



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, October 7th, 2022

Conducted via Remote Participation

Meeting will live stream at: <http://youtu.be/REDlpTDfCvU>

1. Approval of Minutes
 - a. August 22, 2022 – *Page 1*
2. Consent Items
 - a. Discontinuations
 - i. Infant and Toddler – Certificate – Charter Oak State College – *Page 5*
 - ii. Information Management and Services – BS and Minor – Southern CT State University – *Page 10*
3. Action Items
 - a. Modifications
 - i. Counselor Education: School Counseling – MS – Western CT State University [Significant Modification of Courses/Course Substitutions] – *Page 18*
 - ii. Education Paraprofessional to Early Childhood Education – Certificate – Northwestern CT Community College [Significant Modification of Courses/Course Substitutions and Change of Degree Title or Program Title] – *Page 28*
 - b. Suspensions
 - i. Speech and Language Pathology Studies – Certificate – Charter Oak State College – *Page 38*
 - c. State University Centers and Institutes
 - i. Continuation of a Center/Institute – The Center for Communication Disorders – Southern CT State University – *Page 43*
 - ii. Continuation and Name Change of a Center/Institute – Center for Sustainable Studies – Eastern CT State University – *Page 85*
 - iii. Continuation and Name Change of a Center/Institute – Institute for Sustainability – Eastern CT State University – *Page 101*
4. Informational Items
 - a. Below Threshold
 - i. General Studies – B.S. – Business Administration – Concentration Only - Charter Oak State College [Program Modification] – *Page 114*
 - ii. General Studies – B.S. – Human Resources Management – Concentration Only - Charter Oak State College [Program Modification] – *Page 117*
 - iii. General Studies – B.S. – Nursing-RN/AND to BSN – Concentration Only - Charter Oak State College [Program Modification] – *Page 120*
 - iv. Caribbean Studies – Minor – Central CT State University [Program Modification – to be discontinued] – *Page 126*

- b. CSU Emeriti
 - i. Southern CT State University – *Page 129*
- c. Refugee Initiative Report

If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to PHeleen@commnet.edu at least 24 hours before the meeting.



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

**Meeting – September 9, 2022 at 9:30 a.m.
Conducted via Remote Participation**

MINUTES

Regents Present: Chair Ira Bloom, Holly Howery, Juanita James, James McCarthy, Richard Porth

Ex-Officio BOR Members: Professor Colena Sesanker

Regents Absent:

Staff Present: Kaylah Davis, Pam Heleen, Rai Kathuria, Kenneth Klucznik, Francine Rosselli-Navarra, and Noreen Wilson

Other Attendees: Beth Merenstein (CCSU), Timothy St. James (ACC), Michele Howard-Swan (ACC), Bill Salka (ECSU), Suzanne Passini (TCC), Manohar Singh (SCSU), Jacqueline Swanson, Sheldon Watson (CCSU), Donald DeFronzo (CCSU), Kim Kostelis (CCSU), H. Justin Moore (CT State), George Pepper (NCC), Antonio Santiago (NVCC), and Theresa Foley (ACC)

The meeting was called to order at 9:30 a.m. by Chair Ira Bloom.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and a quorum was declared.

1. Approval of Minutes
 - a. June 3, 2022
Chair Bloom asked for a motion to approve the minutes of the June 3, 2022, BOR ASA Committee meeting. On a motion Regent H. Howery and second by Regent R. Porth, a vote was taken, and the minutes were approved unanimously.
2. Consent Items
 - a. Discontinuations
 - i. Early Childhood Teaching Credential – ECSU
 - ii. Web Technology – Certificate – MCC
Chair Bloom asked for a motion to approve the consent agenda. On a

motion by Regent J. McCarthy and second by Regent H. Howery, a vote was taken, and the consent agenda was approved unanimously.

3. Action Items

a. Continued Accreditation of a Program

i. Massage Therapy AS Asnuntuck CC

Dr. Timothy St. James, Interim Dean of Academic and Student Affairs, Michele Howard-Swan, Allied Health Program Coordinator, and Sue Passini, Director of Workforce Development and Non-Credit Programs presented. They were seeking continued accreditation of the Massage Therapy Associate Degree Program at Asnuntuck Community College. They reported that this program had been impacted by COVID-19 as this program involves an in person and hands-on approach. Now that the college is back to in person operations, the enrollment numbers in this program have increased to 19 students and 11.4 FTE.

Regent H. Howery inquired about the sustainability of the programs increase in enrollment. The presenters confirmed that due to marketing efforts, there are many students who are returning to the program, as well as new students. In addition, students are highly sought after for employment upon completion of program. The presenters added that the program includes a clinical aspect that provides additional revenue from the public coming to the institution for massage (approx.\$24,000 last summer).

Chair Bloom asked for a motion to approve this continuation with the amendment that it is approved through Fall 2024. At that time, the program will provide updates on enrollment and seek continued accreditation.

Chair Bloom asked for a motion to approve this continuation and amendment. On a motion by Regent H. Howery and second by Regent J. McCarthy, a vote was taken and the continued accreditation was approved unanimously.

b. State University Centers and Institutes

i. Continuation and Name Change of a Center/Institute – Center for Public Policy and Social Research CCSU

Provost Kimberly Kostelis, Dr. Beth Merenstein, Associate Vice President for Community Engagement and Experiential Learning, Executive Director for Public Policy and Social Research, and Dr. Donald DeFronzo Chairholder of the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at CCSU presented. The Center has requested the name change to better match the Center's expanded and updated mission. The mission modification highlights the need for more emphasis on community engagement and to provide educational opportunities and experiences. The Center currently is looking to build on past success and provide educational experiences.

Regent J. James inquired about the additional initiatives needed to take place to provide community engagement experiences. The presenters added that students at each level work within the community by taking part in meetings and varying events, public outreach, response, recommendations, and reports of ongoing projects. Regent J. James suggested that the Center works with the Community Foundation Board of New Britain, as they work closely on a large variety of community-based issues.

Chair Bloom inquired about the impact of Town Clerk(s) in that Clerks have become more prominent and now hold more responsibilities and the navigation

of potential controversial aspects. Presenters stated that they have a long-standing positive relationship with the Clerks. The demands on the Clerks have expanded and have gone beyond what the Center can provide. The Clerks have negotiated with the Office of Continuing Education to obtain expanded assistance; the Center will provide any support as needed. Chair Bloom inquired about the potential financial impact this transition may have.

Presenters confirmed that there is a neutral financial impact.

Regent R. Porth added that he has seen the Center's benefit, as well as the research and support it has provided for local government and non-profits. Chair Bloom added that this Center is important to assist students with the understanding of government functionality in a fair and equal manner.

Chair Bloom asked for a motion to approve this continuation. On a motion by Regent H. Howery and second by Regent R. Porth a vote was taken, and the continuation and name change was approved unanimously.

c. Community College Emeritus

i. Tunxis Community College

Chair Bloom asked for a motion to approve the emeritus request. On motion by Regent J. McCarthy and second by Regent R. Porth, a vote was taken, and the motion was approved unanimously.

ii. Naugatuck Valley Community College

Request to waive requirement for years of service as allowed under the collective bargaining agreement. Presenters were absent. Decision will be postponed until next meeting to ask and answer questions regarding waiver request.

Chair Bloom asked for a motion to postpone to the next meeting. On motion by Regent J. James and second by Regent R. Porth, a vote was taken, and the postponement was approved unanimously.

d. CSU Promotions and Tenures

i. Eastern CT State University

Chair Bloom asked for a motion to approve the promotion and tenure request from Central CT State University. On a motion from Regent H. Howery, and second by Regent J. McCarthy, a vote was taken, and the motion was approved unanimously.

4. Informational Items

a. CSU Emeriti

i. Eastern CT State University

ii. Southern CT State University

b. Community College Promotion and Tenure

iii. Gateway Community College

c. Below Threshold

i. Database Management – Certificate – Central CT State University – Below Threshold [New Academic Program]

ii. Concentration added to B.S. Management Information Systems to Master of Business Administration accelerated pathway – Central CT State University – Below Threshold [New Academic Program]

d. CSCU Common Academic Calendar: 2023/2024 to 2027/2028

Jacqueline Swanson presented. Stated that a committee meets and comes to agreement on calendars. This calendar is set up for the next 5 years.

e. Pockets of Excellence

i. Southern CT State University Graduate Programs

Dr. Manohar Singh, Dean of School of Graduate and Professional Studies presented the approach and success within the SCSU Graduate Programs. SCSU's success has come from their pursuit of excellence in serving stakeholders through an innovative social justice approach which promotes accessibility, inclusivity, equity, and academic excellence. Dean Singh shared a presentation showing data of FTE from 2013-2023, and growth of the incoming class size from 2018-2022. The results showed that in Spring 2022, SCSU had the largest graduate student population within the system. International student enrollment is a strength within the program as well.

Regent J. James inquired about long-term impact and sustainability of domestic students. Dean Singh confirmed that he will share his data and that most graduate applicants are CT residents, to which there is an intention to expand access and enrollment.

Regent J. McCarthy stated that he would like to see a system approach to data collection. Provost Kathuria confirmed that over the next year, the System will be developing the ability to generate data, view enrollment, and financials.

Regent R. Porth added that it would be beneficial if we could use the data to view that impact on our students to compare our value and accessibility to other institutions.

Chair Bloom inquired about course format and offerings within graduate programs, specifically evening and weekend. Dean Singh confirmed that they have adjusted evening courses to meet availability of students.

Chair Bloom called for a motion to adjourn the meeting. On a motion by Regent J. James and second by Regent J. McCarthy, a vote was taken and the motion to adjourn was passed unanimously at 10:37AM.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Infant and Toddler, (CIP Code: 19.0709 / OHE# 015448), leading to a Certificate at Charter Oak State College, effective Spring 2024.

A True Copy:

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

ITEM

Discontinuation of a program, Infant and Toddler, leading to a Certificate at Charter Oak State College, effective Spring 2024.

Name of Institution	Charter Oak State College	
Name of Program	Infant and Toddler	
CIP Code	19.0709	
OHE# (Leave blank for new programs)	015448	
Degree Level	Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program – Spring 2022 <input checked="" type="checkbox"/> Terminate Program – Spring 2024	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This 12-credit certificate was approved at a time when the State of CT Professional Development Program (formerly known as CT Charts A Course) for Early Childhood Education recognized the certificate and supported enrollment in the program by providing scholarship funding to students. The current Office of Early Childhood no longer supports this certificate program due to changes in early childhood teacher qualification requirements. At 12 credits, this certificate is below the threshold for students to qualify for federal financial aid. Students thus have neither financial aid nor Office of Early Childhood scholarship funding to utilize to pay for the tuition and related fees. Students are unable to afford the program without these financial supports.

Phase out:

We will provide all students with active enrollment the opportunity to complete the program by the end of spring 2023. There is currently one matriculated student enrolled in the program and one registered to begin in summer semester. There are four additional students who have applied to the program yet lack

financial resources to register for courses. When this occurs, students are kept active in terms of admissions status for two terms. If they do not register for courses, their applications are deleted by our admissions office. The one matriculated student has not taken courses for a year now, so she is due for deactivation at the end of spring semester. This is consistent with college policy.

The program will be eliminated from the 2022-2023 catalog and from the admission application. The program director will work with the Admissions Office and Registrar's Office to ensure that the college catalog no longer lists this certificate program as an option for which potential students may apply. Additionally, the program director will work with the marketing team to ensure that content is eliminated from the college website as of July 1st. A statement will be placed on the college website indicating that the certificate program will be discontinued as of July 1, 2022.

RECOMMENDATION

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

10/07/22 – BOR -Academic and Student Affairs Committee
10/20/22 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 8-29-2022	
Discontinued Program: Infant and Toddler Certificate Program CIP: 190709 OHE#: 015448 BOR Accreditation Date: Fall 2016 Phase Out /Teach Out Period Spring 2022 Expected Date of Program Termination Spring 2024		
Program Characteristics		
Name of Program: Infant and Toddler Certificate		
Degree: Title of Award (e.g. Master of Arts) Certificate in Infant and Toddler Care		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level) C1		
Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined		
Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Charter Oak State College		
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This 12-credit certificate was approved at a time when the State of CT Professional Development Program (formerly known as CT Charts A Course) for Early Childhood Education recognized the certificate and supported enrollment in the program by providing scholarship funding to students. The current Office of Early Childhood does not support this certificate program due to changes in early childhood teacher qualification requirements. Therefore, students have neither financial aid nor Office of Early Childhood Scholarship funding to utilize to pay for the tuition and related fees. Additionally, teachers working in infant and toddler classrooms make very low wages, so they do not have the funds to pay for this certificate program out of pocket.

Phase Out/Teach Out Strategy

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

There is currently one matriculated student enrolled in the program and one registered to begin in summer semester. There are four additional students who have applied to the program yet lack financial resources to register for courses. When this occurs, students are kept active in terms of admissions status for two terms. If they do not register for courses, their applications are deleted by our admissions office. The one matriculated student has not taken courses for a year now, so she is due for deactivation at the end of spring semester. This is consistent with college policy.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM**

The program will be eliminated from the 2022-2023 catalog and from the admission application. We will provide all students with active enrollment the opportunity to complete the program by the end of spring 2023.

SECTION 3: RESOURCES

Close Out

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

The program director will work with the Admissions Office and Registrar's Office to ensure that the college catalog no longer lists this certificate program as an option for potential students to apply for. Additionally, the program director will work with the marketing team to ensure that content is eliminated from the college website as of July 1st. A statement will be placed on the college website indicating that the certificate program will be discontinued as of July 1, 2022.

The courses do not need to be eliminated since they are all still required for students to take as part of the early childhood majors.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

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

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

The college continuously evaluates its programs. Since the Infant and Toddler Certificate Program is no longer supported by the scholarship fund of the Office of Early Childhood, and there is no financial aid available to students, it makes sense to eliminate this program. The lesson learned is to maintain programs only when they are of benefit to our students as well as CT communities.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Information Management and Services, (CIP Code: 25.0101 / OHE# 000646), leading to a Bachelor of Science at Southern Connecticut State University, effective December 20, 2024.

A True Copy:

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

ITEM

Discontinuation of a program, Information Management and Services, leading to a Bachelor of Science at Southern Connecticut State University, effective December 20, 2024.

Name of Institution	Southern Connecticut State University	
Name of Program	Information Management and Services	
CIP Code	25.0101	
OHE# (Leave blank for new programs)	000646	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program – 1/18/2023-12/20/2024 <input checked="" type="checkbox"/> Terminate Program – 12/20/2024	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	December 20, 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This application to discontinue Southern's Information Management and Services (IMS) Bachelor of Science degree program comes after careful consideration of the documented reasons for declining enrollment and follows a self-study in preparation for a scheduled Academic Program Review. A combination of circumstances, including changes in professional standards for workforce preparation, have had an impact on the effectiveness of the program to position graduates for professional positions in the field of library and information science. While it has been a difficult decision, especially given the over 80-year history of this program, it has become clear that changes in professional standards, lower enrollment, and limited resources have all combined to provide justification for discontinuing this once vibrant degree program.

The IMS program is scheduled for Academic Program Review in February 2023. The Information and Library Science Department (ILS) faculty have been preparing for the review by evaluating the effectiveness and value of the program through various means, both internal and

external to the University. As a part of that two-year process, the faculty have been engaged in a passionate debate about the value and potential of the undergraduate offering, and have finally, painfully, come to the realization that it is indeed time to sunset the Department's Bachelor of Science degree program.

For many years, SCSU graduates with the Bachelor's Degree in library science, while not qualified for most public or academic library professional positions, could begin their careers as school library media specialists. However, once Connecticut began requiring teachers to have master's degrees, the library science bachelor's program ceased to provide graduates with a marketable degree that qualified them for any professional position in the field. Department alums regularly reported that they were either not working in the field, or they were pursuing (or had pursued) the graduate degree necessary for full library and information science professional participation. It is important to note, however, that a library science bachelor's degree is of no advantage when applying to MLS/MLIS programs, and may even show a lack of proficiency in other valued academic interests.

Since 2017 (the current Program Review period), as the undergraduate program lost relevance and enrollment decreased to an all-time low, the Master's program has been reinvented and re-populated; re-gaining ALA accreditation in June 2020 and showing enrollment growth every year since 2017. With significantly under-enrolled courses, the dwindling undergraduate program expends resources that could be better spent continuing to improve and build on the success of the newly invigorated and accredited graduate program. The discontinuation of the IMS program will not impact state priorities for workforce preparation as the Bachelor's Degree does not meet the standards for library professional employment; as a matter of fact, graduates of the Connecticut Community College Library Certification Program are more adequately prepared for support staff positions in libraries and information centers.

Phase out:

The faculty is committed to shepherding the final classes through the program, and is confident that many of those graduates will ultimately pursue their Master's degree at SCSU. While committed to the needs of current students, the faculty is requesting permission to stop accepting students immediately (beginning of the Spring 2023 semester) and that the IMS program be considered for discontinuation with a sunset date of the end of the Fall 2024 semester.

The department will continue to offer required classes, fully enrolled where possible and as independent study options when not, for the next two years and will advise students to fulfill required courses as quickly as possible. Currently, 14 upper class students expect to graduate by May 2024. The remaining 4 students will be encouraged to finish all department degree requirements by the end of the Fall 2024 semester. In some cases, prerequisites may be waived so that students can fulfill requirements.

There are no additional costs related to the discontinuation of the program. The department has been offering under enrolled courses as needed for at least 5 years and will continue that practice

as necessary for four more semesters until required department courses are completed by all currently enrolled students. The SCSU ILS Department firmly believes that the elimination of the undergraduate degree program will allow resources and energy to be redirected to the growing MLIS program, providing an increase in revenue and a more appropriate, balanced, responsible use of University resources

RECOMMENDATION

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

10/07/22 – BOR -Academic and Student Affairs Committee

10/20/22 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 8.31.22	
Discontinued Program: Information Management and Services CIP: 250101 OHE#: 000646 BOR Accreditation Date: 1946 Phase Out /Teach Out Period 1/18/2023 - 12/20/2024 Expected Date of Program Termination 12/20/2024		
Program Characteristics		
Name of Program: Information Management and Services*		
Degree: Title of Award (e.g. Master of Arts) Bachelor of Science		
*and Minor in Information Management Services		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Locality of Program: X On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: College of Education, Main Campus		
Institutional Contact for this Proposal:	Title: Provost and VPAA	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu
Dr. Robert S. Prezant		

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This application to discontinue Southern's Information Management and Services (IMS) Bachelor of Science degree program comes after careful consideration of the documented reasons for declining enrollment and follows a self-study in preparation for a scheduled Academic Program Review. A combination of circumstances, including changes in professional standards for workforce preparation have had an impact on the effectiveness of the program in positioning graduates for professional positions in the field of library and information science.

The IMS program is scheduled for Academic Program Review in February 2023. The department faculty have been preparing for the review by evaluating the effectiveness and value of the program through various means, both internal and external to the University. As a part of that two-year process, the Information and Library Science Department (ILS) faculty members have been engaged in a passionate debate about the value and potential of the undergraduate offering, and have finally, painfully, come to the realization that it is indeed time to sunset the Department's Bachelor of Science degree program.

Background: In 1946, the Connecticut State Board of Education authorized a comprehensive undergraduate degree program in Library Science at Southern Connecticut State College. At that time, the degree prepared students to be fully qualified librarians in public, academic, school and special libraries. But today, according to the American Library Association (ALA):

A master's degree in library science (MLS), preferably from an American Library Association (ALA) accredited program, is necessary for most librarian positions in most [public](#), [academic](#), and [special](#) libraries. [School librarians](#) may not need an MLS, but must meet state teaching requirements.

Beginning in the 1980s, the majority of undergraduate programs in the country, including Southern's, specifically

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR *DISCONTINUATION OF EXISTING PROGRAM*

trained school librarians, or school library media specialists. For many years SCSU graduates with the Bachelor's Degree in library science, while not qualified for most public or academic library professional positions, could begin their careers as school library media specialists. However, once Connecticut began requiring teachers to have master's degrees, the library science bachelor's program ceased to provide graduates with a marketable degree that qualified them for any professional position in the field. While an effort was made to pivot the program to include other aspects of information management, there was overlap with the Computer Science Department where the business and application sides of systems were developed to complement their mathematical/theoretical computer science offerings. Programs and courses in areas such as information systems, data management and data mining competed for students looking ahead to similar careers in the same general workforce as IMS students who were now ineligible for professional library positions. Department alums regularly reported that they were either not working in the field, or they were pursuing (or had pursued) the graduate degree necessary for full library and information science professional participation. It is important to note, that a library science bachelor's degree is of no advantage when applying to MLS/MLIS programs, and may even show a lack of proficiency in other valued academic interests.

Current Situation: Since 2017 (the current Program Review period), as the undergraduate program lost relevance and enrollment decreased to an all-time low, the Master's program has been reinvented and re-populated; re-gaining ALA accreditation in June 2020 and showing enrollment growth every year since 2017. The following graphs (fig.1 and fig. 2) clearly illustrate the direction of enrollment in the two programs during same time period.

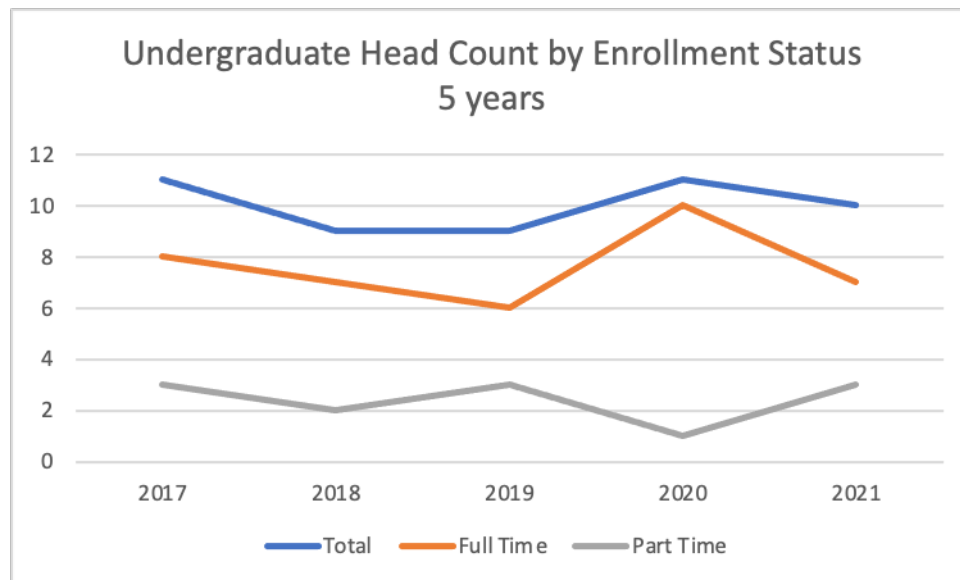


Fig. 1

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

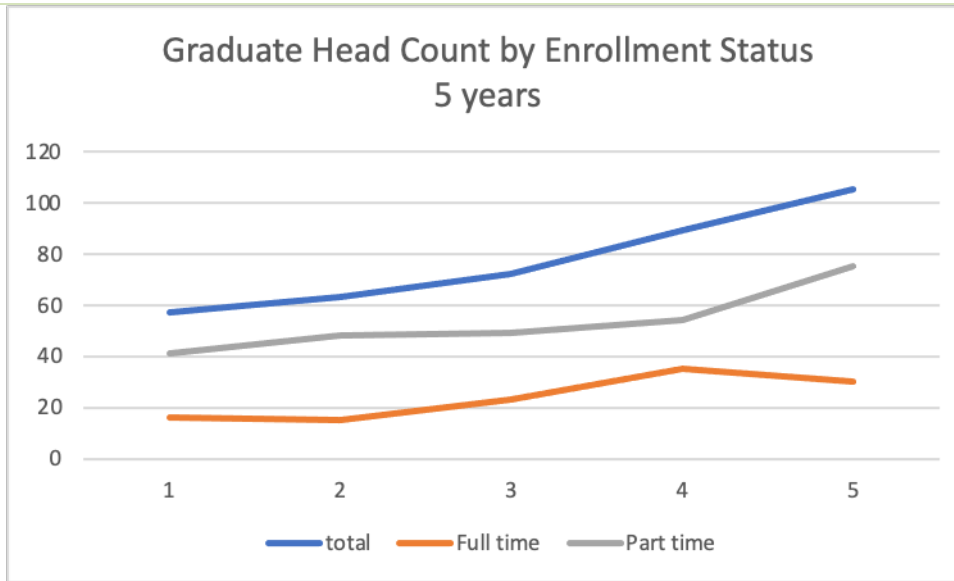


Fig. 2

The seven ILS faculty members teach both graduate and undergraduate courses. With the undergraduate program dwindling, courses have had enrollment numbers as low as 1 and only as high as 6 or 7. As degree requirements, these sparsely enrolled courses must be offered, sometimes as independent study courses for one or two students, even though the university enrollment minimum is 10. With such under enrolled courses, the dwindling undergraduate program expends resources that could be better spent continuing to improve and build on the success of the newly invigorated and accredited graduate program. The discontinuation of the IMS program will not impact state priorities for workforce preparation as the Bachelor's Degree does not meet the standards for library professional employment; as a matter of fact, graduates of the Connecticut Community College Library Certification Program are more adequately prepared for support staff positions in libraries and information centers.

Phase Out/Teach Out Strategy

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

While it has been a difficult decision to make, especially given the over 80-year history of this program, it has become clear that changes in professional standards, lower enrollment and limited resources have all combined to provide justification for discontinuing this once vibrant degree program. The faculty is committed to shepherding the final classes through the program, and is confident that many of those graduates will ultimately pursue their Master's degree at SCSU. While committed to the needs of current students, the faculty is requesting permission to stop accepting students immediately (beginning of the Spring 2023 semester) and that the IMS program be considered for discontinuation with a sunset date of the end of the Fall 2024 semester.

The department will continue to offer required classes, fully enrolled where possible and as independent study options when not, for the next two years and will advise students to fulfill required courses as quickly as possible. Currently, 14 upper class students expect to graduate by May 2024. The remaining 4 students will be encouraged to finish all department degree requirements by the end of the Fall 2024 semester. In some cases, prerequisites may be waived so that students can fulfill requirements.

SECTION 3: RESOURCES

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

Close Out

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

There are no additional costs related to the discontinuation of the program. The department has been offering under enrolled courses as needed for at least 5 years and will continue that practice as necessary for four more semesters until required department courses are completed by all currently enrolled students.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

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

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

The forces that ultimately made the undergraduate IMS program irrelevant were primarily outside agencies including the national professional organization, ALA, and the State of Connecticut as they changed and upgraded requirements for entry level employment in libraries and schools. It is possible that the department waited too long to adapt their program, instead initially relying on students to use the undergraduate degree as a stepping stone to their master's, without considering graduates' needs for immediate full-time employment after college. By the time analysis revealed that coursework and learning objectives needed to be adjusted, other departments were already attracting viable students with similar information-related courses of study. The ILS faculty found themselves offering a program that did not fulfill professional requirements and was in direct competition for an associate's degree in the CSU system that prepared students for para-professional positions.

The SCSU ILS Department firmly believes that the elimination of the undergraduate degree program will allow resources and energy to be redirected to the growing MLIS program, providing an increase in revenue and a more appropriate, balanced, responsible use of University resources.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Counselor Education: School Counseling (CIP Code: 13.1101 / OHE# 000175), specifically modification of courses and total program credits – leading to a Master of Science at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Counselor Education: School Counseling, specifically modification of courses and total program credits – leading to a Master of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Counselor Education: School Counseling	
CIP Code	13.1101	
OHE# (Leave blank for new programs)	000175	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change: 6 new courses, 5 revised courses, increase from 48 to 60 total credits required <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program <input type="checkbox"/> Suspend Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online* *with campus visits
Effective Term	No later than July 1, 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The MS in Counselor Education program was introduced at WCSU in 1974 and has been accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) since 1995. CACREP Standards have changed requiring the school counseling program to move from a 48-credit to a 60-credit program to maintain accreditation. The 60-credit program must be in place by July 1, 2023 per CACREP. The Clinical Mental Health option has already been approved for this transition.

The modifications result in an increase in the number of credits required for graduation, moving from 48 to 60 credits per CACREP Standard 1.J. The revised curriculum includes six new courses and five revised courses.

The revised 60 credit program will require an additional 12 semester hours of adjunct faculty to meet instructional needs. Faculty will be teaching 21 credits for the summer session each year (increase of 3) and one additional course in the spring semester in the revised 60 credit program.

It is necessary for staffing levels for core FT faculty to remain in a 1:12 faculty to student ratio per CACREP Standard 1.T. FT staff must also teach more than 50% of the course load each calendar year per CACREP Standard 1.S. Core faculty must meet the CACREP established criteria to be eligible to teach in CACREP accredited programs per CACREP Standard 1.W, 1.X, 1.BB. Given current demand, we anticipate the need for additional staffing in the near future.

Counselor Education is an essential part of the staffing necessary to support school districts, school transition programs in CT. This program is part of our Education Preparation Programs and it has had steady enrollment for decades. Although Central and Southern also offer this degree, WCSU was the first to move our Counseling programs online, with limited requirements to come to campus. National projections for this field suggest 11% growth over the next 10-year period.

RECOMMENDATION

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

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 8/31/2022
Most Recent NECHE Institutional Accreditation Action and Date: 2013	
Original Program Characteristics CIP Code No. 13.1101 Title of CIP Code: Counselor Education/School & Guidance Counseling Name of Program: Counselor Education: School Counseling Degree: Title of Award (e.g. Master of Arts) MS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 1974 OHE#: 00175 Modality of Program: On ground X Online Combined	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 36 # Credits of Electives in the Field: 3 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program (sum of all #Cr above):</u> 48 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 48
Type of Program Modification Approval Being Sought (mark all that apply): x Significant Modification of Courses/Course Substitutions*	
Modified Program Characteristics Name of Program: Counselor Education: School Counseling Degree: Title of Award (e.g. Master of Arts) MS Certificate ¹ : (specify type and level) Program Initiation Date: May 2023 Modality of Program: On ground X Online (all courses are online, but some visits to campus occur). If "Combined", % of fully online courses? 100 Locality of Program: X On Campus	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 51 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program:</u> 60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 48
Total Number of courses and course credits to be modified by this application: 5 new courses, 5 revised courses, total Credits Required 60	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: CACREP Accreditation March 2019-2027, Mid-cycle Review 2024 If program prepares graduates eligibility to state/professional license, please identify: SDE Certification Endorsement 068, School Counselor 	
Institutional Contact for this Proposal: Dr. Nicole DeRonck, Program Coordinator, (203) 837-8513, deronckn@wcsu.edu	
Institution's Unit Offering the Program: School of Professional Studies	

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Background and Rationale:

The MS in Counselor Education program was introduced at WCSU in 1974 and is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). CACREP Standards have changed requiring the school counseling program to move from a 48-credit to a 60-credit program to maintain accreditation. The 60-credit program must be in place by July 1, 2023 per CACREP. The Clinical Mental Health option has already been approved for this transition. The Counselor Education Program has been accredited since 1995.

As applicable, please describe:

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

Counselor Education is an essential part of the staffing necessary to support school districts, school transition programs in CT.

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

This program is part of our Education Preparation Programs and it has had steady enrollment for decades.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program. **N/A**
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

Central and Southern both offer this degree. WCSU was the first to move our Counseling programs online, with limited requirements to come to campus.

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

As of August 30, 2022, there were 31 open positions in CT listed on Indeed.com. In addition, the national projections for this field suggest 11% growth over the next 10-year period.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

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

ORIGINAL	MODIFIED (New curriculum & revisions included in proposal)
EPY 601 Fundamentals of Research & Statistics for Counselors	Course remains with update to content
EPY 602 EPY Interviewing & Consulting Across the Life Span	Course replaced with new course EPY XXX Counseling Skills and Helping Relationships for both School Counseling & Clinical Mental Health
EPY 603 Group Counseling	Course remains with update to content
EPY 604 Individual Counseling in the Schools	Course replaced with EPY XXX Advanced Counseling Skills for School Counselors
EPY 606 Advanced Group	Course replaced with EPY XXX Human Development for both School Counseling & Clinical Mental Health
EPY 600 Assessment for Counselors	No Change
EPY 610 Practicum	No change
EPY 612 Internship (Fall)	No change
EPY 613 Internship (Spring)	No change
ED 500 Contemporary Issues in Education	Course replaced with EPY 618 Crisis Counseling in the Schools & Community
ED 572 Career Education & Development	Course remains with updates to content
ED 585 Intro to School & Community Counseling	Course remains with updates to content
ED 586 Counseling Theories	No change
ED 587 Counseling Diverse Populations	No change
EPY 509 Exceptional Learners (if needed) or Program Related Elective	Electives will be replaced with additional required courses: EPY 625 Family Counseling in the Schools EPY 509 Exceptional Learners EPY 609 Counseling People with Physical Disabilities EPY XXX School Counselors as Change Agents EPY XXX Career Readiness Planning EPY XXX School Counseling Frameworks

Description of Related Modification: The modifications result in an increase of the amount of credits required for graduation, moving from 48 to 60 credits per CACREP Standard 1.J.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Description of Resources Needed

The hiring of additional part-time faculty will be required to cover the four additional courses (12 credits) added to the revised program.

- The current program includes four FT faculty members. In addition, 12 semester hours of adjunct and EPY faculty are required during the Fall and Spring semesters to meet instructional needs. Finally, our current program, and this program proposal requires faculty to teach summer courses. Faculty are currently teaching ED 500, ED 587, EPY 509, EPY 601, EPY 620/625, and one elective that rotates for a total of 18 semester hours for the summer session each year.

The revised 60 credit program will require an additional 12 semester hours of adjunct faculty to meet instructional needs. Faculty will be teaching 21 credits for the summer session each year (increase of 3) and one additional course in the spring semester in the revised 60 credit program.

Other Considerations

It is necessary for staffing levels for core FT faculty to remain in a 1:12 faculty to student ratio per CACREP Standard 1.T

- FT staff must also teach more than 50% of the course load each calendar year per CACREP Standard 1.S
- Core faculty must meet the CACREP established criteria to be eligible to teach in CACREP accredited programs per CACREP Standard 1.W, 1.X, 1.BB.

Given current demand, we anticipate the need for additional staffing in the near future.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2020		Fall Term, Year 2021	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						1
New Students		14		20		21
Returning Students		29		21		25
ACTUAL Headcount Enrollment		43		41		47
Fall FTE accounted for by Program Majors	14.3		13.6		15.6	
Size of Credentialed Group(s) for Given Year	11		14		11	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Curriculum Details for a Program Modification

Course Number and Name ²	L.O. #	Pre-Requisite	Cr Hrs
Program Core Courses			
EPY 601 Fundamentals of Research & Statistics for Counselors	1-3		3
EPY 603 Group Counseling	1-3	ED 586 EPY XXX Counseling Skills	3
EPY 600 Assessment for Counselors	1-3	ED 585/586 EPY 601	3
EPY 610 Practicum	1-3	ED 585, ED 586, ED 587, EPY 600, EPY 603 EPY XXX Counseling Skills EPY XXX Human Growth & Development	3
EPY 612 Internship (Fall)	1-3	EPY 610	3
EPY 613 Internship (Spring)	1-3	EPY 612	3
EPY 509 Exceptional Learners (if needed or maybe substituted for a CMH course within the program if candidate has previously taken this course or its equivalent for teacher certification)	1-3		3
EPY 618 Crisis Counseling in the Schools	1-3		3
EPY 625 Family Counseling in the Schools	1-3		3
EPY 609 Counseling People with Physical Disabilities	1-3	ED 586 EPY XXX Counseling Skills & Helping Relationships EPY XXX Human Development	3
EPY XXX Counseling Skills & Helping Relationships	1-3	ED 585/586	3
EPY XXX Adv. Counseling Skills for School Counselors	1-3	ED 586 EPY XXX Counseling Skills & Helping Relationships	3
EPY XXX Human Development	1-3		3
EPY XXX Career Readiness Planning	1-3		3
EPY XXX School Counseling Frameworks	1-3	ED 585	3
EPY XXX School Counselors as Change Agents	1-3	ED 585 EPY XXX School Counseling Frameworks	3
ED 585 Intro to School & Community Counseling	1-3		3
ED 586 Counseling Theories	1-3		3
ED 587 Counseling Diverse Populations	1-3	ED 585/586	3
ED 572 Career Education & Development	1-3		3
All new courses have been developed and are currently being reviewed by our Graduate Council. Course outlines available on request.			

² Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

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

Program Goals	Knowledge & Skills Outcomes
1. The Counselor Education Program provides students with the knowledge and skills necessary to be successful professional counselors	<ul style="list-style-type: none"> • 1.A. Students will demonstrate an understanding of professional identity and be able to apply ethical standards. • 1.B. Students will demonstrate counseling skills necessary to develop, maintain and manage a helping relationship. • 1. C. Students will demonstrate the knowledge and skills necessary to identify and successfully practice as professional counselors. • 1.D. Students will demonstrate their ability to research evidence-based practices and create interventions for counseling issues. • 1.E. Students will demonstrate career theory knowledge and students will be able to demonstrate contemporary approaches in career assessment and practice. • 1. F. Students will demonstrate skills and knowledge in group counseling and group work.
2. The Counselor Education Program prepares students to consider each client as unique, multi-dimensional individuals, throughout the counseling relationship.	<ul style="list-style-type: none"> • 2. A. Students will be able to apply multicultural competencies in both the individual and group counseling settings. • 2. B. Students will demonstrate the ability to select, conduct, and interpret assessments, and to use the data to formulate culturally and developmentally appropriate goals and interventions.
3. The Counselor Education program assures students have developed dispositions aligned with the legal, ethical and humanistic parameters of the American Counseling Association and/or the American School Counseling Association.	<ul style="list-style-type: none"> • 3. A. Students will demonstrate disposition in line with the humanistic, legal, and ethical parameters of the counseling profession.

Note: No changes have been introduced to the goals of the program as a result of the credit increase.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

- There are 3.5 full-time faculty supporting two Counselor Education Options (School Counseling, and Clinical Mental Health Counseling). The costs listed below represent 50% of their costs, because they support both programs with roughly equal enrollment. The combined programs have approximately 90 students enrolled each year (new cohorts of 40-45).
- Similarly, the Program Coordinator supports both programs, so the salary has been cut in half.
- Finally, this is a year-round program, so the costs and revenues include summer.
- Enrollment estimates reflect our past experience and consideration of the projected employment opportunities for this field. We have calculated at a flat enrollment of 40 students per year.

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

PROJECTED Program Revenue	Fall 2023	Fall 2024	Fall 2024
Tuition (do not include internal transfers)	536,800	552,800	568,800
Program-Specific Fees: N/A	0	0	0
Other Revenue: N/A	0	0	0
Total Estimated Program Revenue	\$ 536,800	\$ 552,800	\$ 568,800

PROJECTED Program Expenditures*	Fall 2023	Fall 2023	Fall 2023
Administration (Chair or Coordinator)	42,028	45,075	48,111
Faculty (Full-time, total for program)**	287,031	307,808	329,874
Faculty (Part-time, total for program)	128,638	137,079	146,021
Support Staff (Graduate Assistants)	4,800	4,800	4,800
Library Resources Program	0	0	0
Equipment (List as needed)	0	0	0
Other (e.g. student services)	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0
Total Estimated Program Expenditures	\$ 462,497	\$ 494, 762	\$ 528,806

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Education Paraprofessional (CIP Code: 13.1501 / OHE# 019243), specifically modification of program name, courses, and total program credits – leading to a Certificate at Northwestern Connecticut Community College.

A True Copy:

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

ITEM

Modification of a program – Education Paraprofessional, specifically modification of program name, courses, and total program credits – leading to a Certificate at Northwestern Connecticut Community College.

Name of Institution	Northwestern Connecticut Community College	
Name of Program	Education Paraprofessional	
CIP Code	13.1501	
OHE# (Leave blank for new programs)	019243	
Degree Level	Certificate (C1 → C2)	
Number of Collegiate Credits	15 → 24	
Date of Action (Anticipated)	10/20/22	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change: 3 courses removed, 6 courses added, increase from 15 to 24 total credits required <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program <input type="checkbox"/> Suspend Program	
If Name Change, New Name	Early Childhood Education	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Immediate	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This modification is designed to revise the existing Education Paraprofessional Certificate to the Early Childhood Education (ECE) Certificate to be offered by CT State Community College beginning in Fall 2023. Modifying the existing certificate to align with the CT State curriculum allows for Northwestern to award the certificate to students who will fulfill the requirements for the program in spring 2023. In addition, providing the opportunity to offer this certificate prior to Fall 2023 will support Northwestern's recruitment of students into the ECE field and ensure that students who begin the program at Northwestern prior to Fall 2023 can transition seamlessly to the CT State program.

The revised program maintains two critical ECE courses in the existing curriculum (ECE 182: Child Development and ECE 231 Early Language and Literacy Development) but replaces three courses with two new required courses (ECE 101: Introduction to Early Childhood Education and ECE 215: Exceptional Learners), a choice of two electives (ECE 103: Creative Experiences for Young Children, ECE 109: Science and Math for Young Children, 206: Administration and Supervision of Early Childhood Programs, ECE 225: Anti-Bias, Equity, and Diversity in ECE, ECE 275: Child, Family, and School Relations and EDU 102: Educational Paraprofessional) and two general education courses (English 101: Composition and PSY 111: General Psychology).

The modified certificate is designed to develop skills and knowledge necessary and desirable to work with all young children. Students who complete this certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs. Students with a certificate in ECE will be more marketable for early childhood teaching positions, including teaching assistant and education paraprofessional. In addition, all courses within this certificate can be fully applied to the Associate of Science Degree in ECE.

RECOMMENDATION

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

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Comm College	Date of Submission to CSCU Office of the Provost: 08-30-22
Most Recent NECHE Institutional Accreditation Action and Date:	
Original Program Characteristics CIP Code No. 13.1501 Title of CIP Code: Teacher Assistant/Aide Name of Program: Education Paraprofessional Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) C1 Certificate Date Program was Initiated: OHE#: 019243 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 15 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 15
Type of Program Modification Approval Being Sought (mark all that apply): x Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) x Change of Degree Title or Program Title * Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
Modified Program Characteristics Name of Program: Early Childhood Education Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) C2 Certificate Program Initiation Date: Fall 2022 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Modified Program Credit Distribution # Credits in General Education: 6 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 24 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 6
Total Number of courses and course credits to be modified by this application: 18	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: Spring 2022 CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Tracy Smith-Michnowicz Title: Assistant Professor/Program Coor Tel.: 860 738-6305 e-mail: tsmith-michnowicz@nwcc.commnet.edu	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

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

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)

This modification of the Early Childhood Education Certificate, which includes the addition of nine credits to the program, is fully aligned with the APRC approved Early Childhood Education Certificate for CT State Community College. Providing the opportunity to offer this certificate prior to Fall 2023 will support Northwestern's recruitment of students into the ECE field and ensure that students who begin the program at Northwestern will transition seamlessly to the CT State program. In addition, it allows for Northwestern to award the certificate to students who will fulfill the requirements for the program in spring 2023.

As applicable, please describe:

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

The certificate is designed to develop skills and knowledge necessary and desirable to work with all young children. Students who complete this certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs.

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

This all courses within this certificate can be fully applied to the Associate of Science Degree in ECE.

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

n/a

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

The Early Childhood Education Certificate is aligned with the APRC approved Early Childhood Education Certificate for Ct State Community College.

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

Students with a certificate in ECE will be more marketable for early childhood teaching positions, including teaching assistant and education paraprofessional.

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

Original: Educational Paraprofessional Certificate

EDU 102 Educational Paraprofessional

ECE 141 or ECE 182 Infant Toddler Growth & Development or Child Development

ECE 231 Early Language & Literacy Development

ECE 275 Child, Family & School Relations

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

ECE 210 or ECE 222 Observation & Participation or Methods & Techniques in ECE

Modified: Early Childhood Education Certificate
ECE 101 Introduction to ECE
ECE 182 Child Development
ECE 231 Early Language & Literacy Development
ECE 215 Exceptional Learner
ECE Elective
ECE Elective
ENG 101 Composition
PSY 111 General Psychology

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

n/a

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)*

n/a

Other Considerations

n/a

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year ____		Fall Term, Year ____		Fall Term, Year ____	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
ACTUAL Headcount Enrollment						
Fall FTE accounted for by Program Majors						
Size of Credentialed Group(s) for Given Year	0		0		0	

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

Curriculum Details for a Program Modification <i>(to be used as appropriate for specific modification request)</i> ²						
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		
ECE 101 Intro to ECE		Eligible for ENG 101	3	ENG 101 Composition		3
ECE 182 Child Development		Eligible for ENG 101	3	PSY 111 General Psy		3
ECE 215 Exceptional Learner		ECE 101	3			
ECE 231 Language & Literacy		ECE 101	3			
Core Course Prerequisites				Elective Courses in the Field		
				ECE Elective		3
				ECE Elective		3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</i> 1. Know and promote child development by understanding young children characteristics; the multiple influences development; and recognize and create appropriate learning environments where all young children thrive. 2. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children from birth through age eight. 3. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve all families in their children's education and development. 4. Develop a basic knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development including children with developmental delays and disabilities. 5. Use effective communication in a professional setting.						

² 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.

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

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

n/a

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

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

PROJECTED Program Revenue	Fall 2022	Spring 2023	Fall 2023
Tuition (do not include internal transfers)	4,176	4,176	4,176
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$4,176 -	\$4,176 -	\$4,176 -

NCCC has two students that are projected to complete the ECE Certificate program by Spring 2023

PROJECTED Program Expenditures*	Fall 2022	Spring 2023	Fall 2023
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	\$ - 0	\$ - 0	\$ - 0

No projected program expenditures since all courses run for the ECE AS Degree Program.

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Speech and Language Pathology Studies (CIP Code: 51.0816 / OHE # 016819) leading to a Certificate at Charter Oak State College until no later than Spring 2024.

A True Copy:

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

ITEM

Suspension of a program in Speech and Language Pathology Studies leading to a Certificate at Charter Oak State College until no later than Spring 2024.

Name of Institution	Charter Oak State College	
Name of Program	Speech and Language Pathology Studies	
CIP Code	51.0816	
OHE# (Leave blank for new programs)	016819	
Degree Level	Certificate – C2	
Number of Collegiate Credits		
Date of Action (Anticipated)	10/20/22	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program <input checked="" type="checkbox"/> Suspend Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	Until Spring 2024	

BACKGROUND

Charter Oak State College developed the Speech and Language Pathology Studies (SLPS) Certificate Program in collaboration with the Capital Region Education Council (CREC). CREC has been responsible for the upkeep of courses within the program and courses remain the property of CREC. Because the program has had low enrollment over the past years, CREC is no longer interested in teaching the courses for Charter Oak State College and they do not have the resources at this time to redevelop the courses so that they are reflective of current program outcomes.

Charter Oak State College has cancelled this contract with CREC as of May 15, 2022 and would like to re-envision the program with an up-to-date alignment of the curriculum by hiring new instructors to redevelop and teach the courses. This would also allow the courses to become the property of Charter Oak State College, which is essential for ongoing curriculum maintenance and design.

The admissions department has stopped accepting applications into the program and the college has notified all enrolled students of its plan to suspend the program. Students have been meeting with their academic advisor to plan out their final courses.

There are currently thirteen students enrolled in the program. Eight of these students will take their final practicum course in fall semester 2022. The remaining five students are on a plan to complete their final courses during the fall and spring semester of the 2022-2023 school year and will take their final practicum in fall 2023. This will allow all current students to graduate from the program.

New faculty will be hired to teach out the program and Charter Oak State College will network within the system with institutions offering SLP programs already to write content for its courses.

RECOMMENDATION

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

10/07/2022 – BOR -Academic and Student Affairs Committee

10/20/22 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 8-29-2022	
Program: Speech and Language Pathology Studies CIP: 510816 OHE#: 016819 BOR Accreditation Date: Fall 2016 Date Program will be reinstated or deleted (one, two, or three years maximum): Spring 2024		
Program Characteristics Name of Program: Speech and Language Pathology Studies Degree: Title of Award (e.g. <i>Master of Arts</i>) Certificate Associated Certificate(s) (if any) C2 Stand-Alone Certificate: (specify type and level) C2 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both		
Institution's Unit (e.g. <i>School of Business</i>) and Location (e.g. <i>main campus</i>) offering the Program: Education		
Institutional Contact for this Proposal: David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

Charter Oak State College developed the Speech and Language Pathology Studies (SLPS) Certificate Program in collaboration with the Capital Region Education Council (CREC). CREC has been responsible for the upkeep of courses within the program and courses remain the property of CREC. Because the program has had low enrollment over the past years, CREC is no longer interested in teaching the courses for Charter Oak State College and they do not have the resources at this time to redevelop the courses so that they are reflective of current program outcomes.

Charter Oak State College has cancelled this contract with CREC as of May 15, 2022. Charter Oak State College would like to re-envision the program by hiring new instructors to redevelop the courses to ensure an up-to-date alignment of the curriculum, and to teach the courses. This would allow courses to become the property of Charter Oak State College, allowing for management of them in terms of future curriculum upkeep and design.

Phase Out/Teach Out Strategy

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

There are currently thirteen students enrolled in the program. Eight of these students will take their final practicum course in fall semester 2022. The remaining five students are on a plan to complete their final courses during the fall and spring semester of the 2022-2023 school year and will take their final practicum in fall 2023. This will allow all current students to graduate from the program.

The admissions department has stopped accepting applications into the program as this plan for program suspension is submitted for approval.

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

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:

The college has notified all enrolled students of its plan to suspend the program. Students have been meeting with their academic advisor to plan out their final courses. No other resources are required with the exception of new faculty being hired to teach out the program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

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

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

While it can be a positive thing to utilize outside resources to write courses for a program, there are limitations that can come with the college not having control over the courses, especially when courses are standardized to be offered in the online environment. It would be best for Charter Oak State College to network within the BOR system with institutions offering SLP programs already to write content for its courses.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve continuation of a center, the Center for Communication Disorders, at Southern Connecticut State University, until September 31, 2029.

A True Copy:

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

ITEM

Continuation of a center, the Center for Communication Disorders, at Southern Connecticut State University, until September 31, 2029.

BACKGROUND

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

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2022 Sunset Report.

The Center for Communication Disorders (CCD), an integral component of the Department of Communication Disorders (CMD) of Southern Connecticut State University, is an on-campus speech-language pathology clinic. The mission of the CCD is to provide a variety of family inclusive speech, language and advocacy services for children and adults with communication disorders in the culturally and economically diverse communities of Greater New Haven and its surrounding counties. The CCD serves as a required clinical training venue for undergraduate and graduate students. Clinical services are provided by graduate students working under the supervision of licensed and certified faculty and clinical instructors employed by CMD.

The CCD is a campus-based clinical training venue created to meet the SCSU Department of Communication Disorders graduate program accreditation requirements, assist its students in meeting the academic and professional certification requirements of the American Speech-Language-Hearing Association, and assist the University in meeting its mission of providing "service for the public good". The need for the CCD has remained unchanged.

All undergraduate students in the Department of Communication Disorders (172 in the 2018/2019 academic year) completed 15 hours of direct observation of clinical speech-language pathology clinical services at the CCD for Communication Disorders as a mandatory part of their studies. Direct in-person observations were discontinued due to the pandemic, but will resume in Spring, 2023. Students completed observations using Master Clinician, a commercial platform recognized by the accrediting agency- American Speech-Language Association (ASHA). From 2015 through 2022 over 360 graduate students completed from 75 to 100 hours of supervised direct clinical service within the CCD during the course of their first three on-campus clinical practica. This experience allows them to be placed subsequently in off-campus externships.

Clinical competencies established by each graduate student when working in the CCD are measured each semester, and cumulatively throughout a student's program, using a standards-based competency-rating tool aligned with accreditation and certification standards. 99% percent of graduate students scheduled to graduate in the academic years 2015 through 2022 completed their course of study, including supervised clinical experiences in the CCD, and thus met the requirements for national accreditation from the American Speech-Language Hearing Association, licensure as speech-language pathologists from the Connecticut State Department of Health, and certification as speech-language pathologists by the Connecticut Department of Education.

In the last seven years, 100% of students who completed their graduate studies in CMD, including supervised clinical experiences in the CCD, and who subsequently sought employment as speech-language pathologists, were successful in obtaining part-time or full-time employment. The majority were employed within Connecticut.

RECOMMENDATION

President Joe Bertolino recommends that the Board of Regents approve the continuation of the Center for Communication Disorders at Southern Connecticut State University until September 31, 2029.

10/07/2022 – BOR -Academic and Student Affairs Committee

10/20/2022 – Board of Regents

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

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

This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for The Center/Institute lapses. Please email to Arthur Poole (poolea@ct.edu) with a copy to Maureen McClay (mcclaym@ct.edu). The maximum length for this document including the budget and budget narrative is 12 pages.

Name of University:	Southern Connecticut State University
Name of Center/Institute:	Center for Communication Disorders
Director/Coordinator:	
Date of Original Approval:	1977
Date of Last Approval:	x/x/2014
Board Resolution of Last Approval:	10/16/2014
Sunset Date:	12/31/2022

Summary of Financial Statements:

PROJECTED REVENUE & EXPENSES	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
REVENUE (from lines 1-5 in Projected Budget)					
Gifts/Grant Support					
General Fund					
Operating Fund					
Other Revenue	\$120,000	\$130,000	\$140,000	\$150,000	\$160,000
TOTAL REVENUE	\$120,000	\$130,000	\$140,000	\$150,000	\$160,000
EXPENSES (from line 15 in Projected Budget)	\$108,500	\$119,000	\$120,000	\$123,250	\$128,750
TOTAL EXPENSES	\$108,500	\$119,000	\$120,000	\$123,250	\$127,750

CONNECTICUT STATE COLLEGES & UNIVERSITIES

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

Recommendation from President:

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

- ☒ I recommend continuation of this Center/Institute
☐ I recommend discontinuation of this Center/Institute

Signature of President

Comments (OPTIONAL):



I. Mission:

The Center for Communication Disorders (CCD), an integral component of the Department of Communication Disorders (CMD) of Southern Connecticut State University, is an on-campus speech-language pathology clinic. The mission of the CCD is to provide a variety of family inclusive speech, language and advocacy services for children and adults with communication disorders in the culturally and economically diverse communities of Greater New Haven and its surrounding counties. The CCD serves as a required clinical training venue for undergraduate and graduate students. Clinical services are provided by graduate students working under the supervision of licensed and certified faculty and clinical instructors employed by CMD.

II. Needs Assessment:

The CCD is a campus-based clinical training venue created to meet the SCSU Department of Communication Disorders graduate program accreditation requirements, assist its students in meeting the academic and professional certification requirements of the American Speech-Language-Hearing Association, and assist the University in meeting its mission of providing “service for the public good”.

III. Needs Modification:

The need for the CCD has remained unchanged. The population of individuals served under the structure of the CCD was adjusted in FY 2018. Adults who have acquired communication disorders due to neurological events (e.g. stroke, traumatic brain injury, etc.) are now served free of charge through a separate departmental service-learning project, the Access Network. Individuals seen for hearing assessment and hearing aid dispensing are now served through a separate clinic, Southern Connecticut Audiology Services (SCAS). Revenue generated through SCAS is included in annual revenue totals for the CCD. The need for a separate checking account for SCAS was identified and will be pursued. All other speech-language pathology clients continue to be served through the CCD. Medicare recipients are no longer seen in the CCD. This separation was established in order to comply with

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

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

current Medicare regulations regarding obligatory billing policies for Medicare recipients. It allows the CCD to maintain its direct billing protocol without the expense, billing infrastructure, and service limitations associated with being a Medicare provider, factors that would significantly compromise the function and mission of the CCD. This change in program structure was approved at the University level by the Dean of the College of Health and Human Resources and the Executive Vice President for Finances and Administration.

All on-campus services provided by the CCD were temporarily discontinued on March 17, 2020, due to the shut-down of the university because of the COVID-19 pandemic. Within three weeks approximately 80 percent of clients receiving therapy from the CCD were re-accommodated via remote telepractice free of charge¹. Speech-language pathology diagnostic services were temporarily discontinued at that time. On-campus speech-language pathology diagnostic services were resumed on a limited controlled basis in September, 2020. Currently, the clinic serves approximately 30% of the clients in-person and 70% via telepractice. The CCD will offer more than 90% of services in-person by Spring of 2023.

CCD Goals, Objectives, Principal Activities and Assessment:

The Center for Communication Disorders will:

1. Goal: Provide an on-going clinical experience for the training of graduate students in Speech- Language Pathology
 - a) Objective: the CCD will provide opportunities for guided clinical instruction for approximately 45 graduate students per annual cohort.
Activity/Outcome: 360 graduate of student clinicians were accommodated during 8-year review period.
Assessment: Enrollment data
 - b) Objective: Provide opportunities for graduate students to develop culturally informed clinical practices through direct service experiences with individuals who vary by culture, religion, race, economic circumstances, gender identity and other cultural variables.

¹ According to the guidance of The American Speech and Language Association (ASHA), therapies were conducted via Zoom Healthcare, a HIPAA compliant platform. ASHA also approved clinical hours accrued via telepractice towards the students' graduation requirements during 2019-2021. Per recent guidelines, up to 125 clinical clock hours accrued via telepractice can be counted towards their required hours.

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Activity/Outcome: The data reported by students and authorized by clinic instructors indicate students' experience across review period (2015-2018) included individuals representing multiple races, ethnic backgrounds, socio-economic circumstances, gender identities/sexual orientation and different languages. The tracking was discontinued due to COVID-19 pandemic. Currently, the tracking form is under revision to make it more equitable to the clients.

Assessment: Diversity tracking form (See Appendix 1 for template)

- c) Objective: Provide opportunities for graduate students to develop specific clinical knowledge and skills needed to work with children and adults presenting with a variety of types of communication disorders.

Activity/Outcome: CCD clients included children and adults with the following needs: developmental language; school-aged language; articulation/phonology; voice; stuttering; transgender communication; motor-speech disorders; social communication impairment, augmentative communication; adult language-based learning disability; language/literacy.

Assessment: CCD census data/impairment information (see Appendix 2 for Template)

2. Goal: Provide comprehensive quality services, including consultative, preventive, diagnostic, treatment, information-and-referral, and follow-up services to persons of all ages who present communication disorders.

- a) Objective: Maintain an annual CCD client census at or above 250 individuals to ensure adequate student experiences.

Activity/Outcome: On average, 348 clients served per year, 2015-2022.

Assessment: CCD census data

- b) Objective: Provide evidence-based speech-language services to a diverse client population, based on individual needs assessment.

Activity/Outcome: Individual skills assessments and evidence-based reviews completed for each client served; Cultural information infused in academic and clinical instruction.

Assessment: Clinical instructor review – ongoing (See Appendix 3 for rubric)

- c) Objective: Maintain client satisfaction level at or above 90%

Activity/Outcome: 100% overall satisfaction rate reported on client satisfaction surveys for 5-year review period.

Assessment: Client satisfaction survey data collected each semester. (See Appendix 4 for survey template)

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

- d) Objective: Obtain qualitative feedback regarding professional trends and program outcomes from current and former students and an array of community-based practitioners and leaders and use to refine CCD services and operations.

Activity/Outcome: Focus group interviews were conducted in 2017/2018 and 2021 with current graduate students; recent graduates and post-graduate employers. Positive trends identified included: “Practical application of course content [in clinic]”; “opportunity to interact with clients in the clinic”; “Clinically active faculty”; “well-prepared for externship placements”. Comments for improvement of on-campus clinical experience include suggestions for: increased opportunities for dynamic assessment; increased emphasis on deeper synthesis and critical analysis of clinical information; bilingual service provision; behavioral management.

Assessment: Qualitative analysis of focus group data

3. Goal: Provide the expertise of CCD faculty and staff to the community in advisory or consultative capabilities through presentation of workshops, case conferencing, or program design.

- a) Objective: Provide professional consultation to speech-language pathology service providers in other settings regarding current best practices.

Activity/Outcome: Faculty and clinical instructors have presented research, workshops annually at state and national professional conferences, and ongoing professional consultation to service providers in the communities served by the CCD.

Assessment: Staff survey/updated CVs (See Appendix 5 for sample CV)

4. Goal: Provide objective client advocacy through which additional information concerning clients’ communication can be gathered and directed toward appropriate agencies, with necessary supportive services.

- a) Objective: Establish and implement an individualized case management plan as part of each client’s service plan at the CCD.

Activity/Outcome: Each client treatment plan includes an individualized case management plan identifying actions to take to collaborate with or refer to other service providers.

Assessment: Clinical Instructors review all plans and monitor implementation by student – 100% compliance (See Appendix 6 for sample notes/reports)

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

5. Goal: Bind together research and clinical practice in order to provide the most efficient, innovative and individualized evidence-based service possible to clients, as well as to develop new and/or alternative methods of assessment, intervention and supervision.
- a) Objective: the CCD will serve as a source of subject referral and setting for clinical research. Clinical instructional staff and student clinicians will engage in collaborative research with program faculty.
- Activity/Outcome: the CCD and its staff collaborated with 8 CMD faculty researchers and their students by participating in research protocols, facilitating subject recruitment, providing clinical materials space, and scheduling clients who agreed to participate in research studies. These collaborations resulted in numerous conference presentations and several publications in the professional literature.
- Assessment: Staff survey/CV

IV. Principal accomplishments since the most recent approval

- The CCD has maintained its clientele of 2784 individuals during the 2015-2022 review period.
- The graduate program in speech-language pathology achieved eight-year academic re-accreditation, based in part on the contributions of the CCD to graduate education.
- At least three full- time Speech-Language Pathology Clinical Instructors, one full-time Speech-Language Pathology Clinic Manager positions were maintained, improving continuity of clinical instruction and clinical service provision. An additional full-time audiology clinical instructor was established to manage the Southern Connecticut Audiology Services, collaborating with CCD staff in addressing the audiological needs of CCD clients.
- The Director of Clinical Education position was added and filled in August 2020 to oversee all aspects of clinical education and support the operations of the department's clinical service programs.
- The CCD instituted enhanced individual and group services addressing the social communication needs of adolescents and adults with autism.
- The CCD collaborated with departmental academic faculty and community agency representatives to establish a therapeutically focused undergraduate academic course on social communication.
- An active transgender voice and communication program was maintained within the CCD, helping support the university's social justice mission.
- The CCD collaborated with Quinnipiac University to implement case-based inter-professional learning opportunities for Communication Disorders graduate students.
- Established and maintained community relationships to provide students with the experience of working in real-world scenarios.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

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

- Implemented processes (Electronic Health Record system and Student data tracking system) to effectively manage paperwork and student data allowing clinical instructors to focus on student education.

V. Faculty, Staff, and Responsibilities:

The Department of Communication Disorders currently employs four full-time speech-language clinical instructors (SUOAF administrative faculty); one Clinic Manager (SUOAF); one Director of Clinical Education, who serves as Director of the Clinical Services Program (i.e., CCD, Access Network and SCAS). Seven academic faculty from the Department of Communication Disorders (AAUP) have served as clinical instructors for the CCD for part of their full-time academic credit load during this review period. Currently, 10 adjunct faculty (AAUP) serve as clinical instructors for a limited credit load. One full-time audiology clinical instructor (SUOAF) supports audiological needs of CCD clients as part of her duties. All clinical instructors, as licensed and credentialed speech-language pathologists and audiologist, provide direct service and case management services to clients of the CCD, and direct supervision and clinical instruction to graduate student clinicians.

VI. Student Involvement and Student Outcomes:

All undergraduate students in the Department of Communication Disorders (172 in the 2018/2019 academic year) completed 15 hours of direct observation of clinical speech-language pathology clinical services at the CCD for Communication Disorders as a mandatory part of their studies. Direct in-person observations were discontinued due to the pandemic but will resume in Spring, 2023. Students completed observations using Master Clinician, a commercial platform recognized by the accrediting agency-American Speech-Language Association (ASHA).

From 2015 through 2022 over 360 graduate students completed from 75 to 100 hours of supervised direct clinical service within the CCD during the course of their first three on-campus clinical practica. This experience allows them to be placed subsequently in off-campus externships.

Clinical competencies established by each graduate student when working in the CCD are measured each semester, and cumulatively throughout a student's program, using a standards-based competency-rating tool aligned with accreditation and certification standards. 99% percent of graduate students scheduled to graduate in the academic years 2015 through 2022 completed their course of study, including supervised clinical experiences in the CCD, and thus met the requirements for national accreditation from the American Speech-Language Hearing Association, licensure as speech-language pathologists from the Connecticut State Department of Health, and certification as speech-language pathologists by the Connecticut Department of Education.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

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

In the last seven years, 100% of students who completed their graduate studies in CMD, including supervised clinical experiences in the CCD, and who subsequently sought employment as speech-language pathologists, were successful in obtaining part-time or full-time employment. The majority were employed within Connecticut.

VII. Assessment and Evaluation:

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

Assessment: See section IV for assessment methods and outcomes

Lessons Learned: the CCD continues to be an essential and viable program, supporting the graduate program in speech-language pathology, serving the needs of individuals with communication impairments at SCSU and in the greater New Haven CT community, and actualizing the service mission of SCSU. Stable enrollment in the graduate program and its clinical practica have allowed the CCD to maintain a stable client census and diverse menu of clinical services. Feedback from the professional community, as well as the community-at-large, suggests that the CCD continues to serve a vital role in preparing future speech-language pathologists to meet the critical service needs of the State of Connecticut. Current/future goals for program refinement, based on self-assessment and constituent feedback, include expansion of services to serve the communication needs of critical and/or underserved populations (e.g. autism, transgender voice, AAC); increasing bilingual and racial minority staff; increasing interprofessional experience in the optimally designed and expanded facility within the new SCSU Health and Human Services building.

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

VIII. ACTUAL Revenues and Expenses:

(For FY 2014, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2015	FY 2016	FY 2017	FY 2018*	FY 2019*	FY 2020*	FY 2021*	FY 2022
REVENUE								
1. Gifts/Grant Support ^a								
2. General Fund ^b								
3. Operating Fund ^c								
4. Other Revenue ^d	\$128,151	\$187,916	\$207,455	\$122,436	\$132,494	\$100,474	\$84,469	\$54,711
5. TOTAL REVENUE (lines 1-4)	\$128,151	\$187,916	\$207,455	\$122,436	\$132,494	\$100,474	\$84,469	\$54,711
EXPENSES								
6. Personnel ^e	\$31,532	\$37,672	\$12,407	\$3,896	\$4,427	\$5,632	\$13,897	\$57,271
7. Fringe Benefits	\$2,453	\$8,927	\$2,578	\$319	\$189	\$294	\$4,687	\$42,566
8. Travel	\$4,658	\$2,865	\$2,886	\$1,229	\$3,183	\$3,327	\$700	\$24
9. Equipment & Supplies								
10. Contractual								
11. Construction ^f								
12. Other	\$25,334	\$49,199	\$54,967	\$41,010	\$49,330	\$40,543	\$38,902	\$12,679
13. Total Direct Costs (lines 6 through 12)	\$63,977	\$98,663	\$72,838	\$46,454	\$57,129	\$49,796	\$58,186	\$112,540
14. Indirect Costs ^g	\$35,247	\$32,122	\$16,908	\$14,781	\$31,771	\$44,342	\$43,633	\$37,399
15. TOTAL COSTS (lines 13 + 14)	\$99,224	\$130,785	\$89,746	\$61,235	\$88,900	\$94,138	\$101,819	\$149,939
NET								

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16. TOTAL REVENUE - TOTAL COSTS	\$28,887	\$57,131	\$117,709	\$61,201	\$43,594	\$6,336	\$(17,350)	\$(95,227)
surplus / (deficit)								
17. OPERATIONAL BALANCE	\$244,560	\$301,693	\$419,402	\$480,603	\$524,197	\$530,533	\$513,183	\$417,956
from previous year	\$215,673	\$244,560	\$301,693	\$419,402	\$480,603	\$524,197	\$530,533	\$513,183

*See Needs Modification section for explanation of changes in revenue and expenses starting FY 18

NOTES:

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

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PROJECTED Revenues and Expenses:

(For FY 2014, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
REVENUE					
1. Gifts/Grant Support ^a					
2. General Fund ^b					
3. Operating Fund ^c					
4. Other Revenue ^d	\$120,000	\$130,000	\$140,000	\$150,000	\$160,000
5. TOTAL REVENUE (lines 1-4)					
EXPENSES					
6. Personnel ^e	\$50,000	\$50,000	\$50,000	\$52,500	\$52,500
7. Fringe Benefits	\$5,000	\$5,000	\$5,000	\$5,250	\$5,250
8. Travel	\$3,500	\$4,000	\$5,000	\$5,500	\$6,000
9. Equipment & Supplies					
10. Contractual					
11. Construction ^f					
12. Other	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
13. Total Direct Costs (lines 6 through 12)	\$88,500	\$89,000	\$90,000	\$93,250	\$93,750
14. Indirect Costs ^g	\$20,000	\$30,000	\$30,000	\$30,000	\$35,000
15. TOTAL COSTS (lines 13 + 14)	\$108,500	\$119,000	\$120,000	\$123,250	\$128,750
NET					
16. TOTAL REVENUE - TOTAL COSTS	\$11,500	\$11,000	\$20,000	\$26,750	\$31,250
surplus / (deficit)					

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17. OPERATIONAL BALANCE	\$429,356	\$440,356	460,356	487,106	518,356
from previous year	\$417,856	\$429,356	440,356	460,356	487,106

NOTES:

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

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Budget Narrative:

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

Revenue: The fees for speech-language and central auditory processing evaluations currently range from \$100.00 to \$350.00. The fee for therapy services is \$20.00 per hour. A sliding scale for evaluation and treatment services is available for those of limited financial means. Services are provided at no cost to students, faculty and staff of the SCSU community. Revenue for 2022 reflects revenue as of July 31, 2022.

Fees for therapy services were suspended when the CCD transitioned to telepractice and suspended all on-campus services due to the COVID-19 pandemic (Mar-Aug 2020). Fees for service were resumed in September 2020.

Expenditures: Physical overhead costs are shared with the Department of Communication Disorders, where the CCD is housed. The cost of consumable materials and capital equipment are supported through revenue generated by the CCD and, by occasional one-time-only bond fund allocations. Full-time and adjunct faculty who provide clinical supervision at the CCD are compensated as part of their academic credit assignment as instructors of clinical practica courses. One part-time (50%) position was funded with the CCD fund. Permanent clinical staff members are compensated with an hourly rate or annual salary and benefits package as specified by 1199 and SUOAF union contracts. These costs are assumed in the Departmental budget line for faculty and staff salaries. Graduate assistants and student workers funded by the Dept. maintain the day-to-day clerical operations of the CCD. Overall clinical revenue is projected to maintain at or above pre-pandemic levels. Expenditures will be modified accordingly, and clinic revenue reserves will be used if needed to maintain at levels of service before the pandemic. Excess revenue accrued across fiscal years (reflected in line 17 in the above tables) is being held in reserve in anticipation of major expenditures in capital equipment associated with moving into new clinical facilities in the the School of Health and Human Services building (Move-In commenced Aug. 2022).

Appendix 1
Southern Connecticut State University
Department of Communication Disorders

CLINICAL REFLECTION JOURNAL

Student:
Practicum:
Semester/Year:

INTRODUCTORY ESSAY (Due Monday, September 18): *Give an illustration of your “best practice(s)” to date. Discuss why you consider what you did/what happened best practice relative to developing expertise and clinical decision making, current scientific evidence, client values and perspectives as well as your own philosophy, beliefs and values.*

SEMESTER GOALS FOR SELF-DIRECTED LEARNING (Monday, September 18): ***What skills, knowledge, and/or attitudes would you like to develop/change in order to become a better clinician?***

REVIEW OF SEMESTER GOALS FOR SELF-DIRECTED LEARNING (Due Monday, December 4: To be completed at the end of the semester; please put your review following each goal above.

MID-TERM ESSAY (Due Monday, October 23): *There is some evidence that the client-clinician alliance may be the most important factor in therapy success. What have you done to establish a partnership with your clients to date?*

END-OF-SEMESTER ESSAY (Due Monday, December 4): *In reviewing your overall experience this term, identify the defining moments of your clinical work and what they meant to you. What new knowledge and skills do you feel you’ve acquired? In what ways have you adjusted your philosophy/perspective, assumptions/beliefs/values relative to your clinical practice this term? What influenced the change?*

STANDARDS V-B LOG: (Due Monday, December 4)

You are to submit **ten (10)** entries for this portion of the reflective log over the course of the semester. For each entry, record your experiences this semester that satisfy an outcome statement from Standard V-B of ASHA’s Standards for Clinical Certification in Speech-language pathology. Please list the date(s) and a brief description of your experience(s) that satisfy the competency. **While you should enter descriptions of your experience(s) with competencies as they occur (i.e., throughout the semester), your ten (10) entries are due on .** As this portion of the journal is ongoing, you will continue to add entries and descriptions to each competency throughout each of your practicum experiences.

1. EVALUATION:
2. INTERVENTION:
3. INTERACTION AND PERSONAL QUALITIES:

GOALS FOR NEXT SEMESTER (Due Monday, December 4)

CLINICAL EXPERIENCES DIVERSITY TRACKING FORM: (Due Monday, December 4)

As a summary of your clinical practicum, please mark any of the following categories that pertain to your experience by the end of the semester.

Diversity Tracking Form

Practicum: CMD56 Speech and Language Practicum		Semester: <u>Fall</u>		Year: <u>2017</u>	
<i>My clinical assignments have included people who presented with needs in the following disorders categories (mark all that apply):</i>					
Articulation	Fluency	Voice and Resonance	Receptive and Expressive Language Disorders		
Hearing	Swallowing Disorders	Other Communication Modalities	Cognitive Aspects of Communication	Social Aspects of Communication	
<i>This semester, one or more of the people with whom I worked was from the following age categories (mark all that apply):</i>					
(0-3)	(4-6)	(7-17)	(18-59)	(60 or over)	
<i>This semester, one or more of the people with whom I worked was from a background substantially different from my own in the following ways (mark all that apply):</i>					
Ethnicity	Country of Origin	Socio-Economic Status	Sexual Orientation	Religion	Educational level
					Race

Appendix 2

PROGRAM	FEE WAIVER OR REDUCTION ?	on campus ? Y/N	EMAIL OR MAILING ADDRESSES	CLIENT	PARENTS	INSTRUCTO R	Schedul e Fall 2021	Clinician	AG E	DISORDE R	A/ D	PROGRA M
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Appendix 3

Assessment Rubric

INTERVENTION	1	2	3	4
FOUNDATIONAL SKILLS FOR PLANNING AND IMPLEMENTING				
Identifies central issues to be addressed in intervention. 2a				
Accurately interprets baseline and/or ongoing assessment data. 2a 2d				
Selects appropriate therapy techniques, strategies, methods. 2c				
Selects appropriate therapy materials. 2c				
Develops a variety of functional and appropriate tasks/activities to support objectives. 2c				
Implements therapy intervention protocols appropriately. 2b				
Sequences and paces activities within the treatment session to facilitate intervention. 2b				
Demonstrates flexibility within session, modifying intervention techniques and activities as necessary. 2b				
Adjusts client's intervention plan using qualitative and quantitative data. 2d 2e				
Provides appropriate information and opportunities for skill generalization beyond therapy session. 3a 3b				
Retrieves and implements academic information/research into clinical practice. 2a 2c				
Develops appropriate treatment goals and objectives. 2a				
Efficiently collects accurate quantitative and qualitative data during session. 2d				
WRITTEN COMMUNICATION				
Uses correct grammar, spelling, and composition. 1f 2f				
Appropriately organizes information according to report format. 1f 2f				
Writes in a clear, concise manner, using professional terminology appropriately. 1f 2f 3a				
Summarizes pertinent background information and conditions. 1b 1f				
Clearly describes assessment and intervention procedures and their rationale. 1f				
Clearly summarizes all assessment and/or treatment data. 1f				
Integrates all assessment and/or treatment information to draw logical conclusions. 1e 1f				
Clearly states prognosis supported by analysis of outcomes/data. 1e 1f				
Makes appropriate recommendations based on analysis of outcomes/data. 1f 1g 2g				
INTERPERSONAL				
Uses appropriate behavioral supports to foster attention and participation in therapy. 2b				
Reacts appropriately and professionally when conflicting viewpoints are expressed. 3a 3b				
Collaborates appropriately with other professionals to facilitate case management. 3a 3b				
Effectively educates the client about communication and techniques used for intervention 3a 3b 3c				
Effectively provides counseling to the client related to area of communication being supported 3a 3b 3c				

Effectively educates the caregiver about communication and techniques used for intervention 3a 3b 3c
--

Effectively provides counseling to the caregiver related to area of communication being supported 3a 3b 3c
--

Effectively educates team members about communication and techniques used for intervention 3a 3b 3c

ORAL COMMUNICATION

Contributes relevant comments and question during client-centered team meetings. 3a 3b
--

Adjusts speech rate to optimize client response 2b 3a

Adjusts language level to optimize client response 2b 3a
--

Adjusts pace to optimize client response 2b 3a
--

Uses instructional feedback to optimize client response 2b 3a

Total by frequency of rating numbers

EVALUATION

1 2 3 4

FOUNDATIONAL SKILLS FOR PLANNING AND EXECUTION
identifies central issues for assessment, based on presenting concerns. 1b
Chooses standardized and non-standardized assessment procedures that relate to identified diagnostic central issues. 1c
Develops an appropriate interview agenda and questions 1b 1d 3a
Implements and adapts evaluation procedures as appropriate. 1c 1d
Engages in "on-line" analysis of initial assessment information. 1e
Interprets, integrates and synthesizes all final assessment data accurately; draws logical conclusions. 1e
Makes appropriate recommendations and referrals, based on evaluation outcomes. 1f 1g
Retrieves and implements academic information/research into clinical practice. 2a 2c
Makes appropriate recommendations and referrals, based on evaluation outcomes. 1f 1g

WRITTEN COMMUNICATION
Develops an appropriate interview agenda and questions. 1b 1d 3a
Accurately scores assessments and records all assessment data in the required format(s). 1f
Interprets, integrates and synthesizes all final assessment data accurately; draws logical conclusions. 1e
Makes appropriate recommendations and referrals, based on evaluation outcomes. 1f 1g
Uses correct grammar, spelling, and composition. 1f 2f
Appropriately organizes information according to report format. 1f 2f
Writes in a clear, concise manner, using professional terminology appropriately. 1f 2f 3a
Summarizes pertinent background information and conditions. 1b 1f
Clearly describes evaluation, assessment and intervention procedures and their rationale. 1f
Clearly summarizes all assessment data. 1f
Integrates all assessment information to draw logical conclusions. 1e 1f
Clearly states prognosis supported by analysis of outcomes/data. 1e 1f
Makes appropriate recommendations based on analysis of outcomes/data. 1f 1g 2g

INTERPERSONAL
Shares initial assessment findings with clients and caregivers in a clear, accurate and supportive manner.
Reacts appropriately and professionally when conflicting viewpoints are expressed. 3a 3b
Collaborates appropriately with other professionals to facilitate case management. 3a 3b

ORAL COMMUNICATION

Conducts an interview appropriately, modifying questions and agenda as needed. 1b 3a 3c

Shares initial assessment findings with clients and caregivers in a clear, accurate and supportive manner. 1e 3a 3c

PROFESSIONALISM

1

4

Yes

No

Exhibits interest and enthusiasm in all aspects of clinical assignment. 3d

Recognizes and respects cultural beliefs, values, and linguistic diversity of others. 3a

Demonstrates effective organizational and time management skills related to all aspects of clinical work. 3d

Manages changes in assignment or routine. 3d

Adheres to all aspects of the ASHA Code of Ethics. 3d

Prioritizes client needs and clinical responsibilities above personal convenience. 3d

Maintains appropriate professional dress, appearance, and demeanor. 3d

Demonstrates prompt and regular attendance and timely completion of all assignments. 3d

Actively and cooperatively participates in a collaborative learning process. 3b
3d



Default Question Block

Department of Communication Disorders

SOUTHERN CONNECTICUT STATE UNIVERSITY



CLIENT SERVICE DELIVERY EVALUATION

Please take a minute to complete the following survey regarding the quality of the service you or your family members received at one of our clinical sites. Remember to click the submit button at the bottom of the screen when you are done. When submitted successfully you will be redirected to a confirmation window.

Clinical Site:

Service Received:

Area of Service:

Select the term that your service took place:

Semester	Year
<input type="text"/>	<input type="text"/>

Select who is completing this survey

- ☐ Client
- ☐ Parent / Guardian
- ☐ Other

Read the statements below and select the response option that best reflects the experience you or your family member had. If you feel that any of the statements do not apply to your experience, please select the 'N/A' option.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Overall, the Speech-Language Pathology or Audiology services provided were satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my, or my family member's, communication improved because of the help received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family or other appropriate people were included in the therapy services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinician did a good job answering questions about my, or my family member's, problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I and/or my family member were treated with respect and dignity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinician clearly explained evaluation or therapy goals and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation and / or therapy provided addressed my primary concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinician clearly explained the results of the evaluation and / or therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was offered useful recommendations and, if necessary, additional resources to pursue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How may we better serve your or your family in the future?

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Please put any additional comments that you may have below:

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Appendix 5

Prepared August 2022

Barbara A. Cook, Ed.D, CCC-SLP
Department of Communication Disorders
Southern Connecticut State University

Professional Experience

2019 - Associate Professor, Communication Disorders, Southern Connecticut State University
2014-2019 Assistant Professor, Communication Disorders, Southern Connecticut State University
2014- Clinical Supervisor, Communication Disorders, Southern Connecticut State University
2010- Center of Excellence on ASD, Southern Connecticut State University
2014-2016 Associate, Yale Child Study Center, Autism Center, Yale University
2013-2014 Adjunct Professor, Communication Disorders, Southern Connecticut State University
2004-2013 Consultant, Eden Family of Services, Princeton New Jersey
2002-2004 Speech-Language Pathologist, Regional School District #14 Woodbury, CT
1994-1997 Speech-Language Pathologist, Brewster Central Schools, Brewster NY
Chair of the Preschool Committee on Special Education, Brewster Central Schools, Brewster NY

Education and Training

2014 Ed.D., Educational Leadership, Southern Connecticut State University
Dissertation: Cook, B. (2014). *Exploring how school staff support the development of self-determination in individuals identified with autism spectrum disorders in Connecticut Public High Schools*. Ann Arbor, MI: ProQuest.
1989 M.S., Communication Disorders, State University of New York at New Paltz
1984 B.A., Speech and Hearing Handicapped Education, State University of New York at Plattsburgh

Academic Awards and Honors at Southern Connecticut State University

2013 Golden Key International Honor Society

Courses Developed and Taught at SCSU

Fundamentals of Social Communication and Cognition (CMD 205)

Courses Taught at SCSU

Speech and Language Practicum (CMD 560, 561, & 564), Anatomy and Physiology of the Speech and Hearing Mechanism (CMD 317), Introduction to Developmental Communication Disorders (CMD 200), Communication and Developmental Disabilities (CMD 610), School Age Language Disorders (CMD 551), Research Methods (CMD 503), Augmentative and Alternative Communication (CMD 602), Clinical Practices in Mental Retardation/Intellectual Disabilities (SED 519), Curriculum Methods and Materials for Students with Autism Spectrum Disorders and other Developmental Disabilities (SED 512)

Publications

Published

Bender J., Gelinas E., Fischer N., Cook B. (2020) Culturally Responsive Assessment of Language and the Challenge Within Standardized Tests. In: Volkmar F. (eds) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY <https://doi.org/10.1007/978-1-4614-6435-8>

Cook, B. (2020). Test of Narrative Language. In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer. https://doi.org/10.1007/978-1-4614-6435-8_102417-1

Weiss, D., Cook, B., & Eren, R. (2020). Transdisciplinary approach practicum for speech-language pathology and special education graduate students. *Journal of Autism and Developmental Disorders*. New York, NY: Springer. DOI 10.1007/s10803-020-04413-7

Bean, K., Meers, K., Cook, B., & Eren, R. (2019). Babysitter training guide for families with individuals with ASD. (2nd) In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Accardo, A. L., Bean, K., Cook, B., Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M. (2019). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. doi: 10.1007/s10803-019-04205-8 <https://rdcu.be/bQf53>

Cook, B. (2018). Interpersonal supports. (2nd) In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Cook, B. (2018). Relationship enhancement methods. (2nd) In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer

Cook, B. & Weiss, D. (2018). Peer mentors for students with ASD in college. In: Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer

Cook, B., Weiss, D., & Hodge, V. (2017). A facilitated natural mentoring program. *The ASHA Leader*, 22(7), 40-42. doi:10.1044/leader.AE.22072017.40.

Irwin, J., Avery, T., Turcios, J., Brancazio, L., Cook, B., & Landi, N. (2017). Electrophysiological indices of audiovisual speech perception and social responsiveness in children. *Brain Science*, 7(6), doi: 10.3390/brainsci7060060

Bean, K., Cook, B., Eren, R., & Meers, K. (2017). Empowering parents: Caregiver support for youth and adolescents with ASD. *Autism Spectrum News*, 9(4), p. 23 – 26, http://www.mhnews-autism.org/back_issues/ASN-Spring2017.pdf.

Turcios, J., Cook, B., Irwin, J., Rispoli, T., & Landi, N. (2017). A familiarization protocol facilitates participation of children with ASD in electrophysiological research. *Journal of Visualized Experiments* doi:10.3791/55941

Cook, B. (2013). Interpersonal supports. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. Springer: New York.

Cook, B. (2013). Relationship enhancement methods. In F. Volkmar (Ed.), *Encyclopedia of autism spectrum disorders*. Springer: New York

Eren, R. & Cook, B. (2005). *Chapel haven program for transition into independent adulthood: adults with asperger syndrome, a curriculum*. New Haven, CT: Chapel Haven. Curriculum document in use by the Chapel Haven ASAT program since 2005.

Presentations and posters (last 5 years)

Cook, B., Najar, A., & Burnham, S. (2022, November). Session Number: 1740L. In-Vivo Teletherapy Caregiver Training to Facilitate the Use of a Speech Generating Device (Seminar 1-hour) at the Annual Convention of the American Speech-Language-Hearing Association, New Orleans, LA.

Cook, B., Najar, A., & Burnham, S. (2022, June). Teletherapy Parent Training to Facilitate the use of AAC. 2 hour presentation sponsored by CSHA and approved as a .2 ASHA CEU event.

Cook, B., Ramachandar, S., & Buckley, S. (2021, November). Session Number: 1256. C-FIT Update: Effectiveness for Clear & Targeted Feedback for Ongoing Clinical Instruction (Seminar 1-hour) at the Annual Convention of the American Speech-Language-Hearing Association, Washington, D.C.

Cook, B., Ramachandar, S., & Buckley, S. (2020, November). Proposal Number: 11859. C-FIT update: Effectiveness of the C-FIT for clear and targeted feedback for ongoing instruction. Proposal accepted and Meritorious Submission at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Lituma-Solis, D. & Cook, B. (2020, November). Proposal Number: 10528. Culturally responsive evaluation and diagnosis of ASD in children ages birth to three. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Accardo, A., Bean, K., Cook, B., Gillies, A., Edgington, R., Kuder, S. & Bomgardner, E. M. (2020, Apr 17 - 21) *College Access and Success for Students on the Autism Spectrum* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rtejxym> (Conference Canceled)

Cook, B. & Weiss, D. (January 2020). Social networks: Supporting college/university students with autism spectrum disorder. A 1 hour interactive presentation at the 21st International Conference on Autism, Intellectual Disability, Council for Exceptional Children Division on Autism and Developmental Disabilities, Sarasota, Florida.

Cook, B., Ramachandar, S., & Buckley, S. (November, 2019). The clinical instructional feedback tool (C-FIT) (Seminar 1-hour) American Speech-Language Hearing Association Convention, Orlando Florida

Cook, B. (September, 2019). Supporting students with ASD on a college campus: A training for Inquiry Peer Mentor leaders. An invited 1-hour interactive seminar presented at Southern Connecticut State University as part of monthly training exercise.
<https://www.instagram.com/p/B2pfThmhnul/?igshid=uidpqrt7je49>

Volkmar, F., Cook, B., Bean, K., McDaniel, M., & Zamfir, B. (May, 2019). Instructional strategies to support writing in college students with autism. 1-hour lecture presentation at the SCSU Teaching Academy, New Haven CT.

Accardo, A., Bean, K., Cook, B., Gillies, A., & Edgington, R. (January 18, 2019). Voices of college students with ASD: A multi-university study. 1-hour lecture presentation. 20th International Conference on Autism, Intellectual Disability, Council for Exceptional Children Division on Autism and Developmental Disabilities, Lahaina, Maui.

Bean, K., Brahm, M., Sassu, K., & Cook, B. (January 16, 2019). Educational practices currently used with students with ASD. Poster Presentation. 20th International Conference on Autism, Intellectual Disability, Council for Exceptional Children Division on Autism and Developmental Disabilities, Lahaina, Maui.

Cook, B., Rubin, M., Schiano, J., Spadory, R., & Bleau, K. (November 17, 2018). Establishing access to video-based learning for clinical education. 1-hour seminar presentation. American Speech-Language Hearing Association Annual Convention, Boston, Massachusetts.

Cook, B. & Adele, G. (October 5, 2018). Supporting students with social learning challenges in the resident halls. 1-hour presentation. Invited by Office of Resident Life, Southern Connecticut State University.

Cook, B. (August 24, 2018). Supporting peers with autism. 1-hour presentation. Invited by Office of Student Life, Southern Connecticut State University.

Cook, B. (June, 2018). School communication assessment. Invited guest lecture for SED 652. Summer Session A, Southern Connecticut State University, New Haven, CT.

Cook, B. & Weiss, D. (May 11, 2018). Social networks: Supporting college/university students with high functioning Autism Spectrum Disorder: year 3 of a pilot study. Poster Presentation. INFAR (International Society for Autism Research), Rotterdam, Netherlands.

Cook, B. & Weiss, D. (November 2017). Social networks: Supporting college/university students with high functioning Autism Spectrum Disorder: year 3 of a pilot study. 1 hour 15, minute seminar. OCALICON annual national conference on autism and low incidence disabilities, Columbus, Ohio.

Sassu, K., Eren, R., Tilt, D., Loomis, J., & Cook, B. (November 2017). *The peer mentoring program: A pilot study*. Poster presented at the annual conference, OCALICON, of the Ohio Center for Autism and Low Incidence. Columbus, Ohio.

Cook, B. (June, 2017). School communication assessment. Invited guest lecture for SED 652. Summer Session A, Southern Connecticut State University, New Haven, CT.

Cook, B. (January, 2017). Supporting students with ASD on a college campus. Professional development presentation to staff from residence life, student life, first year experience, counseling services, academic success, health and wellness, conduct and civil responsibility. Southern Connecticut State University, New Haven, CT.

Cook, B. & Weiss, D. (November, 2016). Social networks: Supporting college/university students with high-functioning Autism Spectrum Disorder. Poster Presentation. 3rd Annual Tapas Event: A taste of scholarship and creative activity across the disciplines. SCSU, Adanti Student Center, New Haven, CT.

Cook, B. & Weiss, D. (November, 2016). Social networks: Supporting college/university students with high-functioning Autism Spectrum Disorder. 1 hour seminar. American Speech-Language Hearing Association Annual Convention, Philadelphia, PA.

Lasto, C., Cook, B., Irwin, J., Avery, T., & Landi, N. (November, 2016). Audio-visual speech perception in autism: A behavioral & neurobiological correlational study. Poster presentation. American Speech-Language Hearing Association Annual Convention, Philadelphia, P.A.

Cook, B. (October, 2016). Supporting students with ASD on a college campus. 1 –hour professional development presentation. Invited by the Office of Student Affairs, Southern Connecticut State University.

Cook, B. (June, 2016). School communication assessment. Invited guest lecture for SED 652. Summer Session A, Southern Connecticut State University, New Haven, CT.

Cook, B. (May, 2016). Self-determination: What, why, who, how, and where. 2-hour seminar. Invited by Chapel Haven, Inc., New Haven, CT.

Cook, B., Turcios, J., & Irwin, J. (November, 2015). Ethical application of EBP interventions during a research protocol supporting individuals with ASD. Poster presentation. American Speech-Language Hearing Association Annual Convention, Denver, Colorado.

Weiss, D., Eren, R., & Cook, B. (November, 2015). Transdisciplinary practicum for Speech-Language Pathology and Special Education students. Poster presentation. American Speech-Language Hearing Association Annual Convention, Denver, Colorado.

Research Support: External Funding

2018-2021	Co-Investigator , “Neurobiological Signatures of Perception and Imitation in Children with ASD”. AREA Award, National Institutes of Health, Division of Deafness and Communication Disorders (NIDCD). 2018-2021. Awarded to SCSU.
2014-2017	Co-Investigator , “Neurobiological Signatures of Perception and Imitation in Children with ASD”. AREA Award National Institutes of Health, Division of Deafness and Communication Disorders (NIDCD). \$300,000.00
2012-2014	Co-Investigator , “State Implementation Grant for Improving Services for Children and Youth with Autism Spectrum Disorders (ASD) and other Developmental Disabilities (DD) Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB) through Combatting Autism Reauthorization Act of 2011Award to Connecticut Department of Public Health (DPH).
2010-2012	Co-Investigator , U.S. Department of Education “Center of Excellence on Autism Spectrum Disorders” Institute of Educational Sciences Amount of Award: \$300,000.00

Research Support: Internal Funding

- 2019-2021 **Primary Investigator:** CT State University (CSU) Research Grant, A naturalistic peer mentor program to support college students with ASD, year 5 longitudinal study (\$6500.00). Barbara Cook and Deborah Weiss
- 2018-2019 **Primary Investigator:** CT State University (CSU) Research Grant, A naturalistic peer mentor program to support college students with ASD, year 4 pilot (\$5000.00). Barbara Cook and Deborah Weiss
- 2017-2018 **Primary Investigator:** CT State University (CSU) Research Grant, Social Networks: Supporting College/University Students with high functioning Autism Spectrum Disorder, year 3 pilot (\$7,425.00). Barbara Cook and Deborah Weiss
- 2017-2018 **Primary Investigator:** Faculty Development fund Grant, Yes and, Lets get engaged: The pedagogy of improvisation, (\$4000.00). Barbara Cook and Kevin McNamara.
- 2016-2017 **Primary Investigator:** CT State University (CSU) Research Grant, Social Networks: Supporting College/University Students with high functioning Autism Spectrum Disorder (\$5,000.00). Barbara Cook and Deborah Weiss
- 2015-2016 **Primary Investigator:** Southern Connecticut State University Curriculum Related Project Grant, Development of course in Foundations of Social Communication and Cognition (\$2000.00). Barbara Cook and Deborah Weiss

University Level Service

Graduate Council, Chair 2022 –

Faculty Senate 2019 –

Rule Committee: role includes reviewing policy related to the process of promotion and tenure for faculty, coaches, and librarians. Recommendations regarding ways to consider advising of students have been presented to the Faculty Senate

Adhoc 2 + 2 Committee: Co-Chair, role was to oversee determining feasibility of collaborating with a peer community college to offer a SCSU degree on the campus of the community college. Following extensive research which included meeting with stakeholders from numerous community colleges and faculty from departments interested in pursuing this option, a report was submitted to the Faculty Senate with recommendations.

Student Policy Committee: role was to support revision of the Academic policy

CSCU Accessibility Advisory Council 2018 –

Role: Selected member from across the CSU system invited to contribute to the development of a plan to increase use of Universal Design for Learning principles to address accessibility concerns.

Curricular Task Force on Social Justice and Human Diversity

2018 – 2020

Role: Invited member to work on developing goals and actions designed to identify curriculum and pedagogy that exists, or may need to be developed, in the area of Social Justice and Diversity here at SCSU. The charge of the group is; 1) *to identify existing courses* that address issues and topics in the areas of Social Justice and Human Diversity; 2) to determine if there is a need to propose the development of *new courses* that address these areas; and, 3) to determine, further, if there is a need to hire new faculty to meet the needs of our existing or new courses.

Coordinator of the Committee on Academic, Social, and Personal Supports for individuals with ASD

2017 – 2020

Role: Organize and gather a group of stake holders from the Southern Connecticut State University Campus to respond to and implement recommendations from the Autism Task Force to increase supports for university students with Autism and other social communication challenges.

Impact: Lead the group in identifying goals to accomplish the five recommendations. Actions that have been complete include autism specific training for student peer leaders for the Office of Student Affairs. A centralized web-based list of resources linked to frequently asked questions and autism specific training for faculty and staff anticipated by Spring 2019. Actively seeking grant funding to implement a peer mentor program for students with social learning challenges.

Coordinator of Autism Task Force

2016-2017

Role: Organize and gather a group of stake holders from the Southern Connecticut State University Campus to identify recommendations to increase supports for university students with Autism and other social communication challenges. Developed a report with recommendations to the Provost.

Steering Committee Member, President's Commission on Social Justice

2017 – 2020

Role: Chair of the Campus Climate Survey group responsible for gathering information for the development and dissemination of a campus wide survey to support the university mission of social justice. This committee has been reimaged into the Diversity, Equity, and Inclusion Advisory Council to the Vice President for Diversity and Equity Education.

Impact: Lead the administration of a school-wide survey on campus climate resulting in about 30% of faculty and staff participation and about 14% of student participation. A comprehensive report for both participant groups will be completed and results shared at University leadership meetings during October & November 2018.

Undergraduate Curriculum Forum

2016 – 2020

Fall 2019 – Spring 2020: Director of the LEP

Impact: Responsible for updating aspects of the general education curriculum to increase ease of access for all students.

Fall 2019 – Spring 2020: Elected as Co-chair to the LEPC

Impact: Currently investigating requirement for World Language; developing a statement for instructors of LEP courses to include in their syllabus; developing coherent plan for communicating all aspects of the LEP to the University community

Fall 2018 – Spring 2019: Elected as Co-chair to the LEPC.

Impact: Completed development and analysis of a fact-finding survey to identify faculty perceptions regarding major restrictions and the LEP leading to a motion to allow sharing between major requirements and the LEP on a limited basis (see LEPC revisions).

At large Representative, voted member

Term: Fall 2016 – 2019

Term: Fall 2019 – Spring 2022

Served from Fall 2016 – Spring 2017 on Transfer Adhoc Committee

LEPC, voted member

Term: Fall 2017 - 2020

Faculty Development Advisory Committee

2016- 2020

HHS Representative, voted member

Impact: Involved in the revision of both the Curriculum and Faculty Development Grants, including a clearer and more comprehensive rubric to rate submitted proposals. Currently involved in determining options to increase funding for faculty.

Lead Co-Advisor, The SCSU Student Autism Awareness and Advocacy Club

2014 -

Role: Lead advisor, in partnership with Dr. Kimberly Bean, to conduct activities to increase support, awareness and advocacy for individuals with autism spectrum disorders.

Impact: The club has over 166 registered members and regularly has about 15 – 20 members attend bi-weekly meetings. Leads yearly WOW event to increase understanding of the challenges experienced by fellow students with social learning challenges and distributes information at monthly fundraising events. The largest impact activity is the book reading and share we complete each semester at one of 2 local elementary schools in New Haven. During this activity, the club students read stories about autism, engage students in activities to increase autism awareness, and donate up to 3 books to the classroom teacher. The success of this program is seen in the renewed interest by the school administration and teachers. A new initiative will be to volunteer in classrooms to interact with students with autism during the Spring 2019 semester.

Steering Committee Member, President's Commission on Social Justice (previously on Campus Climate and Inclusion)

2016 – 2017

Roles: Chair of the Campus Climate Survey subgroup and a Co-Chair to the Disability, Accommodation and Mental Health Subcommittee responsible for gathering the committee to meet to develop activities to support the goals of the President's Commission.

Impact: Revised yearly student survey question related to students' perspective of access to accommodations. The multiple stages added ensured that only those students for whom the question is relevant will answer the question, correcting the problem with the currently used question that

has around a 30% response rate, as opposed to less than 4% which is the percentage of students who are registered with the DRC.

Member, Graduate Advisory Council

2015 - 2017

Role: To provide advice and counsel to the office of Graduate Studies. Serve as a member on the subcommittee, Graduate Curriculum Committee and provide advice and council on the submission of proposed and revised graduate level courses.

Member, Search Committee for the Dean of the School of Education

2013 - 2014

Role: To actively participate in the search by reviewing application materials, interviewing and successfully hiring an applicant (Dr. Stephen Hegedus) for the position as Dean. Dr. Hegedus joined the President's cabinet Fall 2014.

School Level Service

Member, School of Health and Human Services Strategic Planning Committee

2016- 2019

Role: collaborate with the members of the committee to develop a strategic plan for the School of Health and Human Services.

Impact: directly involved in completing a SWOT analysis, developing a mission, vision, and value statements and initial steps of creating primary goals to support actions to adhere to the mission and vision. Invited by the chair of this committee to lead the Interprofessional Practice Education (IPE) group in the development of goals for this area of the strategic plan. The group was successful in developing five goal areas.

Member School of Health and Human Services Continuing Education Committee

2014 - 2016

Role: To develop professional development activities to support current professionals in meeting their continuing education unit requirements.

Faculty Representative, Undergraduate Open House

Fall 2017

Fall 2015

Fall 2014

Role: Respond to questions regarding the Communication Disorders program and assist the University in promotion of the various programs and opportunities offered here at SCSU. In Fall 2017, invited undergraduate students to assist and developed a color printed brochure to share.

Departmental Service

Augmentative and Alternative Communication Initiative

Fall 2020 – present

Coordinated initiative to enhance the education of our graduate students in the area of AAC. Gathered and collected information via a focus group that consisted of 7 SLPs with expertise in conducting AAC

Evaluations and Intervention. Beginning Fall 2022, a team of 5 Clinical Instructors will develop and implement a standard AAC assessment to support client needs and provide clinical training to graduate student clinicians.

**Strategic Planning Committee
2020 – 2021**

Role: assisted in revising the department vision, mission statement, and development of goals; providing feedback on ways to include explicit approaches to addressing systemic racism.

**Academic Search Committee
2018 – 2019**

Role: assist in developing a plan to conduct a search to fill the role of a Tenure Track, Full-time Faculty member in our department. Activities will include developing the job description and posting, reviewing applicant resumes, interviewing candidates from the pool of applicants.

**Clinical Instructor Search Committee
2018, Summer**

Role: assisted in developing a plan to conduct a search to fill the role of a Full-time Clinical Instructor position. Activities included reviewing and rating applicant files, interviewing candidates, and rating each candidate and making recommendations of candidates to consider to the Dean of the School of Health and Human Services.

**Department Curriculum Committee
2015 –**

Role: A collaborative member of the committee responsible for analyzing and developing curriculum related policy, procedures and materials.

Impact: Review and recommend acceptance of two new courses in the department. Collaborated with the committee to conduct a study regarding the possibility of developing concentrations as well as regarding the benefits and barriers of shifting from a 6 semester to a 5 semester program. I have recommended holding a retreat to conduct a curriculum alignment with all academic and clinical faculty to gain greater insight regarding how courses support one another to educate and train our students.

**Member, Department Adhoc Committee on Assessment
2014 - 2015**

Role: To develop direct and indirect assessment processes and tools to evaluate and monitor the progress of the undergraduate students with Communication Disorders as their declared majors.

Professional Service

**Editorial Board, Journal of Autism and Developmental Disorders
2018 –**

Invited managing editor for this leading peer-reviewed, scholarly periodical focusing on all aspects of autism spectrum disorders and related developmental disabilities.

National Affiliation

Voting Member, International Society for Autism Research

2016-

Reviewer ~ 50 presentation proposals for the May 2018 national conference

Reviewer ~ 70 presentation proposals for the May 2017 national conference

Voting Member, American Speech-Language-Hearing Association

1984 -

Impact: Attend the yearly convention and engage in online meetings and voting for various colleagues to leadership roles.

Regional

Ad Hoc Reviewer, New England Education Research Organization (NEERO) for presentation proposals

2014 - 2016

State

Connecticut Speech-Language-Hearing Association

School Leadership Council member

Purpose: Provide support to school based SLP's in areas of legislation and intervention.

Connecticut Speech and Hearing Foundation

2016 -

Secretary: maintain meeting minutes and correspondence with contributors to the foundation

Active Participating Member, Department of Developmental Disabilities Workgroup: Statewide training for professionals in understanding Autism Spectrum Disorders

2013-2015

Active Participating Member, Department of Developmental Disabilities Workgroup: Development of statewide credential for professionals working with individuals with Autism Spectrum Disorders.

2013-2015

Professional Development

December 2020	White People Confronting Racism, 3-Day workshop
January 2020	Racial and Intersectional Justice Forum, Southern Connecticut State University
January 2020	Council for Exceptional Children, Developmental Disabilities Division International Conference, Sarasota Florida
November 2019	American Speech-Language Hearing Association Convention
January 2019	Council for Exceptional Children, Developmental Disabilities Division International Conference in Maui, Hawaii

May 2018	International Meeting for Autism Research, Rotterdam, Amsterdam
November 2018	American Speech-Language Hearing Association Convention
August 2017	Association of College and University Education (ACUE) Effective Teaching Practices
June 2017	New York Presbyterian Center for Autism and the Developing Brain Certification to conduct the ADOS in research
May 2017	UCLA Program for the Education and Enrichment of Relational Skills (PEERS)
November 2016	American Speech-Language Hearing Association Convention
August 2016	Faculty forum: Teaching unprepared students: Strategies for promoting success and retention. SCSU. Engleman Hall
June 2016	Writing Retreat sponsored by the Dean of HHS
May 2016	International Meeting for Autism Research, Baltimore, Maryland
April 2016	Testing Issues by Dr. Walter Stroup
November 2015	American Speech-Language Hearing Association Convention
May 2015	UCONN Lecture Series: Reflective supervision: The view from Speech- Language Pathology
April 2015	Faculty Senate Forum: Shared governance, balancing expectations, becoming engaged. SCSU, Conn Hall Seminar Room, participant and presenter.
April 2015	Connecticut Speech-Language Hearing Association Conference
December 2014	Pivotal Response Training, Introduction off site training
November 2014	Ohio Center for Low Incidence National Conference American Speech-Language Hearing Association Convention
October 2014	Connecticut Speech-Language Hearing Association Conference
April 2014	Connecticut Speech-Language Hearing Association Conference
January 2014	Council for Exceptional Children, Developmental Disabilities Division International Conference in Orlando, Florida



Department of Communication Disorders
 Clinical Services
 Davis Hall Room 012
 501 Crescent Street
 New Haven, CT 06515

203/392-5955
 FAX 203/392-5968

Therapy Progress Report Therapy Discharge Summary

Client:	DOB:	C.A.: 10 years, 10 months
Date of Service: 07/07/2022	Address:	Phone No.:
Diagnosis: Childhood onset fluency disorder		Initial Evaluation: 07/2018
Type of Service and Schedule: Individual 1hr/week		Sessions Attended: 4

Functional Outcome Goal: T.R. will use stuttering modifications and fluency enhancing strategies to improve his verbal communication at school and in social settings, as well as improve his attitude towards speaking to unfamiliar communication partners.

Semester Goal: T.R. will use light contacts during semi-structured conversation in 8/10 opportunities with minimal cueing.

Initial Data/Date: 02/15/2022 - T.R. used light contacts in structured discourse in 6/9 opportunities with 1 cue
 Ending Data/Date: 06/30/2022 - T.R. used light contacts in semi-structured conversation in 3/22 opportunities given one verbal cue at the beginning of the activity.

Semester Goal: T.R. will use a stuttering modification strategy (pull-outs) with pseudo stutters during semi-structured conversation in 8/10 opportunities with minimal cueing

Initial Data/Date: 06/23/22 - T.R. used no pull-outs in semi-structured conversation in 0/5 opportunities given one verbal cue at the beginning of the activity
 Ending Data/Date: 6/30/22 - T.R. used no pull-outs in semi-structured conversation in 0/22 opportunities given one verbal cue at the beginning of the activity.

Semester Goal: T.R. will use a strategy of choice (easy onsets, light contacts, pull-outs, cancellations) at the discourse level in 8/10 opportunities with minimal cueing.

Initial Data/Date: 06/23/22 - T.R. used one light contact and two easy onsets in semi-structured discourse in 3/5 opportunities given one verbal cue at the beginning of the activity
 Ending Data/Date: 06/30/22 - T.R. used one light contact in semi-structured conversation in 1/1 opportunities given one verbal cue at the beginning of the activity.

Semester Goal: T.R. will self-identify two avoidant behaviors secondary to his stuttering, during structured treatment tasks, at least one time.

Initial Data/Date: 06/23/22 - 0 avoidant behaviors identified
 Ending Data/Date: 06/30/22 - 0 avoidant behaviors identified

Semester Goal: T.R. will come up with at least one strategy to mitigate the avoidant behaviors, during structured treatment tasks, at least one time.

Initial Data/Date: 06/23/22: 0 strategies

Ending Data/Date: 06/30/22 - 0 strategies

*Ending data should be taken with precaution as client only attended 4 sessions and had to temporarily discontinue sessions towards the end of the semester.

Summary:

T.R. is a 10 year-old boy with childhood onset fluency disorder that is characterized by blocks, prolongations, and repetitions with secondary behaviors (eye blinking, pursing lips, averting gaze, raising shoulders). He was initially evaluated at the Center for Communication Disorders in July of 2018 and since, has received individual speech therapy services. T.R.'s caregivers have reported that he does not speak to anyone other than his family members, speech language pathologists, and teachers. Overall, impact of stuttering on his life is severe. Desensitization activities have been performed in previous semesters to address attitudes and feelings towards stuttering and talking to unfamiliar communication partners.

The approach utilized this semester was client-centered and clinician-directed, and the clinician reviewed a variety of strategies for T.R. to choose from in order to improve his communication across various settings. Practice of fluency enhancing techniques (light contacts and easy onsets) were tailored to his previous preferences for using strategies with specific sounds that were difficult for him. For example, he practiced light contacts most frequently with stops (/b/) and fricatives (/s/) and easy onsets with liquids (/l/), glides (/w/), and nasals (/n/). T.R. also practiced stuttering modification strategies (pull-outs) with pseudo stutters (blocks and syllable repetitions) with the clinician in order to help reduce tension in his speech. T.R. benefitted from warm-up activities that focused on light contacts, easy onsets, and pull-outs at the word and sentence-level at the beginning of sessions. Warm-ups would aid T.R. in use of strategies during a reading-level structured task as less cognitive energy is needed and more focus can be spent on strategy use. Emerging generalization of his strategies were observed during the reading task as he chose which strategies to use and when to use them. Additionally, T.R. improved his reading skills by slowing down his speech and taking the necessary pauses in between sentences. At the discourse-level, T.R.'s used light contacts and easy onsets most frequently indicating emerging generalization of those strategies.

At the beginning of the semester, T.R. disclosed feeling anxious when he spoke to his baseball coach for the first time (at the end of the Spring semester) indicating he is self-aware of his feelings towards talking. Therefore, desensitization activities where discussions of avoidant behaviors of not talking were prioritized. While T.R. exhibited moments of discomfort during desensitization activities, he engaged in conversation about his brother who stutters during a structured activity suggesting he is more open to discussing his brother in the context of stuttering based on previous semesters.

The clinician provided modeling, verbal feedback, and prompting to T.R. throughout the semester for additional support.

T.R. attended 4/9 individual tele-therapy sessions on Zoom this semester. He actively participated in all session activities and worked diligently towards all of his goals this semester.

Prognosis Statement: Prognosis for T.R. to improve his verbal communication and positive attitude toward speaking is good given familial support, progress to date, consistent participation and his active role in

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation, Name Change, and Revised Mission of a Center

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve continuation of a center, including a name change from Center for Sustainable Energy Studies to Center for Sustainability Studies, and revision of mission, at Eastern Connecticut State University, until September 30, 2029.

A True Copy:

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

ITEM

Continuation of a center, including a name change from Center for Sustainable Energy Studies to Center for Sustainability Studies, and revision of mission, at Eastern Connecticut State University, until September 31, 2029.

BACKGROUND

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

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2022 Sunset Report.

The President of ECSU described "concerns about energy conservation and energy efficiency" in Connecticut and globally and the need for greater emphasis on: research and undergraduate education that prepared Connecticut graduates to put to practice the theory, and learn the interdisciplinary approaches needed to ensure that energy research, policy, the creative process for enacting of solutions to energy conservation and efficiency problems met the challenges emerging in Connecticut and globally.

The needs expressed in the original document are even more pressing today than in 2000 and they have intensified since the last renewal in 2015. It is broadly recognized that to meet the challenges posed by climate change, interdisciplinary knowledge and skills are required. In addition to supporting research and education in sustainable energy studies, the Center will broaden its reach to develop and administer an interdisciplinary sustainability curriculum. Research and teaching will include the study of energy, mineral extraction, natural resource conservation, biodiversity conservation, environmental economics, environmental policy, and environmental justice. This interdisciplinary experience is increasingly important to prepare students to understand and engage with a wide range of energy, environmental, and geopolitical issues critical to mitigating and adapting to climate change. This curriculum will empower students to take advantage of new business opportunities, to engage in research, and to enter the workforce with a clear understanding of the important issues and the skills to move society toward a sustainable future. The revisions to mission and vision will align and strengthen the liberal arts mission of Eastern Connecticut State University.

Eastern Connecticut State University seeks approval for a change of the name of the center and its mission to the following: The mission of the renamed Center for Sustainability Studies is to engage in research and to provide curriculum that actively engages students with sustainability issues including climate change and the disproportionate impact environmental crises have on

marginalize communities and racial minority populations. The Center endeavors to prepare students to enter the workforce or graduate studies through training in the scientific, environmental, economic, political, and social aspects of sustainability science and policy.

Since 2015, the coursework provided by the Center for Sustainable Energy Studies faculty (Endowed Chair, full-time temporary and tenure-track faculty, and part-time faculty) has continued to serve Eastern's academic programs associated with the Sustainable Energy Science concentration of the major in Environmental Earth Science (EES), the Bachelor of General Studies in Sustainable Energy Management, the minor in Sustainable Energy Studies and Eastern's Liberal Arts Core Curriculum natural science coursework in Tier I, Tier II and Tier III courses. As of Fall 2020, the Endowed Chair position has been vacant. Collaboration with faculty with environmental research focus in other Eastern academic departments has led to improved scores in the STARS rating system of the American Association of Sustainability in Higher Education (AASHE).

Five courses (25 course sections-BES 204, EES 205, EES 207, EES 305, EES 306, EES 402, EES 405), senior practicum projects, and internships are provided by the Center-affiliated faculty, reaching an average of 516 students per year in EES Sustainable Energy Science concentration, BGS in Sustainable Energy Studies, Sustainable Energy Studies minor and the Liberal Arts Core curriculum. The EES department graduates an average of 20 students each Spring semester, many from the Energy Science concentration in the major.

RECOMMENDATION

President Elsa Nunez recommends that the Board of Regents approve the continuation of the Center for Sustainable Energy Studies, with a name change to Center for Sustainability Studies, and revision of mission, at Eastern Connecticut State University, until September 31, 2029.

10/07/2022 – BOR -Academic and Student Affairs Committee

10/20/2022 – Board of Regents

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

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

This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Ken Klucznik (KKlucznik@commnet.edu) and Francine Rosselli (FRosselli-Navarra@mcc.commnet.edu) and copy Noreen Wilson (NWilson@commnet.edu) and Kaylah Davis (KDavis@commnet.edu).

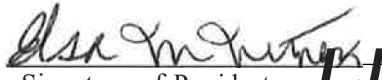
Name of University:	<u>Eastern Connecticut State University</u>
Name of Center/Institute:	<u>Center for Sustainable Energy Studies</u>
Director/Coordinator:	<u>Dr. Steve Nathan</u>
Date of Original Approval:	<u>7/14/2000</u>
Date of Last Approval:	<u>October 15, 2015</u>
Board Resolution of Last Approval:	<u>15-099</u>
Sunset Date:	<u>12/31/2022</u>

Recommendation from President:

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

I recommend continuation of this Center/Institute

☐ I recommend discontinuation of this Center/Institute


Signature of President: **LJ**

Comments (OPTIONAL):

CONNECTICUT STATE COLLEGES & UNIVERSITIES
Connecticut State Universities
Center/Institute Report - Seven-Year Sunset Report/Review for Continuation

Mission:

Prior mission: The mission of the Center for Sustainable Energy Studies is to engage in energy research, to enable students to understand the crucial role and impacts of energy resources and energy consumption in society and to prepare students for post-graduate employment and advanced education through the study of the scientific, environmental, economic, political, and social implications of energy science and energy policy. Energy research and study includes energy conservation and efficiency, environmental impacts associated with energy consumption, conventional and renewable energy industries, energy resources and energy uses, energy management, energy politics, and current developments in energy science, energy technology, energy economics, energy-related business, and public energy policy.

In 2022 the name of the Center and its mission have been revised:

The mission of the Center for Sustainability Studies is to engage in research and to provide curriculum that actively engages students with sustainability issues including climate change and the disproportionate impact environmental crises have on marginalized communities and racial minority populations. The Center endeavors to prepare students to enter the workforce or graduate studies through training in the scientific, environmental, economic, political, and social aspects of sustainability science and policy.

Needs Assessment:

(Describe why this Center/Institute was created)

The President of ECSU described "concerns about energy conservation and energy efficiency" in Connecticut and globally and the need for greater emphasis on: research and undergraduate education that prepared Connecticut graduates to put to practice the theory, and learn the interdisciplinary approaches needed to ensure that energy research, policy, the creative process for enacting of solutions to energy conservation and efficiency problems met the challenges emerging in Connecticut and globally.

Needs Modification:

(Describe changes to the original conditions)

The needs expressed in the original document are even more pressing today than in 2000 and they have intensified since the last renewal in 2015. It is broadly recognized that to meet the challenges posed by climate change, interdisciplinary knowledge and skills are required. The Center will have an interdisciplinary focus that supports research and education in sustainable energy studies, the Center will broaden its reach to develop and administer an interdisciplinary sustainability curriculum. By involving what we are calling Affiliated Faculty from across disciplines, research and teaching will include the study of energy, natural resource conservation, biodiversity conservation, environmental economics, environmental policy, and environmental justice. This interdisciplinary lens, recognized as

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report - Seven-Year Sunset Report/Review for Continuation
“sustainability”, is increasingly important to prepare students to understand and engage with a wide range of energy, environmental, and

geopolitical issues critical to mitigating and adapting to climate change. This curriculum will empower students to take advantage of new business opportunities, to engage in research, and to enter the workforce grounded in the skills and concepts of sustainability. These revisions to mission and vision will align and strengthen the liberal arts mission of Eastern Connecticut State University.

Goals, Objectives, and Principal Activities:

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

1. The Director and affiliated faculty will engage in sustainability research and promote student participation in such research activities.
2. The Director would lead curriculum development to educate students in sustainability studies.
3. In carrying out its objectives, the Center for Sustainability Studies would solicit and receive grants, contracts, donations, and endowments from a variety of sources in accordance with university policies and procedures.
4. The Center will continue to operate within the Department of Environmental Earth Science at Eastern Connecticut State University. The Director will build a framework for identifying faculty from most disciplines in the School of Arts and Sciences and the School of Education and Professional Studies whose teaching and research include sustainability. These faculty will be denoted as Sustainability Affiliated Faculty.
5. The Center's work is coordinated by the Director of Sustainability Studies and supported by the endowment originally set up by the Energy Conservation Management Board with funds from the Northeast Utilities and United Illuminating.

Principal Accomplishments:

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

Since 2015, the coursework in Eastern's four relevant academic programs: Sustainable Energy Science concentration of the Environmental Earth Science major, the Bachelor of General Studies in Sustainable Energy Management, the minor in Sustainable Energy Studies and Eastern's Liberal Arts Core Curriculum natural science coursework in Tier I, Tier II and Tier III courses was staffed by the Center's Endowed Chair and full- and part-time faculty in the Environmental Earth Science Department. As of Fall 2020, the Endowed Chair position has been vacant. Collaboration with faculty with environmental research focus in other Eastern academic departments has led to improved scores in the STARS rating system of the American Association of Sustainability in Higher Education (AASHE).

Curriculum

The Sustainable Energy Studies minor prepares students to understand the scientific, environmental, economic, and political forces important to energy uses. The curriculum includes units on fossil fuels, efficient energy use, and renewable energy technologies such as hydroelectricity, fuel cells, solar

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energy, and wind energy. The Environmental Health Sciences minor explores the inter-relationship between human activities, natural earth processes, ecological processes, and geochemistry. The Environmental Earth Science major provides a broad education in environmental earth science with a strong foundation in geoscience, using classroom, laboratory, and field-based learning. The curriculum stresses the materials, processes, and features of the Earth, Earth history and the ways in which earth scientists address scientific, societal, and environmental problems.

Each of these paths of study emphasizes field research, independent study, and internships with private consulting firms and government agencies, to offer students the opportunity to apply the skills they have learned. Students frequently present their findings at local, regional, and national conferences.

As natural resource use increases, environmental problems such as climate change, water pollution, and land degradation become more difficult to mitigate. Sea level rise, which will inundate low-lying areas, is a particular concern for Connecticut. Site analysis, geological mapping, hydrological testing, and GIS (Geographic Information Systems) analysis are examples of the techniques used to prepare our students to confront these growing problems. Classroom demonstration items include a solar powered engine, bicycle generator, and solar cookers. Field trips are included for students to gain practical experience for material learned in class (physical plants, combined cycle gas power plant, hydroelectric facility, wastewater treatment and water recovery).

Research

Students and faculty continued to conduct research, present it at local and regional conferences and obtain grant funding to support the research projects.

1) Faculty Peer-Reviewed Publications

Torcellini, P.; Bonnema, E.; Sheppy, M.; Pless, S. Strategies for Controlling Plug Loads: A Tool for Reducing Plug Loads in Commercial Buildings. NREL Technical Report TP-5500-63736, www.nrel.gov/docs/fy15osti/63736.pdf.

Studer, D.; Livingood, W.; Torcellini, P.; Improving Access to Foundational Energy Performance Data, NREL/TP-5500-61543, www.nrel.gov/docs/fy15osti/61543.pdf.

McMillen, A.; Torcellini, P.; Ray, S.; Rodgers, K. Procurement Path for Energy-Efficient Buildings. ASHRAE Journal, Vol 57, No. 4, April 2015, pp 12-26.

Torcellini, P.; Peterson, K.; Grant, R.; A Common Definition for Zero Energy Buildings, U.S. Department of Energy and the National Institute of Building Science, September 2015, www.buildingdata.energy.gov/cbrd/resource/1938.

Peterson, K.; Torcellini, P.; Defining Zero Energy Buildings, Journal of the National Institute of Building Science, February 2016, pp 32-35.

Nathan, S.A., and Loxsom, F., 2016. A Sustainable Energy Laboratory Course for Non-Science Majors. The Physics Teacher, v. 54, p. 420-422. (October 2016). (doi: 10.1119/1.4962779)

Girma, S., Torcellini, P., Livingood, W., Pless, S.; Taylor, C., Hartke, J., "Driving Market Adoption of Zero Energy Buildings," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in

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Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Pless, S., Torcellini, P., Bonnema, E., Goldwasser, D., "Technical Feasibility for Zero Energy K-12 Schools," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Torcellini, P., Bonnema, E., Pless, S., "Analysis of Different Methods of Computing Source Energy" Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Peterson, K., Grant, R., Torcellini, P., "A Common Definition for Zero Energy Buildings," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

McMillen, A., Pless, S., Scheib, J., Torcellini, P., "Codes Don't Always Get Enforced, But Contracts Do: Changing the Procurement Paradigm to Drive Building Energy Performance," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Henry, S., Cowan, C., Stoddard, L., Torcellini, P., "Verified! How Performance-Based Procurement Can Boost New Construction Program Savings, Streamline Evaluation, and Empower Building Owners," Proceedings of the 2016 ACEEE Summer Study on Energy Efficiency in Buildings, 21-26 August 2016, Pacific Grove, California. Washington, DC: American Council for an Energy-Efficient Economy (ACEEE).

Lui, B., Torcellini, P., et al. "Zero Energy," ASHRAE Journal, June 2017, ASHRAE, Atlanta, GA

Torcellini, P., "Zero Energy House Experience," High Performance Buildings, Spring 2018, ASHRAE, Atlanta, GA., pp. 14-20.

2) Faculty Conference Participation

Torcellini, P.A., "Moving Building Technology to the Era of Zero-Energy Buildings," Vision 2020 at Greenbuild, New Orleans, LA, October 21, 2014.
<http://www.ecobuildingpulse.com/videos/moving-building-technology-to-the-era-of-zero-energy-buildings>; <https://www.usgbc.org/education/sessions/greenbuild-international-conference-and-expo-2014/vision-2020-summit-greenbuild-4>

Torcellini, P.A., "Zero Energy Buildings: Fantasy or Reality?" Building Enclosure Council-Research Triangle Chapter, Raleigh, NC, August 27, 2015.

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Torcellini, P.A., "Moving the Mainstream towards Zero-Energy Buildings," Keynote address for iSBE Annual Conference, Montreal, Quebec, August 18, 2015

Torcellini, P.A., "The Big Picture: Guide Overview and Analysis," for Seminar "Innovation for Food Retail: the 50% Advanced Energy Design Guide for Grocery Stores," 2015 Annual Conference, ASHRAE, Atlanta, GA, July 2, 2015.

Torcellini, P.A., "NREL's Research Support Facility," Net-Zero North American Leadership Summit, Boston, MA, March 3, 2015.

Torcellini, P.A., "Zero Energy Nonresidential Buildings: Making Them a Reality," PG&E Pacific Energy Center, San Francisco, CA, October 21, 2015.

Torcellini, P.A., "What is ZERO and How Do We Get There?" Yale University Lunch and Learn, New Haven, CT, July 22, 2015.

Torcellini, P.A., "Innovation for Food Retail: The 50% Advanced Energy Design Guide for Grocery Stores," Better Buildings Webinar Series, U.S. Department of Energy, June 3, 2015.

Torcellini, P.A., "Creating a Market Facing Definition," Webinar entitled "Ramping up the Market for Zero Energy Buildings," Sponsored by the U.S. Department of Energy, March 2, 2016.

Torcellini, P.A., Macey, P., "Moving from Zero Energy Definitions to Wide-spread Practical Implementation," American Institute of Architects, 2016 Annual Convention, Philadelphia, PA, May 19, 2016.

Torcellini, P.A., "Creating a World of Zero Energy Buildings," Bi-State ASHRAE Chapter Meeting, Thomwood, NY, April 13, 2016.

Torcellini, P.A., "High Performance Building Design with Radiant Heating," Uponor Connections 2016, Las Vegas, NV, March 31, 2016.

Torcellini, P.A., "Zero Energy Buildings," Connecticut Chapter of ASHRAE, Cromwell, CT, May 10, 2016

Torcellini, P.A., McMillan, A., "Accelerate Performance: This Changes Everything: A Sustainability Revolution in New Construction," AASHE Annual Conference, Baltimore, MD, October 10, 2016.

Torcellini, P.A., "Creating a World of Zero Energy Buildings," Columbus ASHRAE Chapter Meeting, Columbus, OH, November 21, 2016.

Torcellini, P.A., Macey, P., Brune, M., "Making Net Zero Net Positive: Solving the Efficiency and Cost Paradox," 2016 ASHRAE Webcast, Atlanta, GA, April 21, 2016.

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Torcellini, P.A., "Performance Based Acquisition: Creating Next Generation Energy Efficient Buildings," Invited presentation to Colliers International, May 13, 2016.

Torcellini, P.A., "Creating a World of Zero Energy Buildings," Keynote Speaker, Cool Roof Rating Council Membership Meeting, Las Vegas, NV, June 15, 2016

Torcellini, P.A., Pless, S., "Designing to the Zero Energy Performance Target," Getting to Zero National Forum, Denver, CO, October 12-14, 2016.

Torcellini, P.A., "Designing to the Zero Energy Performance Target," Rhode Island Advance Schools Workshop, Providence, RI, October, 21, 2016.

Torcellini, P.A., "Future-proofing ZNE Buildings in California," Berkeley, CA, November 29, 2016.

Torcellini P.A., "PV Systems Cannot be Attached to the Grid and Other Renewable Energy Myths," ASHRAE Winter Conference, Las Vegas, NV, January 29, 2017.

Torcellini, P.A., "Accelerate Performance, Securing your Investment in Sustainability," NESEA [Northeast Sustainable Energy Association] Conference, Boston, MA, March 18, 2017.

Torcellini, P.A., Zaleski, S., Lee, D., "Zero Energy Buildings: Are we there yet?" Special Invited Panel Presentation for the Building Technology Office, Technical Peer Review, Arlington, VA, March 14, 2017.

Torcellini, P.A., "The Future of Zero Energy Houses," Keynote speech for the EnergizeCT Zero Energy Housing Awards, East Windsor, CT, April 20, 2017.

Torcellini, P.A., "Energy Future Proofing," Energy Exchange 2017, Federal Energy Management Program, Tampa, FL, August 15, 2017.

Torcellini, P.A. "Creating a World of Zero Energy Buildings," Worcester Polytechnic Institute, Worcester, MA, September 11, 2017.

Torcellini, P.A. "Zero Energy," MFAA Conference and Expo", Hyannis, MA, October 18, 2017.

Torcellini, P.A., "Moving Zero Energy Buildings to the Mainstream: A Pathway for True Change," Keynote for the Path to Net Zero for Commercial Buildings Conference, Berlin, CT, October 27, 2017.

Torcellini, P.A., "Advanced Energy Design Guidance for Zero Energy K-12 Schools," ASHRAE Winter Conference, Chicago, IL, January 24, 2018.

Torcellini, P.A., D. Kaneda, "Teslas vs. Ducks Can Zero Energy Buildings Kill the Duck?" Greenbuild 2018, Chicago, IL, November 15, 2018.

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Torcellini, P.A., "Zero Energy Today," Keynote for the Net Zero Commercial Buildings Conference, Berlin, CT, October 18, 2018

Nathan, S. A. and Drzewiecki, P, Co-chairs, meeting session T7: "Hartford Basin through Time", GSA Northeastern Section Annual Meeting, Bretton Woods, NH, March 23-25, 2015.

Wicks, B. C. and Nathan, S. A., "Analyzing Geothermal Properties of Hartford Basin Material", GSA Northeastern Section Annual Meeting, Bretton Woods, NH, March 23-25, 2015.

Nathan, S. A. and Drzewiecki, P, Co-chairs, meeting session T23: "Eastern North American Rift Valleys Through Time", GSA Northeastern Section Annual Meeting, Albany, NY, March 21-23, 2016.

Nathan, S. A., Fazzino, A.H., McCormick, K. D., Rhodes, J.M., "Thermal Conductivity of Hartford Basin Strata: A Pilot Study Comparing Outcrop K Values to Test Borings", GSA Northeastern Section Annual Meeting, Albany, NY, March 21-23, 2016.

Nathan, S. A, Loxsom, F., 2017. A Sustainable Energy Laboratory Course for Non-Science Majors, AASHE Conference and Expo (Association for the Advancement of Sustainability in Higher Education, San Antonio, TX, Oct. 15-18, 2017.

Nathan, S. A., "Higher Education Climate Leadership Summit", Second Nature annual meeting, member, ECSU delegation, Tempe AZ, Feb. 10-12, 2019.

Nathan, S. A., "Higher Education Climate Leadership Summit", Second Nature annual meeting, member, ECSU delegation, Atlanta, GA, Feb. 23-25, 2020.

Nathan, S. A., "Higher Education Climate Leadership Summit", Second Nature annual meeting (virtual), member, ECSU delegation, Atlanta, GA, Feb. 24-26, 2021.

Green Campus

- Drs. Nathan and Torcellini actively participated on the Campus Green Committee local outreach
- Green Campus Committee submitted STARS portfolio for evaluation by AASHE, receiving Silver rating.
- Student interns staffed a campus Earth Day booth educating students about recycling and energy efficiency.
- Student interns evaluated recycling and waste disposal on the Eastern campus which in turn substantially reduced campus waste disposal fees.

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Faculty, Staff, and Responsibilities:

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

Tenure-track and part-time faculty in the Environmental Earth Science Department will recruit “Sustainability Affiliated Faculty” from multiple disciplines to develop curriculum in Sustainability Studies and provide student mentoring, research, and public outreach activities.

Current Staff include Dr. Stephen Nathan - geothermal and climate change expertise .

In support of the Sustainable Energy Science concentration of the Environmental Earth Science major, the Bachelor of General Studies in Sustainable Energy Management, the minor in Sustainable Energy Studies full- and part-time adjunct faculty continue to teach the relevant courses including: EES 204, EES 205, EES 207, EES 306, and EES 405.

Endowed Chair, Dr. Paul Torcellini, served as Director for the Center for Sustainable Energy Studies (CSES), with one course release time for his directing activities, and nine faculty load credits per semester to provide curriculum for the academic programs supported by the CSES 2014 until his resignation in 2020. This position remains unoccupied at this time.

Student Involvement and Student Outcomes:

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

Students served by the Sustainable Energy Studies curriculum

Five courses (25 course sections-BES 204, EES 205, EES 207, EES 305, EES 306, EES 402, EES 405) senior practicum projects and internships are provided by the Center-affiliated faculty, reaching an average of 516 students per year in EES Sustainable Energy Science concentration, BGS in Sustainable Energy Studies, Sustainable Energy Studies minor and the Liberal Arts Core curriculum. The EES department graduates an average of 20 students each Spring semester, many from the Energy Science concentration in the major.

Learning Outcomes in Sustainable Energy Studies:

Program Goals:

1. Develop knowledge of key concepts, scientific principles, and over-arching themes in Environmental Earth Science and Sustainability

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2. Demonstrate techniques and approaches in scientific inquiry and critical thinking
3. Apply concepts of scientific responsibility
4. Effectively communicate scientific information

Liberal Arts Learning Outcomes:

1. Critical Thinking
2. Creativity
3. Communication
4. Ethical Reasoning
5. Quantitative Literacy

Core Competencies:

1. Problem solving
2. Verbal communication
3. Written communication
4. Independent thinking
5. Teamwork
6. Numeracy
7. Leadership
8. Resiliency

Assessment and Evaluation:

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

The Endowed Chair position remains vacant, so the leadership of the Center for Sustainability is now with the Director, Dr. Steve Nathan, Chair of the Environmental Earth Science Department who reports to the Provost. The Chair is also evaluated as a faculty member on a regular basis by the Environmental Earth Science Department Evaluation Committee.

External validation of the success of the Center also is associated with external awards received by Eastern-the U.S. Green Building Council has chosen Eastern as one of the nation's top "Green Colleges" in the Princeton Review.

The Center faculty facilitate Eastern's AASHE STARS reporting, which tracks a number of metrics that evaluate energy conservation and efficiency and other important sustainability measures throughout the university.

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ACTUAL Revenues and Expenses:

(For FY 2015, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY2018	FY2019	FY2020	FY2021	FY2022
REVENUE					
1. Gifts/Grant Support ^a					
2. General Fund ^b					
3. Operating Fund ^c	\$42,960	\$42,392	\$38,894	\$36,138	
4. Other Revenue ^d					
5. TOTAL REVENUE (lines 1-4)	\$42,960	\$42,392	\$38,894	\$36,138	
EXPENSES					
6. Personnel ^e	\$28,343	\$25,596	\$25,900	\$30,240	
7. Fringe Benefits	\$5,304	\$5,289	\$5,291	\$5,798	
8. Travel		\$903			
9. Equipment & Supplies	\$5,098		\$5,189		
10. Contractual					
11. Construction ^f					
12. Other – e.g. software; conferences; personnel advertising	\$4,215	\$10,604	\$2,514	\$100	
13. Total Direct Costs (lines 6 through 12)	\$42,960	\$42,392	\$38,894	\$36,138	
14. Indirect Costs ^g					
15. TOTAL COSTS (lines 13 + 14)	\$42,960	\$42,392	\$38,894	\$36,138	
NET					
16. TOTAL REVENUE - TOTAL COSTS	\$0	\$0	\$0	\$0	
surplus / (deficit)					
17. OPERATIONAL BALANCE	\$0	\$0	\$0	\$0	
from previous year					

NOTES:

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

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PROJECTED Revenues and Expenses:

REVENUE					
1. Gifts/Grant Support •	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
2. General Funds					
3. Operating Funds					
4. Other Revenue ^d					
5. TOTAL REVENUE (lines 1-4)	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
EXPENSES					
6. Personnel ^e	\$16,244	\$16,832	\$16,832	\$16,832	\$16,832
7. Fringe Benefits	\$2,890	\$3,019	\$3,019	\$3,019	\$3,019
8. Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
9. Equipment & Suoolies	\$500	\$500	\$500	\$500	\$500
10. Contractual	\$500	\$500	\$500	\$500	\$500
11. Construction ^r					
12. Other- <i>host events</i>	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
13. Total Direct Costs (lines 6 through 12)	\$22,634	\$23,351	\$23,351	\$23,351	\$23,351
14. Indirect Costs ^g					
15. TOTAL COSTS (lines 13 + 14)	\$22,634	\$23,351	\$23,351	\$23,351	\$23,351
NET					
16. TOTAL REVENUE - TOTAL COSTS surplus/ (deficit)	\$2,366	\$1,649	\$1,649	\$1,649	\$1,649
17. OPERATIONAL BALANCE from previous year	\$0	\$2,366	\$4,015	\$5,664	\$7 313

NOTES:

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

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Budget Narrative:

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

Projected:

- a) The Center is funded by an endowment of \$500,000. Revenue has not been drawn since 2017 and the projected revenue 2023-27 of \$25,000 is conservative but sufficient to continue to support the work of the Center.
- b) The Center will be led by a faculty member Director who will be compensated with a 3 FLC stipend each semester. Fringe calculated with ALT rate. Budget includes one student worker during the academic year.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation, Name Change, and Revised Mission of an Institute

October 20, 2022

RESOLVED: That the Board of Regents for Higher Education approve continuation of an institute, including a name change from Institute for Sustainable Energy to Institute for Sustainability, and revision of mission, at Eastern Connecticut State University, until September 30, 2029.

A True Copy:

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

ITEM

Continuation of an institute, including a name change from Institute for Sustainable Energy to Institute for Sustainability, and revision of mission, at Eastern Connecticut State University, until September 31, 2029.

BACKGROUND

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

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2022 Sunset Report.

The Institute for Sustainable Energy (ISE) at Eastern Connecticut State University was established in 2000 by Board of Trustees Resolution 00-76 and modified by the Board of Advisors in 2008 to focus ISE's efforts on Connecticut. The mission was revised in 2008: " ...to identify, develop and become an objective energy and educational resource regarding the means for achieving a sustainable energy future for Connecticut. "

Eastern Connecticut State University seeks approval for a change of the name of the institute and its mission to the following: The mission of the Institute for Sustainability (IS) at Eastern Connecticut State University is to serve as an objective resource and champion for the transition to sustainable practices in Connecticut. The work of IS will support diverse and bold actions required by the United Nations 2030 Agenda for sustainable development and resilience: for people, prosperity, and planet. The IS will connect individuals, organizations, businesses, and communities in Connecticut to meet the challenges of our changing climate.

The Institute was created to provide an objective resource to help educate, inform public policy, and provide technical support on practical applications for energy efficiency and sustainable energy to improve the energy profile and sustainability of the state.

This a critical decade for taking bold steps to avoid the effects of climate change. To achieve the carbon-neutrality commitments of the university and to accelerate its impact within the CSCU system and across the state, the Institute for Sustainability (formerly ISE) diversified its mission and vision. A sustainable society in the time of climate change will require significant changes in behavior by individuals, communities, and governments. Climate action cannot be limited to the energy sector, but is also required in natural resource management, biodiversity conservation, and equitable access to quality education, prosperity, and civic engagement for marginalized communities and racial minorities. In the spirit of the UNESCO Education for Sustainable

Development (ESD) program, IS will harness partnerships and collaborations, communicate for climate action, track climate and sustainability issues and trends, mobilize resources, and monitor progress with the individuals, businesses, organizations, and communities of Connecticut to advance sustainable practices. The vision for the Institute aligns with and strengthens the liberal arts mission of Eastern Connecticut State University.

The Institute has employed paid student interns. Student interns represented a broad range of academic majors including Business Administration, Accounting, General Studies, Communications, Environmental Earth Science, and Sustainable Energy. The student interns provided valuable work on the following projects: energy benchmarking, grant application preparation, data analysis, web site development and maintenance, research on sustainable technologies and practices, aggregating data and preparing reports on Eastern sustainability actions and greenhouse gas emissions, waste audits, development of outreach materials and educational videos, development of curriculum. The internships provide valuable professional workplace experience. Interns participate in a wide range of work projects, with a focus on one or two specific projects, resulting in excellent work experience and references.

The Institute has also provided successful for credit internship opportunities for Eastern students. These credit internships have fulfilled the academic requirements of students majoring in Communications, Business, Geography, Political Science, Marketing, and Environmental Earth Science and have included projects on GIS mapping, research on electric vehicles and solar power, tracking of Connecticut energy legislation, development of website, video, marketing and outreach materials, and analysis of Connecticut ranking in the national energy efficiency scorecard.

With the revision of its mission and objectives, the Institute seeks ways to increase the number and diversity of sustainability internship opportunities within the Institute and working for diverse partners across Connecticut. The Institute will carefully track experience and outcomes for these interns.

RECOMMENDATION

President Elsa Nunez recommends that the Board of Regents approve the continuation of the Institute for Sustainable Energy, with a name change to Institute for Sustainability, and revision of mission, at Eastern Connecticut State University, until September 31, 2029.

10/07/2022 – BOR -Academic and Student Affairs Committee
10/20/2022 – Board of Regents

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This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Arthur Poole (voolea@ct.edu) with a copy to Maureen McClay (Gmcclaym@ct.edu).

Name of University:	<u>Eastern Connecticut State University</u>
Name of Center/Institute:	<u>Institute for Sustainable Energy (ISE) Dr.</u>
Director/Coordinator:	<u>Patricia Szczys</u>
Date of Original Approval:	<u>July 14, 2000</u>
Date of Last Approval:	<u>October 15, 2015</u>
Board Resolution of Last Approval:	<u>15-100</u>
Sunset Date:	<u>December 31, 2022</u>

Recommendation from President:

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

I ☐ recommend continuation of this Center/Institute

D I ☐ recommend discontinuation of this Center/Institute


Signature of President

Comments (OPTIONAL):

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Mission:

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

The Institute for Sustainable Energy (ISE) at Eastern Connecticut State University was established in 2000 by Board of Trustees Resolution 00-76 and modified by the Board of Advisors in 2008 to focus ISE's efforts on Connecticut. The mission was revised in 2008: "...to identify, develop and become an objective energy and educational resource regarding the means for achieving a sustainable energy future for Connecticut. "

In 2022, the name of the institute and its mission were revised.

The mission of the Institute for Sustainability (IS) at Eastern Connecticut State University is to serve as an objective resource and champion for the transition to sustainable practices in Connecticut. The work of IS will support diverse and bold actions required by the United Nations 2030 Agenda for sustainable development and resilience: for people, prosperity, and planet. The IS will connect individuals, organizations, businesses, and communities in Connecticut to meet the challenges of our changing climate.

Needs Assessment:

(Describe why this Center/Institute was created)

The Institute was created to provide an objective resource to help educate, inform public policy, and provide technical support on practical applications for energy efficiency and sustainable energy to improve the energy profile and sustainability of the state.

Needs Modification:

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

This is a critical decade in which we must take bold steps to avoid the effects of climate change. To achieve the carbon-neutrality commitments of the university and to accelerate our impact within the CSCU system and across the state, the Institute for Sustainability (formerly ISE) diversified its mission and vision. A sustainable society in the time of climate change will require significant changes in behavior by individuals, communities, and governments. Climate action cannot be limited to the energy sector, but is also required in natural resource management, biodiversity conservation, and equitable access to quality education, prosperity, and civic engagement for marginalized communities and racial minorities. In the spirit of the UNESCO Education for Sustainable Development (ESD) program, IS will harness partnerships and collaborations, communicate for climate action, track climate and sustainability issues and trends, mobilize resources, and monitor progress with the individuals, businesses, organizations, and communities of Connecticut to advance sustainable practices. The vision for the Institute aligns with and strengthens the liberal arts mission of Eastern Connecticut State University.

Goals, Objectives, and Principal Activities:

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

Goals:

1. Serve as an objective sustainability resource and accelerate the adoption of sustainability practice in Connecticut.

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2. Broaden, diversify, and stabilize funding sources to maintain delivery of excellent programs and services.
3. Expand opportunities for Eastern students to apply knowledge and skills and advance sustainability action in Connecticut

Objectives:

1. Provide an objective perspective for the public on energy and sustainability policy in Connecticut.
2. Provide technical support and coordination to Connecticut municipalities, K-12 schools, state agencies, and higher education institutions to accelerate implementation of sustainability initiatives.
3. Provide internship experiences within the Institute and with partners across Connecticut.
4. Cultivate innovation by bringing national best practices in sustainability to Connecticut.

Principal Activities Since Last Renewal:

1. Coordinated the CT Alliance for Campus Sustainability and fostered sustainability in Connecticut's higher education sector, provided assistance to the Board of Regents with energy benchmarking and planning, and provided assistance for and coordinated with Eastern's sustainability initiatives.
2. Coordinated Connecticut's Green LEAF Schools program and provide direct technical assistance to K-12 Green LEAF Schools on energy benchmarking to improve building performance and save energy and costs.
3. Brought innovation and national best practices to Connecticut, especially related to sustainable communities and performance-based construction of highly efficient new buildings.
4. Participated on statewide committees and boards to inform Connecticut public policy on energy and sustainability.
5. ISE facilitated the creation and administration of a sustainable communities rating program for Connecticut: Sustainable CT. This organization parted from Eastern in April 2022 with the retirement of the Director, Lynn Stoddard.

Principal Accomplishments:

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

Higher Education Impact:

- Collaborated with the Green Campus Committee and Center for Sustainable Energy Studies to host campus programming, annually
- Revised collection and reporting of greenhouse gas to Second Nature, annually
- Climate Action Plan Revised and updated 2020
- Renewed Eastern's ASSHE STARS Silver Rating 2019

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- Produced the Green Campus Walking Tour and Talking Points 2018

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- Brookside Development and Eversource University Hour Presentation 2018
- Renewed Eastern's ASSHE STARS Silver Rating 2016
- Contributed to Eastern's Master Plan Update 2016

Innovation, Training, Outreach through Sustainable CT:

Held six multi-state and national events 2021

- Monthly virtual Coffee Hours 2021
- Collaborated with Connecticut Council of Municipalities (CCM) on training workshops 2021
- Certification awards, Sustainable CT exhibit, and Sustainable CT workshop at CCM Convention 2021

Offered two free, three-part, virtual equity classrooms providing a comprehensive framework of belonging, equity, diversity, and inclusion 2019, 2020

Hosted 10 multi-state and national events, including Sustainable States Network events 2020

- Hosted 38 presentations/meetings with individual towns 2020
- Hosted 54 statewide events, meetings and presentations 2020
- Offered five SCT/CCM workshops and events 2020

Submitted Campus Resilience Commitment 2016

Hosted Community Resilience Building Workshop with the Town of Windham 2017

Technical Assistance provided by Sustainable CT:

- Held Community Resilience Building workshops in individual towns in partnership with The Nature Conservancy 2019, 2020, 2021
- Ran a Solar for All Campaign in partnership with the Green Bank and Posigen 2019, 2020, 2021
- Participated in the Solar Marketplace Assistance Program 2020, 2021
- Participated in the Sustainable States Network Clean Energy Challenge 2020, 2021
- Benchmarked and Tracked Municipal Energy Use with Eversource and United Illuminating 2019, 2020, 2021
- Initiated Streamlining Solar Permitting in partnership with the Solar Foundation and Green Bank 2019

Faculty, Staff, and Responsibilities:

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

Current ISE staff includes the following:

- Director: full-time, 12 month, 40 hours/week -vacant since retirement 4/1/2022.
- Executive Director, noted above as Patricia Szczys, (direct report to the President: full-time, 12 month, 40 hours/week - filled 7/1/2022
- Student interns up to 12 hours/week - approximately 6 paid student interns/semester. 2015-2020. External funding prospects will aim to support these positions.
- For credit interns- approximately one credit intern/semester. We expect to increase these opportunities to host 2-3 per semester with preference for 2-semester commitments
- Vacant Positions (will remain vacant):

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- Energy Technical Specialist (Education/Training): full-time, 12 month, 35 hours/week - occupied 2010 to 4/8/22
- Energy Technical Specialist (Education/Training): full-time, 12 month, 35 hours/week - occupied 2010 to 2/1/18
- Energy Technical Specialist (Information): part-time, 12 month, 20 hours/week - occupied 2016 to 3/25/22

Student Involvement and Student Outcomes:

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

ISE Student Interns: ISE has employed paid student interns. ISE student interns represented a broad range of academic majors including Business Administration, Accounting, General Studies, Communications, Environmental Earth Science, and Sustainable Energy. The student interns provided valuable work on the following ISE projects: energy benchmarking, grant application preparation, data analysis, web site development and maintenance, research on sustainable technologies and practices, aggregating data and preparing reports on Eastern sustainability actions and greenhouse gas emissions, waste audits, development of outreach materials and educational videos, development of curriculum. The internships provide valuable professional workplace experience. Interns participate in a wide range of ISE work projects, with a focus on one or two specific projects, resulting in excellent work experience and references.

ISE Credit Interns: ISE has also provided successful for credit internship opportunities for Eastern students. These credit internships have fulfilled the academic requirements of students majoring in Communications, Business, Geography, Political Science, Marketing, and Environmental Earth Science and have included projects on GIS mapping, research on electric vehicles and solar power, tracking of Connecticut energy legislation, development of website, video, marketing and outreach materials, and analysis of Connecticut ranking in the national energy efficiency scorecard.

With the revision of its mission and objectives, the Institute seeks ways to increase the number and diversity of sustainability internship opportunities within the Institute and working for diverse partners across Connecticut. The IS will carefully track experience and outcomes for these interns.

Assessment and Evaluation:

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

The Institute's work and performance is assessed, measured, and evaluated through the following means:

The Director reports to the President of Eastern Connecticut State University. This consists of bi-weekly meetings, annual reports to the extended staff meeting, and an annual performance evaluation. Initially, the Institute's largest funding source was the Connecticut Energy Efficiency Fund, managed by the Energy Efficiency Board (EEB). The Director participated in monthly meetings of the Commercial and Industrial Committee, provided updates on progress, work, and performance metrics. The Director provided informal updates to the EEB 3-4 times/year and presented an annual update to the EEB each year. More recently, the model moved to multiple, smaller grant-funded initiatives, the Institute submitted quarterly, annual, and final reports as required by each funder. Most, recently, grant funding supported the work of !SE/Sustainable CT. The Director reported to the Board of Advisors annually.

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ACTUAL Revenues and Expenses:

(For FY 2015, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2018	FY 2019	FY 2020	FY2021	FY2022
REVENUE					
1. Gifts/Grant Support	\$ 342,401	\$495,000	\$322,330	\$ 569,925	\$ 476,655
2. General Fund					
3. Operating Fund					
4. Other Revenue	\$320,439	\$87,103	\$14,889	\$14,077	\$11,066
5. TOTAL REVENUE (lines 1-4)	\$662,840	\$582,103	\$337,219	\$584,002	\$487,721
EXPENSES					
6. Personnel	\$438,151	\$311,633	\$316,278	\$ 292,826	\$ 307,195
7. Fringe Benefits	\$293,281	\$332,452	\$ 216,701	\$ 235,791	\$ 226,266
8. Travel	\$ 9,701	\$ 6647	\$3,723		\$29
9. Equipment & Supplies	\$ 1,582	\$ 350	\$ 704	\$ 20	\$ 468
10. Contractual	\$13,987				
11. Construction					
12. Other	\$33,942	\$44,846	\$1,088	\$ 907	\$ 1,218
13. Total Direct Costs (lines 6 through 12)	\$790,643	\$ 584,928	\$ 538,494	\$ 529,544	\$ 535,176
14. Indirect Costs	\$ 43,113	\$21,914	\$27,942	\$25,195	\$20,494
15. TOTAL COSTS	\$ 833,757	\$ 606,842	\$ 566,436	\$ 554,739	\$ 555,670
NET					
16. TOTAL REVENUE -TOTAL COSTS surplus/(deficit)	(\$ 170,917)	(\$ 24,739)	(\$ 229,217)	\$29,263	(\$67,949)
17. OPERATIONAL BALANCE from previous year	\$ 540,181	\$369,264	\$344,525	\$ 115,308	\$144,571

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PROJECTED Revenues and Expenses:

BUDGET CATEGORIES	FY2023	FY2024	FY 2025	FY 2026	FY 2027
REVENUE					
1. Gifts/Grant Support		\$250,000	\$250,000	\$250,000	\$250,000
2. General Fund					
3. Operating Fund	\$171,289	\$7,631	\$10,631	\$16,265	\$18,265
4. Other Revenue					
5. TOTAL REVENUE (lines 1-4)	\$ 257,911	\$265,131	\$268,131	\$273,765	\$275,765
EXPENSES					
6. Personnel	\$181,756	\$ 185,356	\$ 185,356	\$189,490	\$189,490
7. Fringe Benefits	\$69,775	\$69,775	\$69,775	\$69,775	\$69,775
8. Travel	\$2,500	\$3,000	\$3,000	\$ 3,500	\$ 4,000
9. Equipment & Supplies	\$ 1,400	\$2,000	\$2,500	\$3,000	\$3,500
10. Contractual		\$2,000	\$3,000	\$3,000	\$3,000
11. Construction					
12. Other <i>host seminars/workshops</i>	\$2,480	\$3,000	\$ 4,500	\$5,000	\$ 6,000
13. Total Direct Costs (lines 6 through 12)					
14. Indirect Costs					
15. TOTAL COSTS	\$ 257,911	\$265,131	\$268,131	\$273,765	\$275,765
NET					
16. TOTAL REVENUE-TOTAL COSTS surplus/(deficit)	\$0	\$0	\$0	\$0	\$0
17. OPERATIONAL BALANCE from previous year	\$76,622	\$0	\$0	\$0	\$0

August 31, 2015

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Budget Narrative:

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

As noted in the narrative above, the Institute is working to broaden, diversify, and stabilize funding sources and anticipates progress in this area over the next 5 years.

Notes on ACTUAL budgets (2018 - 2022):

- Indirect: 5%; university reduced indirect rate charged to ISE partly to offset increases in state employee salary and fringe rates.
- Drawdown of Operational Balance in line 17 reflects the departure of SustainableCT and the retirement of the Director

Notes on PROJECTED budgets (2023-2027):

The departure of SustainableCT included all staff, external projects, and funding that have been the focus of the Institute for the last seven years. Continuation of the Institute required a complete restructuring and new mission that will take some time to build. Currently, the Executive Director is in place who is working closely with Facilities and Academic Affairs to build and fund the work of the Institute. We anticipate an increase of revenue and expenditure and have been conservative in our estimates here.

- Personnel: Executive Director salary and student interns during academic year \$15/hr; 120hrs/semester.
- Fringe: Employee fringe rate and student rate during the academic year: 0.54%
- Projected Revenue:
 - Grant revenue is conservatively estimated based on anticipated potential revenue from multiple sources to support IS new mission activity.

With a significantly revised mission, and the departure of SustainableCT, new sources of funding to support the Institute's operations are sought. We have identified funding some opportunities that align with the expertise of Eastern's faculty and that will support community partnerships. The following are some examples:

- EPA's P3 - People, Prosperity and the Planet Program
- Building Resilient Infrastructure and Communities program (BRIC)
- National Institute of Food and Agriculture (NIFA) Community Food Projects Competitive Grant Program
- NIFA Hispanic-Serving Institutions Educational Grants Program
- Petit Family Foundation General Project Support Grants
- Roy A. Hunt Foundation - Environment Grants
- United States Department of Agriculture, National Resources Conservation Service, and Office of Urban Agriculture and Innovative Production: Composting and Food Waste Reduction Pilot Project
- United States Department of Commerce, National Oceanic and Atmospheric Administration, and Oceanic and Atmospheric Research. National Sea Grant College Program: Special Projects
- NSF Discovery Research Prekindergarten-12
- Civic Engagement and Environmental Impact Grants, First Solar Community Giving Fund
- Turning Green Project Green Challenge
- Captain Planet Foundation ecoTech Grants
- NIH and NSF grants for summer research education experiences
- Cornell Douglas Foundation Environmental Advocacy Grants
- The McWane Foundation

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 8-29-2022
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	
Original Program Characteristics CIP Code No. 52.0201 Title of CIP Code Business Administration & Management Name of Program: Business Administration Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Stand-Alone Certificate: (specify type and level) N/A Date Program was Initiated: 10/16/2014 OHE#: 017955 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	Original Program Credit Distribution # Credits in General Education: 60 # Credits in Program Core Courses: 45 # Credits of Electives in the Field: 0 # Credits of Free Electives: 15 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Business Administration Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Certificate ¹ : (specify type and level) N/A Program Initiation Date: 8/1/2022 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 60 # Credits in Program Core Courses: 45 # Credits of Electives in the Field: 0 # Credits of Free Electives: 15 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: N/A CIP: N/A OHE#: N/A Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A	
Rationale for Modification Change the statistics requirement from BUS201 Business Statistics to BUS201 Business Statistics, or MAT 105 Statistics, or PSY 216 Psychology Statistics. This is requested to promote ease of transfer of credit for program statistics requirement between other institutions and students who internally change degree programs. Students who have already successfully completed an introductory statistics course at another institution or within another program at COSC are forced to take a second statistics course (BUS201 Business Statistics), effectively requiring the student to take six credits of statistics when the major requirements list three credits. This may increase the effective cost of degree completion, increase the time for degree completion, or cause a student to miss the opportunity to take another course that may enhance overall learning.	

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Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No resources are required for the requested change.

Institutional Contact for this Proposal: Dr. David Ferreira, Ed.D.

Title: Provost Tel.860-515-3727

e- mail: dferreira@charteroak.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Charter Oak State College,
New Britain, CT

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
BUS 201 Business Statistics			3	BUS201 Business Statistics or other introductory statistics course		
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <div style="margin-left: 20px;"> 1. 2. 3. </div>						

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SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 8-29-2022
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	
Original Program Characteristics CIP Code No. 52.1005 Title of CIP Code Human Resources Development Name of Program: Human Resources Management Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Stand-Alone Certificate: (specify type and level) N/A Date Program was Initiated: 8/1/20 OHE#: 019936 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	Original Program Credit Distribution # Credits in General Education: 60 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 0 # Credits of Free Electives: 21 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Human Resources Management Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Certificate ¹ : (specify type and level) N/A Program Initiation Date: 8/1/2022 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 60 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 0 # Credits of Free Electives: 21 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: N/A CIP: N/A OHE#: N/A Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A	
Rationale for Modification Change the statistics requirement from BUS201 Business Statistics to BUS201 Business Statistics, or MAT 105 Statistics, or PSY 216 Psychology Statistics. This is requested to promote ease of transfer of credit for program statistics requirement between other institutions and students who internally change degree programs. Students who have already successfully completed an introductory statistics course at another institution or within another program at COSC are forced to take a second statistics course (BUS201 Business Statistics), effectively requiring the student to take six credits of statistics when the major requirements list three credits. This may increase the effective cost of degree completion, increase the time for degree completion, or cause a student to miss the opportunity to take another course that may enhance overall learning.	

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Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No resources are required for the requested change.

Institutional Contact for this Proposal: Dr. David Ferreira, Ed.D.

Title: Provost Tel.860-515-3727

e- mail: dferreira@charteroak.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Charter Oak State College, New Britain, CT

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
BUS 201 Business Statistics			3	BUS 201 Business Statistics or other introductory statistics course		
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> 1. 2. 3.						

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College

Date of Submission to CSCU Office of the Provost: 8-29-2022

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Original Program Characteristics

CIP Code No. 513801 Title of CIP Code Registered
Nursing/Registered Nurse

Name of Program: Nursing - RN/ADN to BSN

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

Stand-Alone Certificate: (specify type and level)

Date Program was Initiated: fall 2019 OHE#: 019461

Modality of Program: On ground ☒ Online Combined
If "Combined", % of fully online courses?

Locality of Program: On Campus ☒ Off Campus
Both

Original Program Credit Distribution

Credits in General Education: 59

Credits in Program Core Courses: 61

Credits of Electives in the Field: 8

Credits of Free Electives: 0

Cr Special Requirements (include internship, etc.): 51

Total # Cr in the Program (sum of all #Cr above): 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **21**

Modified Program Characteristics

Name of Program: Nursing - RN/ADN to BSN

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

Certificate¹: (specify type and level)

Program Initiation Date: spring 2023 if possible

Modality of Program: On ground ☒ Online Combined
If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120

Other:

Modified Program Credit Distribution

Credits in General Education: 58

Credits in Program Core Courses: 62

Credits of Electives in the Field: 8

Credits of Free Electives: 0

Cr Special Requirements (include internship, etc.): 51

Total # Cr in the Program (sum of all #Cr above): 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **20**

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

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

This program modification proposes adding a 1 credit prep course to the RN/ADN to BSN curriculum to assist students to make final preparations for their capstone projects in collaboration with the faculty and their practicum sites.

We have refined the original building blocks for student capstone projects integrated across RN/ADN to BSN program courses based upon the experiences of our students since inception of the program in fall 2019. Partly due to requirements of our practice partners to afford students the opportunity to implement mutually

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beneficial capstone projects, we have learned that our students require additional structure to meet related essential learning outcomes.

As a direct result of our strong practice/workforce partnerships we engage RN/ADN to BSN students in the design and implementation of meaningful capstone projects in collaboration with their employers. Current work with students that would be captured by this course scaffolds prior learning and has evolved through our engagement with practice partners. Students currently work with the program director to achieve essential learning outcomes that would be associated with this course to finalize their projects. This related learning is over and above the current course work and credits required for the program and occurs under the guise of academic advising. For the students, the academic rigor required to meet these outcomes demonstrates the acquisition of new knowledge, skills, and attitudes and are concrete and measurable. The learning products and artifacts that would be produced through this course have been developed in collaboration with practice partners to meet the rigorous requirements of practice settings.

Not surprisingly, it is consistently challenging to engage students to achieve the required milestones due to the lack of connection with a required course for which a grade is earned and credit is awarded. In several circumstances lack of student follow-through with requirements has resulted in program attrition, stop-out, or withdrawal. We believe that our students will benefit from the increased accountability for this intense educational experience that is gleaned through the award of academic credit.

In the context of the NUR credits for the BSN degree this additional 1 credit would be captured under the currently required 4 credits of upper-level courses over and above the program core courses, bringing this requirement down to a more manageable 3 credits. This new course does not represent any increase in the credits, nor associated costs for the degree. In the final analysis students in the program would be required to take 27 credits of NUR 300 and 400 program core courses, as compared to the current 26 credits. This course would be at the 400 level, have NUR 400 as a pre-requisite, and would ideally be taken along with or following NUR 410. This new course could be offered during the summer which might be beneficial for many students.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

Teaching faculty, Instructional Design of new online course (faculty developer, ID team member)

Institutional Contact for this Proposal: Dr. David Ferreira Title: Provost Tel.: 860-515-3727 e- mail: dferreira@charteroak.edu

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: 55 Paul Manafort Drive, New Britain, CT 06053

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NUR 301 Baccalaureate Nursing Role	1, 3, 4, 9, 10	ADN	3			
NUR 310 Healthcare Policy, Economics, Regulation and Ethics	1, 3, 4, 10	ADN	4			
NUR 315 Nursing Research and Expanded Evidence-Based Practice	1, 2, 7	ADN	4			
NUR 320 Population Health (3 cr lecture; 2 cr practicum)	1, 2, 4, 5, 6, 7	ADN	4			
NUR 400 Continuous Quality Improvement, Safety, and Interprofessional Collaboration	6, 8, 9	ADN	4			
NUR 410 Organization and Systems Leadership across the Continuum of Care	1, 2, 3, 4, 6, 8, 9, 10	ADN	4			
NUR 420 Final Preparation for the Baccalaureate Nursing Capstone	1, 2, 3, 7, 9, 10	ADN	1			
NUR 495 Baccalaureate Nursing Capstone	1, 2, 3, 7, 9, 10	ADN	3			
Total BSN Nursing Course Credits			27			
Core Course Prerequisites				Elective Courses in the Field		
ADN Nursing Course work (Block Credit Transfer)			35	CC CHE* 111 (or equivalent)^		
Additional CT-CCNP credits transferred toward the BSN:				CC BIO*1XX (or equivalent)^		
BIO*211 Anatomy & Physiology I			4	^these courses are taken as admissions requirements by most CT-CCNP students, other courses can be substituted with approval		
BIO*212 Anatomy & Physiology II			4			
BIO*235 Microbiology			4			
ENG*101 English Composition			3			

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	0			
Total Other Credits Required to Issue Modified Credential <i>BSN Degree</i>				120

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

7. Identify and integrate reliable evidence to provide the highest level of quality nursing care.
8. Participate in patient safety and quality initiatives within the context of an inter-professional team
10. Incorporate professional nursing standards and accountability into practice.

Note: there are no new program learning outcomes introduced.

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RN/ADN to BSN Course Description and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 420 Final Preparation for the Baccalaureate Nursing Capstone	1	NUR 300, NUR 310, NUR 315, NUR 320, NUR 400. NUR 410 must be in progress or completed. Permission of the Program Director is required for registration.	Following successful completion of capstone project building blocks through prior RN/ADN to BSN program courses, students work with the faculty in collaboration with clinical practice partners to finalize planning and approval for implementation of their capstone project in NUR 495. Final approval of capstone projects is at the discretion of the faculty and practice partners and is required for enrollment in NUR 495, The Baccalaureate Capstone. In addition to project approval students must meet all participation requirements of their practice site(s) to successfully complete this course and be approved for enrollment in NUR 495. <i>Note: course is 1 unit "laboratory" (45 hours over the term) that is focused on active engagement with practice partners and the faculty to refine capstone project to meet site-based requirements for approval of implementation in NUR 495.</i>	In accordance with program and practice site direction and requirements students 1. Apply standardized, acceptable approaches to develop a specific, evidence-based project implementation plan to address the identified healthcare improvement or need. 2. Develop/assemble, or obtain permission to use, the required tools and materials to carry out the project (i.e. surveys/pre/post-tests, educational presentations, etc.) based upon the implementation plan. 3. Design a plan to collect and analyze relevant data applying approaches to protect the anonymity of the practice site and all participants. 4. Develop an achievable project timeline for implementation in NUR 495.	PLO #1, 2, 3, 7, 9, 10 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges. 3. Integrate leadership skills of systems thinking, communication and change facilitation to meet patient care and organizational needs across the continuum of care. 7. Identify and integrate reliable evidence to provide the highest level of quality nursing care. 9. Utilize and manage information technology to provide safe, effective patient care and incorporate current knowledge in health care delivery. 10. Incorporate professional nursing standards and accountability into practice.

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				<p>5. Prepare and present a final Letter of Intent (LOI) to practice partners.</p> <p>6. Exhibit scholarship including sound written and oral presentation skills.</p>	
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SECTION 1: GENERAL INFORMATION

Institution: CCSU	Date of Submission to CSCU Office of the Provost: 8/31/2022
Most Recent NECHE Institutional Accreditation Action and Date:	
Original Program Characteristics CIP Code No. Title of CIP Code Name of Program: Caribbean Studies Minor Degree: Title of Award (e.g. Master of Arts) Minor Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: 9 # Credits of Electives in the Field: 9 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Modified Program Characteristics Name of Program: Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): Other:	Modified Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in the Field: # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification <p>Program (minor) is being discontinued: The minor has been dormant for years. The curriculum appearing in the minor is reflected in the curricula of various active minors such as African Studies, African American Studies, American Studies, and Latin American Studies. The CCSU International Studies Committee has voted unanimously to delete this minor.</p> <p>There are no active students in this minor. There are no costs associated with this discontinuation.</p>	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) N/A	

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Institutional Contact for this Proposal: Dr. Robert Wolff Title: Dean Tel.: 860-832-2604

e- mail: wolffr@ccsu.edu

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

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <div style="margin-left: 20px;"> 1. 2. 3. </div>						

September 22, 2022

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

I wish to inform you that I have awarded the designation of Emeritus status to the following SUOAF-AFSCME Staff members, for their exemplary service to Southern Connecticut State University:

Dr. Rosalyn Amenta – Director, Womens Programs
Ms. Joanne Mielczarski – Associate Director, Academic Advisement
Ms. Cathy Christy - Coordinator of the Violence Prevention, Victim Advocacy and Support Center

Sincerely,



Joe Bertolino
President

JB/meh

cc: B. Barnes, Human Resources for CSCU, Personnel File

August 18, 2022

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

I wish to inform you that I have awarded the designation of Emeritus status to the following faculty and SUOAF-AFSCME Staff members, for their exemplary service to Southern Connecticut State University:

Mr. Brad Crerar – Director, Adanti Student Center
Mr. Jack Mordente – Coordinator, Veterans Affairs
Dr Jaak Rakfeldt – Professor, Department of Social Work

Sincerely,



Joe Bertolino
President

JB/meh

cc: B. Barnes, Human Resources for CSCU, Personnel File