/Institute shall be developed by the Office of the System Provost.

Continuation or Discontinuation of Center/Institute

In its analysis of a CSCU Center's/Institute's Interim Progress Report and Sunset Report, the Office of the System Provost shall contrast the report with the proposal for establishment, or previous Sunset Report, if applicable, and:

- assess whether or not the Center/Institute meets a compelling need and appropriately addresses that need with appropriate and effectual activities
- assess the Center's/Institute's success in meeting its goals and objectives
- make a determination as to the adequacy of personnel and their commitment and contribution to the Center's/Institute's progression
- make a determination as to the adequacy of fiscal resources and their efficacy of their use
- make a determination as to the thoroughness, effectiveness and credibility of the Center's/Institute's evaluation plan

To heighten the level of confidence in which staff from the Office of the System Provost draft requisite Staff Reports, it is recommended that informal monitoring visits and interviews with Center/Institute staff members and oversight administrators be conducted over the course of the year preceding the due dates for Interim Progress Reports and Sunset Reports.

Nevertheless, the recommendation to continue or discontinue an established Center/Institute is essentially an internal decision. While some other administrator might be assigned oversight of a CSCU Center/Institute, the chief executive officer and the chief academic officer of the initiating entity are ultimately responsible for Center's/Institute's operations. CSCU institutions, the lead institution for inter-institutional collaborations and the System Office are encouraged to

construct their own annual reporting requirements and formats for Centers/Institutes, as well as other on-going monitoring procedures and mechanisms to remedy deficiencies and implement improvements. It will be important to the System Office's analysis of Interim Progress and Sunset reports, and subsequently to decision-making by the ASA that the comments of the chief executive and chief academic officers site these supervisory instruments in presenting the rationale for their recommendations.

NOTE: The initiating entity's chief academic officer will be required to verify all reports submitted by a Center/Institute to the System Office.

ITEM

Policy Statement and Policy Guidelines - The Establishment of a Center or Institute at institutions in the Connecticut State Colleges and Universities System

BACKGROUND

On June 8, 2001, the Board of Trustees for the Connecticut State University System repealed its previously established policy for the establishment of instructional, research and service units and established a new policy for the Establishment of a Center or Institute at Connecticut State Universities which incorporates "Guidelines Regarding Academic Centers and Institutes" (BR 01-47). Therein, the guidelines stipulated proposal development, submission, review and approval procedures.

ANALYSIS

Proposals to establish new centers or institutes have become quite elaborate in addressing the guidelines. Oftentimes, proposal assessment requires research of salient points. Moreover, the Board of Regents have emphasized a special systemic focus upon the pursuit of academic excellence and sustainability, to which newly established centers and institute should confirm. Accordingly, a more comprehensive review of proposals to establish new centers or institutes is required to determine viability. Additionally, a new policy is necessary to be applicable to all the institutions within the Connecticut State Colleges and Universities (CSCU) System.

Upon approval of the proposed resolution, the System Provost and Senior Vice President for Academic and Student Affairs will utilize the Academic Council – an advisory body comprised of the Connecticut State Colleges and Universities' chief academic officers –to review proposals to establish centers and institutes of excellence. Following said review and receipt of a recommendation thereon, in consult with the System President, the System Provost and SVP for Academic and Student Affairs will then move the proposal to the Board's Academic and Student Affairs Committee for review and a recommendation to the full Board of Regents for Higher Education.

RECOMMENDATION

That the Board of Regents for Higher Education approves the resolution adopting the Policy Statement and Policy Guidelines for the Establishment of a Center or Institute at institutions in the Connecticut State Colleges and Universities System

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Manchester Community College

September 19, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and continue the state's accreditation of Manchester Community College until November 30, 2023.

A True Copy:

_____

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

ITEM

Institutional Accreditation of Manchester Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant state accreditation of Manchester Community College from December 1, 2018 to November 30, 2023.

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 Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

RATIONALE

Manchester Community College was last accredited by the Board of Regents for Higher Education in September 2013 until November 2018, following the acceptance of the college's 10-year self-study and comprehensive evaluation to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Manchester Community College at its April 20, 2017 meeting where it accepted the institution's interim five-year report and found it to have addressed the nine *Standards for Accreditation* and responded to concerns previously raised by the Commission in letters of February 13, 2013, April 15, 2014, and October 10, 2014.

In issuing its evaluation, NEASC commended the College for a well-written, cogent interim report, detailing progress made since the last comprehensive report.

Other observations include:

- the College's planning efforts and its participation in several system-wide initiatives including the Accountability Report, the Transfer and Articulation Program and Guided Pathways
- the Enrollment Management Committee's focus on five key initiatives to improve enrollment
- improvements of the College's student advising services by assigning program-specific academic advisors, utilizing advising software and related other activities
- review of dual enrollment courses by the College's faculty and the status report that dual enrollment students have greater rates in retention and graduation at the College than non-participants
- the College achieved a balanced budget FY2016 and anticipates a balanced operating budget for FY2017

- the College Foundation's fund raising success - $14 million raised during capital campaign

The areas of follow-up for consideration by the Commission via the institution's Spring 2022 comprehensive evaluation are:

1. Continuing the review of its governance structure
2. Continuing to develop a College-wide approach to assessment that includes assessment of the general education program and using assessment results for improvement
3. Achieving its goals to increase credit- and non-credit enrollment and to improve student retention
4. Assuring the sufficiency of faculty, including full-time faculty, to meet the needs of the institution

The Commission scheduled Manchester Community College's next ten-year, comprehensive evaluation for Spring 2022 and expressed its appreciation for its cooperation in the effort to provide public assurance of higher education quality and hope that the evaluative process has contributed to institution improvement.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents for Higher Education

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

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August 16, 2017

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of July 12, 2017 to President Gena Glickman notifying her of the action taken by the Commission at its April 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/jm

Enclosure

cc: Dr. Gena Glickman

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July 12, 2017

Dr. Gena Glickman
President
Manchester Community College
PO Box 1046
Manchester, CT 06045-1046

Dear President Glickman:

I am pleased to inform you that at its meeting on April 20, 2017, the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Manchester Community College and voted to take the following action:

that the interim report submitted by Manchester Community College be accepted;

that the comprehensive evaluation scheduled for Spring 2022 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2022 evaluation give emphasis to the institution's success in:

1. continuing the review of its governance structure;
2. continuing to develop a College-wide approach to assessment that includes assessment of the general education program and using assessment results for improvement;
3. achieving its goals to increase credit- and non-credit enrollment and to improve student retention;
4. assuring the sufficiency of faculty, including full-time faculty, to meet the needs of the institution;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution and informs Manchester Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The interim report submitted by Manchester Community College was accepted because it responded to the concerns raised by the Commission in its letters of February 13, 2013, April 15, 2014, and October 10, 2014, and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Manchester Community College (MCC) for a well-written, cogent interim report, detailing the progress it has made since the last comprehensive evaluation. We note with approval the College's planning efforts and its participation in state-wide initiatives, including the Connecticut State Colleges and Universities (CSCU) Accountability Report, CSCU Transfer and Articulation Program (TAP), and the Guided Pathways initiative. MCC's Enrollment Management Committee has been focusing on five key initiatives to improve enrollment management, including reorganizing Student Affairs, increasing credit and non-credit enrollments, improving the first-year experiences and outcomes, developing an academic advising plan, and improving overall student and retention services. The College has improved its student advising services by assigning program-specific academic advisors, instituting Academic Advising Weeks and New Student Orientations, and utilizing the advising software platform, Symplicity, which is customized to track students' participation in advising activities. We are pleased to learn of the "high levels" of student satisfaction with the Academic Support Center, most notably in tutoring. We note with favor that MCC achieved a balanced budget for FY2016 and anticipates a balanced operating budget for FY2017. The College has responded to its financial constraints by stabilizing enrollments, economizing and reallocating resources, and seeking additional funding. We congratulate the College on the award of a $4 million bond and on the MCC Foundation's fundraising success, with $14 million raised for the capital campaign. In response to state-mandated changes, the developmental education program has been modified to include one-semester courses, implementation of multiple course placement testing measures, and the inclusion of Smart Start, a free bridge program designed to enhance students' basic college-readiness skills. We are gratified to learn that the College's new website was launched in October 2014, with an industry-standard content management system, which provides improved web navigation for the user. We favorably note that the courses in MCC's dual enrollment program, College Career Pathway, are reviewed by College faculty and that students participating in the program achieved improved performance in college readiness, retention, and graduation when compared to students who did not participate in the program.

Manchester Community College's thoughtful reflective essay highlights the institution's accomplishments with respect to student learning and success and the College's assessment processes. The Commission is pleased to learn that MCC has "adopted a culture of assessment" which is "firmly in place," with student learning outcomes developed at the department, program, and course levels. All academic programs undergo program reviews on a regular basis, as do the general education and developmental education programs, and nine programs hold specialized accreditation. Faculty participate in professional development opportunities to learn assessment strategies; 20 MCC faculty have been trained as scorers for the Multi-State Collaborative to Advance Learning Outcomes program. The College's efforts to improve student placement are notable; with the inclusion of a "challenge essay," 15% more students are now placed in a higher-level English class. Assessments at the course level in English, civic engagement, and information literacy have resulted in curriculum improvements. The College's IPEDS graduation rate has improved over the last several years, from 11% for the 2004 cohort to 18% for the 2012 cohort. In addition to IPEDS retention and graduation rates, the College also measures key performance indicators on a Scorecard that shows improvement in several areas, including pass rates of first-year gateway courses (English 101 and college-level math), number of students completing 24 credit hours, and number of degrees awarded (from 556 in 2007 to 851 in 2016). The College engages in indirect assessment methods to measure student success, including the Community College Survey of Student Engagement and Survey of Entering Student

Engagement. We note with favor MCC's plans to assess co-curricular activities, develop additional advising strategies to accelerate student completion, and expand retention initiatives across all majors.

The scheduling of a comprehensive evaluation in Spring 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation in Spring 2022 are four matters related to our standards on *Organization and Governance; Educational Effectiveness; The Academic Program; Students;* and *Teaching, Learning, and Scholarship.*

The Commission understands that Manchester Community College appointed a Governance Task Force in Fall 2016 to review its existing governance document, collect input from the College community, and propose necessary changes. The Spring 2022 self-study will afford MCC an opportunity to update the Commission on its review of the College's governance structure, as evidence that the "effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review" (3.19).

The Commission appreciates MCC's candid acknowledgment that a "unification" of its assessment efforts is needed, and we take favorable note of the College's plans to make progress in this regard. These include the appointment of a new Dean of Academic Affairs to develop a campus-wide plan of assessment, faculty training on the institution's new assessment software, compensation provided to faculty for assessment activities, development of general education assessments by the TAP Assessment Team, continued review of placement measures, and participation in the Multi-State Collaborative. We understand that the new assessment software, which will be in place by Spring 2017, will be used to "complete the first assessment loop" of general education outcomes. We look forward to learning, in Spring 2022, of the College's success in continuing to develop a College-wide approach to assessment that includes assessment of the general education program and using assessment results for improvement. Our standards on *Educational Effectiveness* and *The Academic Program* are relevant here:

> Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).
>
> The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons (8.5).
>
> The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).
>
> The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).

As noted in the report, Manchester Community College's enrollment management plans include increasing credit and non-credit enrollment and improving retention through initiatives such as a

strategic academic schedule with fewer sections and increased class capacity, enhanced community outreach events, targeted online marketing, and grant-funded partnerships. In addition, while we are pleased to learn of increased retention among first-year under-prepared students participating in targeted retention programs, we concur with the College's assessment that there is room for improvement in overall retention rates. Therefore, we are gratified to learn of the College's efforts to support student retention, including Guided Pathways, meta-majors, and expansion of the FIRST (Foundations in Retention, Success, and Transition) program. We look forward to learning, in the Spring 2022 self-study, of Manchester Community College's success in achieving its goals to increase credit- and non-credit enrollment and to improve student retention. Our standard on *Students* provides this guidance:

> Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve (*Students,* statement of the Standard).
>
> The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6).

We appreciate the College's candid observation that, despite hiring 28 new full-time faculty members in the last five years, "real gains in the full-time faculty ranks continue to be elusive." We note that the College experienced a decrease in the percentage of full-time faculty from 20% in Fall 2012 to 16% in Fall 2015 and understand that seven faculty positions went unfilled as of Fall 2016. We are, therefore, pleased to learn that the College plans to hire three full-time tenure track faculty by Fall 2018. We ask that the Spring 2022 self-study provide an update on MCC's continued efforts to assure the sufficiency of faculty, including full-time faculty, to meet the needs of the institution, as expressed in our standard on *Teaching, Learning, and Scholarship*:

> There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities include instruction, accessibility to students, and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include, e.g., student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance (6.2).
>
> The institution periodically evaluates the sufficiency of and support for academic staff and their effectiveness in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission (6.14).

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution as soon as July 1, 2017. Such a change, or another significant re-organization, could result in a change in the schedule of monitoring of Manchester Community College. As you know, the Commission met with the president at its June meeting and will keep community college presidents, as well as the system, informed of its decisions.

The Commission expressed appreciation for the report submitted by Manchester Community College and hopes that its preparation 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 Mr. Matt Fleury. 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,

David P. Angel

DPA/jm

Enclosure

cc: Mr. Matt Fleury

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Housatonic Community College

September 19, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and continue the state's accreditation of Housatonic Community College until November 30, 2023.

A True Copy:

_____

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

ITEM

Institutional Accreditation of Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant state accreditation of Housatonic Community College from December 1, 2018 to November 30, 2023.

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 Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

RATIONALE

Housatonic Community College was last accredited by the Board of Regents for Higher Education in September 2013 until November 2018, following the acceptance of the college's 10-year self-study and comprehensive evaluation to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Housatonic Community College at its April 20, 2017 meeting where it accepted the institution's interim five-year report and found it to have addressed the nine *Standards for Accreditation* and responded to concerns previously raised by the Commission in letters of October 2, 2012, October 10, 2014 and July 10, 2015.

In issuing its evaluation, NEASC commended the College for its comprehensive report documenting progress made over the course of the last five years.

Other observations include:

- maintenance of fiscal stability as evidenced by a fund balance of $15 million despite budget cuts and declining resources
- creation of a Center for Academic Progress to provide "wraparound services" to students in developmental education courses
- success in achieving its goal to increase the diversity of faculty and staff
- development of a Dual Enrollment Handbook that ensures dual enrollment programs are conducted in a manner consistent with Commission's policy
- undertaking several construction and renovation projects

The areas of follow-up for consideration by the Commission via the institution's Spring 2022 comprehensive evaluation are:

1. continuing to address two of the matters specified for attention in the interim report:

a. the impact on the institution's operations of the policies, priorities, and funding decisions of the Connecticut Board of Regents for Higher Education

b. success in assuring sufficient financial resources to support the College's programs and services and to fund the priorities identified in the institution's strategic plan

2. achieving its goals to improve retention and graduation rates

The Commission scheduled Housatonic Community College's next ten-year, comprehensive evaluation for Spring 2022 and expressed its appreciation for its cooperation in the effort to provide public assurance of higher education quality and hope that the evaluative process has contributed to institution improvement.

09/08/17 – Academic and Student Affairs Committee
09/19/17 – Board of Regents for Higher Education

Founded in 1885

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

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August 16, 2017

OFFICE OF BOARD AFFAIRS
AUG 24 2017
CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of July 18, 2017 to President Paul Broadie II notifying him of the action taken by the Commission at its April 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/jm

Enclosure

cc: Dr. Paul Broadie II

Founded in 1885

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July 18, 2017

Dr. Paul Broadie II
President
Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604-4704

Dear President Broadie:

I am pleased to inform you that at its meeting on April 20, 2017, the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Housatonic Community College and voted to take the following action:

that the interim report submitted by Housatonic Community College be accepted;

that the comprehensive evaluation scheduled for Spring 2022 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2022 evaluation give emphasis to the institution's success in:

1. continuing to address two of the matters specified for attention in the interim report:

   a. the impact on the institution's operations of the policies, priorities, and funding decisions of the Connecticut Board of Regents for Higher Education;

   b. success in assuring sufficient financial resources to support the College's programs and services and to fund the priorities identified in the institution's strategic plan;

2. achieving its goals to improve retention and graduation rates;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution and informs Housatonic Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The interim report submitted by Housatonic Community College was accepted because it responded to the concerns raised by the Commission in its letters of October 2, 2012, October 10, 2014, and July 10, 2015 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Housatonic Community College (HCC) for a comprehensive report that documents the progress made by the College during the last five years, a time of substantial transition for the institution. We understand that during this period, the College has welcomed a new president and several new senior administrators; developed a new mission statement; begun preparation of a new strategic plan; and adopted a new shared governance structure. We are gratified to learn that HCC has "seen a number of positive benefits" from the reorganization of public higher education in Connecticut and has been able to "maintain fiscal stability," as evidenced by a fund balance of nearly $15 million, during a time of budget cuts and declining resources. HCC has implemented several changes to developmental education, including revised courses in reading, writing, and mathematics; introduction of the iEnglish, iMath, and JumpStart programs; and creation of a Center for Academic Progress to provide "wraparound services" to students in developmental education courses. We commend the College for its success in achieving its goal to increase the diversity of its faculty and staff; as noted in the report, 40% of the 30 individuals hired between 2014 and 2016 are individuals with "diverse ethnic backgrounds." We note with favor the development of a Dual Enrollment Handbook that ensures the College's dual enrollment programs are conducted in a manner consistent with Commission policy. In addition, HCC has undertaken several construction and renovation projects and completed approximately $850,000 of deferred maintenance projects during the past five years.

The reflective essay included with the College's report provides evidence of the effectiveness of services provided by the Center for Academic Progress, the Academic Support Center, and the Writing Across the Curriculum Center to prepare students for college-level work and to successfully complete their courses. The essay also describes the multiple approaches taken by the College's academic departments to assess student learning; these include laboratory demonstrations, embedded assessments, standardized examinations, portfolios, reflective essays, oral presentations, and field observations. We take favorable note of the many examples included in the essay of the ways in which faculty have used assessment results for improvement by making changes to curriculum and classroom practice. Finally, we are gratified to learn of HCC's efforts to support graduates' success in the workplace through the grant-funded FORWARD program. Particularly noteworthy are the 100% success rates of the Advanced Manufacturing Program in helping students to secure employment and the Early Childhood Inclusion Education programs in helping students achieve their Connecticut Early Childhood Teacher credentials.

The scheduling of a comprehensive evaluation in Spring 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are matters related to our standards on *Students* and *Educational Effectiveness.*

Housatonic Community College is asked, in the Spring 2022 self-study, to give emphasis to its continued success in addressing two of the areas specified for attention in the interim report: (1) the impact on the institution's operations of the policies, priorities, and funding decisions of the Connecticut Board of Regents for Higher Education; and (2) assuring sufficient financial

resources to support the College's programs and services and to fund the priorities identified in the institution's strategic plan. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College's sustained attention over time; hence, we ask that further information be provided in the self-study.

The Commission appreciates HCC's candid discussion of the institution's IPEDS graduation rates which, for the last three cohorts, have been 10% or less. We understand this rate reflects only a small percentage of the total student body and also note that many HCC students choose to transfer before completing an associate's degree. We are gratified to learn of the College's plans to implement a "systematic approach to student progression, retention, and graduation" that incorporates several components, including "master plans" for academics and student services, enhancements to academic advising, improvements to instructional space, and participation in a national pilot project on effective instructional practices. We look forward to learning, through the Spring 2022 self-study, of the College's success in achieving its goal to improve its retention and graduation rates. We remind you of our standards on *Students* and *Educational Effectiveness:*

> Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve (*Students,* statement of the Standard).
>
> The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6).
>
> The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution as soon as July 1, 2017. Such a change, or another significant re-organization, could result in a change in the schedule of monitoring of Housatonic Community College. As you know, the Commission met with the president at its June meeting and will keep community college presidents, as well as the system, informed of its decisions.

The Commission expressed appreciation for the report submitted by Housatonic Community College and hopes 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 Mr. Matt Fleury. 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,

David P. Angel

DPA/jm

Enclosure

cc: Mr. Matt Fleury

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of College of Technology Programs by other CSCU Community Colleges

September 19, 2017

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, certificate, and program option) and program modification previously approved by the Board of Regents for a Connecticut Community College by other Connecticut Community Colleges; contingent upon a replication approval process wherein: (1) the replicating community college submits a letter of intent to the College of Technology (COT) Executive Director with an accompanying operational plan and budget from that institution's chief executive officer and/or chief academic officer, (2) the COT Executive Director forwards the replication request and an affirming recommendation to the System Provost and Senior Vice President for Academic and Student Affairs, (3) the System Provost facilitates a review of the replication request by the CSCU Academic Council, (4) the Academic Council forwards an affirming recommendation to the Academic and Student Affairs Committee (ASAC) of the Board of Regents, (5) the ASAC recommends approval of the replication request by the Board of Regents, and (6) the Board of Regents consents to the ASAC recommendation.

A True Copy:

_____

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

ITEM

Approval of the replication of College of Technology Engineering Science or Technology Studies academic programs (Associate of Science degree, certificate, and program option) and program modification previously approved by the Board of Regents for a Connecticut Community College by other Connecticut Community Colleges; contingent upon a replication approval process wherein: (1) the replicating community college submits a letter of intent to the College of Technology (COT) Executive Director with an accompanying operational plan and budget from that institution's chief executive officer and/or chief academic officer, (2) the COT Executive Director forwards the replication request and an affirming recommendation to the System Provost and Senior Vice President for Academic and Student Affairs, (3) the System Provost facilitates a review of the replication request by the CSCU Academic Council, (4) the Academic Council forwards an affirming recommendation to the Academic and Student Affairs Committee (ASAC) of the Board of Regents, (5) the ASAC recommends approval of the replication request by the Board of Regents, and (6) the Board of Regents consents to the ASAC recommendation.

BACKGROUND

The Connecticut College of Technology's Technology Studies programs (Associate of Science degree, certificate, and program option) create seamless career pathways that include stackable credentials to provide multiple entry and exit options to students at all twelve Connecticut Community Colleges. These programs are created in response to industry workforce needs local to each community college.

The proposed resolution addresses the need for a community college to quickly respond to local industry needs if a community college in a different region has previously had a program addressing the same skill sets approved. Justification of local industry needs, budget, staff, and facilities will be required.

RATIONALE

According to the *2017 Survey of Connecticut Manufacturing Workforce Needs*, conducted by the Connecticut Business & Industry Association in partnership with the Regional Center for Next Generation Manufacturing and the Connecticut State Colleges and Universities, "Many manufacturing jobs require advanced technological skills…In addition, involvement and interest be manufacturers in high-tech advanced manufacturing is strong." Respondents noted that their companies are either considering or are already incorporating new technologies into their processes. The Connecticut Community Colleges must be able to incorporate programs that already address these needs in a different region.

As technologies advance and Connecticut companies using these technologies need to hire more skilled workers, the Connecticut Community Colleges will be able to provide graduates prepared with the necessary knowledge and skills for employment. An abbreviated approval process will allow colleges to respond quicker and make sure COT programs are providing the same curriculum across the state.

Process for Replication of Previously Approved College of Technology Academic Programs and Program Modification by Other CSCU Community Colleges

Definition of a College of Technology (COT) Program:

Any Engineering Science or Technology Studies certificate, option or Associate of Science (A.S.) degree offered at a Connecticut State Colleges and Universities (CSCU) community college certified as having the wherewithal to facilitate a seamless transfer through the Engineering Science or Technology Studies Pathways from CSCU community colleges to COT partner institutions, both public and private.

Procedural steps for Replication of Engineering Science and Technology Studies A.S. Degrees, Certificates and Options and Program Modifications previously approved by the Board of Regents for a different CSCU community college:

1) the replicating community college submits a letter of intent to the College of Technology (COT) Executive Director with an accompanying operational plan and budget* from that institution's chief executive officer and/or chief academic officer,
2) the COT Executive Director informs the COT Site Coordinator Council of the replication request
3) the COT Executive Director forwards the replication request and an affirming recommendation to the System Provost and Senior Vice President for Academic and Student Affairs,
4) the System Provost facilitates a review of the replication request by the CSCU Academic Council,
5) the Academic Council forwards an affirming recommendation to the Academic and Student Affairs Committee (ASAC) of the Board of Regents,
6) the ASAC recommends approval of the replication request by the Board of Regents, and
7) the Board of Regents consents to the ASAC recommendation.

*the operational plan and budget form for a COT Replication Request will be developed by the Office of the System Provost

Change in IT Policy pertaining to Research on Human Subjects

This modification applies to faculty conducting research on human subjects and a request for an exception to the privacy requirement. Since we don't have an active monitoring program and only access faculty files during an investigation, I've modified the language, with the assistance of corporate counsel to the following:

7. No Expectation of Privacy

There is no expectation of privacy in the use of CSCU IT resources. CSCU reserves the right to inspect, monitor and disclose all IT resources including files, data, programs and electronic communications records without the consent of the holder of such records. Please see the State of CT Electronic Monitoring Notice. However, this section of the policy shall not apply to research on human subjects provided the research is approved by an Institutional Review Board of an accredited institution of higher education and the CSCU staff member is in good standing with their respective institution. CSCU Faculty are solely responsible for notifying the CSCU CIO when they conduct research that qualifies for this exemption.

OFFICE OF THE PRESIDENT
CONNECTICUT BOARD OF REGENTS
JUN 19 2017
CONNECTICUT BOARD OF REGENTS

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June 6, 2017

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of May 15, 2017 to Dr. Steven Minkler notifying him of the action taken by the Commission at its April 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

Barbara E. Brittingham

BEB/jm

Enclosure

cc: Dr. Steven Minkler

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May 15, 2017

Dr. Steven Minkler
Lead Dean
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

Dear Dr. Minkler:

I am pleased to inform you that at its meeting on April 21, 2017, the Commission on Institutions of Higher Education considered the report submitted by Middlesex Community College regarding its plans to relocate its off-campus instructional location in Meriden, Connecticut and took the following action:

> that the report be accepted and the instructional location at Platt High School in Meriden, Connecticut be included in the institution's accreditation, with an effective date of April 21, 2017;
>
> that the evaluation of the College's Second Chance Pell program sites scheduled for Fall 2017 be confirmed and the scope of the evaluation broadened to include an assessment of the Platt High School location;
>
> that the report prepared in advance of the Fall 2017 site visit give emphasis to the institution's success in assuring that sufficient student services are available at the Platt location;
>
> that the Commission notes the proposal by the Chancellor of the Connecticut State College and University System to merge the current twelve community colleges into a single institution and informs Middlesex Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The report submitted by Middlesex Community College was accepted and the off-campus instructional location at Platt High School in Meriden, Connecticut encompassed within the institution's accreditation because the Commission finds the activity to be substantially in compliance with the *Standards for Accreditation* and relevant Commission policies.

The Commission understands that Middlesex Community College (MCC) will relocate its Meriden, Connecticut off-campus instructional site, which currently occupies three floors in a rental building in downtown Meriden, to Platt High School, also in Meriden. MCC's report notes several advantages to the move, including access to 10 state-of-the-art classrooms, including science labs, in a facility that has just undergone a $100 million renovation; access to a new media center/library; and estimated annual savings of more than $300,000. We note with favor the College's comprehensive planning for the relocation that has involved the participation of several "transition" and "task-oriented" teams. In the space available at Platt, MCC will be able to offer up to 60 courses each semester (30 courses that meet two nights a week); in Fall 2017, 37 courses are already scheduled, and the College expects to enroll 400 students. We are gratified to learn that courses at the Platt location will be taught by the College's current full- and part-time faculty and will have the same learning outcomes as those taught on the main campus. During the first year, two evaluations of the site will be conducted, an "early evaluation" in October 2017 and a "full evaluation" in June 2018.

Commission policy requires an on-site evaluation of a new location within six months of its establishment. As the College is already scheduled for an evaluation of its Second Chance Pell sites in Fall 2017, we ask that the scope of that visit be expanded to include an assessment of the Platt High School location.

In the report prepared in advance of the Fall 2017 site visit, the institution is asked to provide an update on the Platt High School site, with emphasis on a matter related to our standards on *Students* and *Institutional Resources.*

We appreciate Middlesex Community College's candid acknowledgment that, at the Platt location, the institution will not be able to offer student services such as financial aid, career and transfer counseling, disability services, and the retention specialist "to as great an extent" as has been possible in the current Meriden location. The College plans to offer all services on a twice-a-month basis and will also provide tutoring in Platt's media center. The Fall 2017 evaluation will afford MCC an opportunity to update the Commission on the effectiveness of these arrangements in assuring that students at the Platt High School location have access to "an array of student services, including physical and mental health services, appropriate to [the institution's] mission and the needs and goals of its students" (5.9). Our standard on *Institutional Resources* offers this additional guidance:

> The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic programs are offered (7.21).

The Commission notes the proposal by the Chancellor of the Connecticut State College and University System to merge the current twelve community colleges into a single institution as soon as July 1, 2017. Such a change, or another significant re-organization, could result in a change in the schedule of monitoring of Middlesex Community College. As you know, the Commission is meeting with the Chancellor at its June meeting and will keep community college Presidents, as well as the System, informed of its decisions.

The Commission expressed appreciation for the report submitted by Middlesex Community College and hopes its preparation has contributed to institutional improvement. We appreciate 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. Matt Fleury.

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,

David P. Angel

DPA/jm

cc: Mr. Matt Fleury

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July 25, 2017

Mr. Matt Fleury
CT Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of July 12, 2017 to President Broadie notifying him of the action taken by the Commission at its April, 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President Broadie

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pharbecke@neasc.org

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

July 12, 2017

Dr. Paul Broadie, II
President
Gateway Community College
20 Church Street
New Haven, CT 06510

Dear President Broadie:

I write to inform you that at its meeting on April 20, 2017, the Commission on Institutions of Higher Education considered the Graduation Rate Information Project report submitted by Gateway Community College and took the following action:

> that the Graduation Rate Information Project report submitted by Gateway Community College be accepted;
>
> that the progress report scheduled for consideration in Spring, 2018 be confirmed;
>
> that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities System to merge the current twelve community colleges into a single institution and informs Gateway Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its actions.

The Graduation Rate Information Project report submitted by Gateway Community College was accepted because it was generally responsive to the request made by the Commission in its letter of November 8, 2016.

The Commission commends Gateway Community College (GCC) for a thorough report that addresses how the institution defines and uses mission-appropriate measures of student success, including graduation rates, to make improvements to curriculum, pedagogy, and student services. We recognize that the College's IPEDS graduation rates, which are typically below 10%, represent less than 8% of the College's student population, and we appreciate GCC's candid discussion of the demographic variables, including "gender, ethnicity, age, admission criteria, upbringing, economic status, and family status" that have an impact on students' persistence to graduation. The Commission is gratified to learn of the many programs and services in place

to support student retention, including Care Reporting, Early Alert, Academic Concerns, Achievement Coaching, ALIVE (Animating Learning by Integrating and Validating Experience), and "basic needs" services provided by the Center for Students and Families. We take favorable note of GCC's plans to supplement these measures with an expansion of its college-wide advising program and introduction of a first-year experience course for general studies students who are "poorly prepared" for college success.

The Commission confirms the progress report scheduled for consideration in Spring, 2018. We refer you to our letter of December 5, 2016, which specifies matters to receive attention in that report, including: "achieving its goals to improve its retention and graduation rates." This section of the report will enable Gateway Community College to provide further evidence of its continued efforts to understand the success of its students and to use data about student success, including graduation rates, for institutional improvement. We remind you of our standard on *Educational Effectiveness*:

> The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6). (See also 2.2, 5.6, 9.24)
>
> The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7). (See also 2.2, 9.24)
>
> The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities System to merge the current twelve community colleges into a single institution as soon as July 1, 2017. Such a change, or another significant re-organization, could result in a change in the schedule of monitoring of Gateway Community College. As you know, the Commission met with the President at its June meeting and will keep community college Presidents, as well as the System, informed of its decisions.

The Commission expressed appreciation for the Graduation Rate Information Project report submitted by Gateway Community College 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. Matt Fleury. 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,

David P. Angel

DPA/sjp

Enclosures

cc: Mr. Matt Fleury

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July 25, 2017

Mr. Matt Fleury
CT Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of July 12, 2017 to President De Filippis notifying her of the action taken by the Commission at its April, 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara Brittingham

Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President De Fillippis

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July 12, 2017

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

Dear President De Fillippis:

I write to inform you that at its meeting on April 20, 2017, the Commission on Institutions of Higher Education considered the Graduation Rate Information Project report submitted by Naugatuck Valley Community College and took the following action:

> that the Graduation Rate Information Project report submitted by Naugatuck Valley Community College be accepted;
>
> that the interim (fifth-year) report scheduled for consideration in Fall 2017 be confirmed;
>
> that, in addition to the matters specified in our letters of May 3, 2013, October 10, 2014, and June 8, 2016, the interim report give emphasis to the institution's continued success in implementing strategies to understand student success and use student success data for improvement, including efforts to understand student achievement by race/ethnicity and economic status;
>
> that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities System to merge the current twelve community colleges into a single institution and informs Naugatuck Valley Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its actions.

The Graduation Rate Information Project report submitted by Naugatuck Valley Community College was accepted because it was generally responsive to the request made by the Commission in its letter of November 8, 2016.

The Commission commends Naugatuck Valley Community College (NVCC) for a well-written, data-rich report that addresses the institution's mission-

appropriate measures of student success and its use of student success data, including graduation rates, to improve curriculum, pedagogy, and student services. We are gratified to learn that NVCC's IPEDS graduation rate has doubled during the past eight years – from 7% for the 2004 cohort to 14% for the 2012 cohort – and that substantial percentages of students transfer out before graduation (19%) or are still enrolled (23%). We also note that more than two-thirds (68%) of students who begin as first-time, full-time students change to part-time status, a factor which lengthens their time to graduation. We note with favor that NVCC has made the three "major challenges" to persistence – attrition, under-preparedness, and program change – the "focus of targeted initiatives" in its new strategic plan and commend the College for being recognized by the U.S. Department of Education for its "effectiveness in advancing opportunities for low-income students while demonstrating high outcomes."

Commission policy requires an interim (fifth-year) 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 matters specified in our letters of May 3, 2013, October 10, 2014, and June 8, 2016, we ask that the Fall 2017 interim report provide further evidence of Naugatuck Valley Community College's continued efforts to understand the success of its students and to use data about student success, including graduation rates, for institutional improvement.

Given the racial/ethnic and economic diversity of NVCC's student population, the Commission is pleased to learn that several of the strategies and initiatives to support student persistence are intended to support students of color and low-income students. These include offering student orientation sessions in Spanish, building "cultural relevance and diversity" into courses, mentoring programs for underrepresented students, and increasing emphasis on the collection and analysis of student success data by race/ethnicity and economic status. We look forward to learning, through the Fall 2017 interim report, of Naugatuck Valley Community College's progress in these matters, in keeping with our standard on *Educational Effectiveness*:

> The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6). (See also 2.2, 5.6, 9.24)
>
> The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7). (See also 2.2, 9.24)
>
> The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

To enable Naugatuck Valley Community to incorporate this additional area of emphasis into its interim report, the deadline for submitting the report is extended to October 13, 2017. Please submit four paper copies and an electronic copy (single, searchable pdf file) of your report by that date.

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities System to merge the current twelve community colleges into a single institution as soon as July 1, 2017. Such a change, or another significant re-organization, could result in a change in the schedule of monitoring of Naugatuck Valley Community College. As you know,

the Commission met with the President at its June meeting and will keep community college Presidents, as well as the System, informed of its decisions.

The Commission expressed appreciation for the Graduation Rate Information Project report submitted by Naugatuck Valley Community College 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. Matt Fleury. 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,

David P. Angel

DPA/sjp

Enclosures

cc: Mr. Matt Fleury

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tkhudairi@neasc.org

July 25, 2017

Mr. Matt Fleury
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of July 13, 2017 to President Levinson notifying him of the action taken by the Commission at its April, 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President Levinson

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tkhudairi@neasc.org

July 13, 2017

Dr. David L. Levinson
President
Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854-1655

Dear President Levinson:

I write to inform you that at its meeting on April 20, 2017, the Commission on Institutions of Higher Education considered ~~the~~ Graduation Rate Information Project report submitted by Norwalk Community College and took the following action:

> that the Graduation Rate Information Project report submitted by Norwalk Community College be accepted;
>
> that the interim (fifth-year) report scheduled for consideration in Fall, 2019 be confirmed;
>
> that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities System to merge the current twelve community colleges into a single institution and informs Norwalk Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its actions.

The Graduation Rate Information Project report submitted by Norwalk Community College (NCC) was accepted because it was generally responsive to the request made by the Commission in its letter of November 8, 2016.

The Commission commends Norwalk Community College for a cogent report that discusses measures of student success that are appropriate for the institution and how NCC effectively uses student success data, including graduation rates, to improve curriculum, pedagogy, and student services. We appreciate the College's explanation of the impact on student persistence of the "unique challenges" of its service region, including the high cost of living, lack of English proficiency among recent immigrants, and the pressure many students feel to transfer to a baccalaureate institution prior to graduation. The report identifies two other factors that have a major impact on students'

ability to earn a degree in three years – changing from full-time to part-time status and the need for developmental education – as well as the programs and services NCC has put in place to mitigate the effects of these factors. These include changes to developmental education, the Start2Finish program, and success coaching. Beginning in Fall 2017, a five-year, $2.3 million Title V grant will be used to establish a "curriculum of student success" that includes strengthening advising, modifying gateway courses to reduce the likelihood of failure and withdrawal, and creation of a learning commons.

Commission policy requires an interim (fifth-year) report of all institutions on a decennial evaluation cycle. The purpose of the report to be submitted for consideration in Fall, 2019 is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. We refer you to our letter of April 19, 2017 which asks that the interim report give emphasis to the College's success in implementing initiatives to improve its retention and graduation rates. This section of the interim report and the report's reflective essay will provide Norwalk Community College an opportunity to provide evidence of its continued efforts to understand the success of its students and to use data about student success, including graduation rates, for institutional improvement. We remind you of our standard on *Educational Effectiveness*:

> The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6). (See also 2.2, 5.6, 9.24)
>
> The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7). (See also 2.2, 9.24)
>
> The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities System to merge the current twelve community colleges into a single institution as soon as July 1, 2017. Such a change, or another significant re-organization, could result in a change in the schedule of monitoring of Norwalk Community College. As you know, the Commission met with the President at its June meeting and will keep community college Presidents, as well as the System, informed of its decisions.

The Commission expressed appreciation for the Graduation Rate Information Project report submitted by Norwalk Community College 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. Matt Fleury. 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,

David P. Angel

DPA/sjp

Enclosures

cc: Mr. Matt Fleury

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August 16, 2017

OFFICE OF BOARD AFFAIRS
AUG 24 2017
CONNECTICUT BOARD OF REGENTS
FOR HIGHER EDUCATION

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of July 18, 2017 to President Wilfredo Nieves notifying him of the action taken by the Commission at its April 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/jm

Enclosure

cc: Dr. Wilfredo Nieves

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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

ABDALLAH A. SFEIR (2018)
Lebanese American University

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

HARRY EMMANUEL DUMAY (2019)
Saint Anselm College

JEFFREY R. GODLEY (2019)
Groton, CT

STEPHEN JOHN HODGES (2019)
Hult International Business School

COLEEN C. PANTALONE (2019)
Northeastern University

MARIKO SILVER (2019)
Bennington College

GEORGE W. TETLER (2019)
Worcester, MA

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

July 18, 2017

Dr. Wilfredo Nieves
President
Capital Community College
950 Main Street
Hartford, CT 06103

Dear President Nieves:

I write to inform you that at its meeting on April 20, 2017, the Commission on Institutions of Higher Education considered the Graduation Rate Information Project report submitted by Capital Community College and took the following action:

> that the Graduation Rate Information Project report submitted by Capital Community College be accepted;
>
> that the progress report scheduled for consideration in Fall 2018 be confirmed;
>
> that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution and informs Capital Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The Graduation Rate Information Project report submitted by Capital Community College was accepted because it was generally responsive to the request made by the Commission in its letter of November 8, 2016.

The Commission commends Capital Community College (CCC) for a thoughtful, well-written report that addresses how the institution defines and implements mission-appropriate measures of student success and uses student success data, including graduation rates, to improve curriculum, pedagogy, and student services. We recognize that the College's IPEDS graduation rate of 9% represents a small portion of the total student population (21%), and we appreciate that the report included an assessment of the results of the 2015 CCSSE Student Survey that confirm CCC students face challenges and obstacles similar to peer institutions, including "socioeconomic, socio-cultural, language, residential, familial, and even health" that have an impact

on students' persistence to graduation. We also note positively that in AY2015 over 46% of CCC students transferred to four-year institutions, evidence that the College's student success initiatives are taking root. Noteworthy is the implementation of faculty and tutor collaboration; embedded tutoring and the use of supplemental instruction for targeted groups of students; increased advising, guidance, and outreach to first-year students; and the integration of learning outcomes in College Success Courses that promote academic, social, and self-advocacy skills.

The Commission confirms the progress report scheduled for consideration in Fall 2018. We refer you to our letter of May 30, 2017 which specifies matters to receive attention in that report, including "increasing student enrollment, retention, and graduation." This section of the report will enable Capital Community College to provide further evidence of its continued efforts to understand the success of its students and to use data about student success, including graduation rates, for institutional improvement.

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution as soon as July 1, 2017. Such a change, or another significant re-organization, could result in a change in the schedule of monitoring of Capital Community College. As you know, the Commission met with the president at its June meeting and will keep community college presidents, as well as the system, informed of its decisions.

The Commission expressed appreciation for the Graduation Rate Information Project report submitted by Capital Community College 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. Matt Fleury. 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,

David P. Angel

DPA/jm

Enclosure

cc: Mr. Matt Fleury

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Tunxis Community College	Date of Submission to BOR Office: 5/24/2017
Most Recent NEASC Institutional Accreditation Action and Date: Fifth Year Interim Report, 11/18/2016	
Characteristics of Below-Threshold Offering Name of Offering: Energy Accounting Certificate Type of Offering *(e.g. Grad Certificate, Minor, Option)* Certificate Anticipated Initiation Date: Fall 2017 Anticipated Date of First Completion *(if applicable)* : Spring 2018 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 5 # Cr of Electives: 0 # Cr of Other: 0 # Cr Special Requirements *(e.g. internship):* 0 Total # Cr the Institution Requires to Award the Credential 15
Suggested CIP Code No. *(if applicable)* 15.0503 Title of CIP Code Energy Management and Systems Technology/Technician CIP Year: 2000 or 2010 x	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Main Campus	

Description of Offering, Context and Justification *(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)*

The Energy Accounting Certificate provides students with valuable skills to evaluate energy use patterns in commercial buildings. Students learn appropriate economic analysis methods, information/data requirements; how to successfully identify energy investment alternatives, obtain desired results and present recommendations. Students will learn and practice skills required to perform energy analysis using computerized energy modeling and cost analysis with an understanding of utility rates, fees, tariffs, rebates and incentives. The emphasis will be on analysis of energy investments using spreadsheets to consider total cost-benefits over the life of the investment. Students will learn to use the US Environmental Protection Agency's Portfolio Manager online software platform to energy-benchmark buildings. The Energy Accounting Certificate will be of special interest to municipal and corporate facilities and administrative personnel who are charged with managing and conserving energy use in their buildings. CT's utility-led incentive programs for municipalities and private building owners require these parties to track their energy use using the EPA Portfolio Manager software.

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)*

As a linked certificate to the already approved Energy Management Associate in Applied Science degree, no additional resources will be required.

Institutional Contact for this Proposal: Eric Gribin	Title: Program Coordinator	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:

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[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.**

[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				Prerequisites		
ARC*240 Environmental Systems			3	Placement into Composition ENG*101 and Introductory Algebra, MAT*094		
BBG*115 Business Software Applications or CSA*135 Spreadsheet Applications			3	ENG*065; Corequisites: ENG*075, 093, 096 or 101		
NRG*131 Building Efficiency Auditing			3	Placement into Introductory Algebra MAT*094; Co-requisite: ENG*101		
NRG*240 Energy Investment Analysis			3	Placement into Composition ENG*101 and Introductory Algebra, MAT*094		
NRG*242 Energy Accounting			3	C- or better in BBG*115 or CSA*135		
Total			15			
Other Courses						
None						
				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.)*

- demonstrate an understanding of the systems and components that makeup commercial buildings and their contribution to the energy performance of the building
- demonstrate an understanding of the interaction between energy consuming building systems and based on that understanding make energy consumption and renewable energy recommendations
- apply research and organization of energy use data into Excel and the Environmental Protection Agency's Portfolio Manager online software platform, and produce energy benchmarking reports for presentation
- evaluate energy use patterns of residential and commercial buildings
- develop and evaluate inferences and predictions that are based on collected data