CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, November 17, 2017 at 9:30 a.m.
61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
   a. October 12, 2017

2. Consent Items
   a. Discontinuations
      i. Security and Loss Prevention – Ugr. Certificate - TRCC
      ii. Early Childhood Education – Certificate - TRCC
      iii. Computer Engineering Technology – AS – MCC
      iv. Computer Science – AS – MCC
      v. Technology Management – Ugr. Certificate – MCC
      vi. Technology Studies: Electronics Technology Option – AS – MCC
      vii. Technology Studies: Lean Manufacturing and Supply Option – AS – MCC
      viii. Technology Studies: Technology Management Option – AS – MCC

3. Action Items
   a. Modifications
      i. Computer Programming Technology – Ugr. Certificate – MCC [name change/course mods.]
      ii. Computer Programming Technology – AS – MCC [name change/course mods.]
      iii. Interpreter Preparation Program ASL/English – AS – NWCCC [name change]

   b. New Programs
      i. Web Development – AAS - NCC

   c. State University Centers and Institutes
      i. New Center
         a) Center of Excellence for Social and Emotional Learning: A Collaboration with the Ana Grace Project - CCSU

   d. Appointment to American Savings Foundation Endowed Chair in Finance - CCSU

4. Information Items
   a. PA 12-40 Reports
      i. Embedded and Intensive Remediation - J.D. Mathewson
      ii. Transitional Remediation - Dr. Carl Lovitt

5. Below Threshold
   a. Business Office Technology (BOT): Legal Administrative Assistant-Paralegal Studies – Option – Gateway CC
   b. Victim Advocacy – Ugr. Certificate – COSC
   c. Social Media – Minor – SCSU
   d. Supply Chain Analytics – Grad. Certificate – CCSU

CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – October 12, 2017
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present:	Merle Harris, Naomi Cohen, Larry DeNardis, Aviva Budd, Hector Navarro, Stephen Adair
Regents Absent:	Catherine Smith
Staff Present:	Jane Gates, Candace Barrington, Ken Klucznik, Lesley Mara, Pat Ryiz,
Other Attendees:	Missy Alexander (WCSU), Michael Alfano (CCSU), Pat Bouffard (NWCCC), Vincent Breslin (SCSU), Christine Broadbridge (SCSU), Michael Butcaris (NCC), Andrew Clark (CCSU), Steven Cox (CCSU), Ilene Crawford (SCSU), Karen Cummings (SCSU), Kimberly Kostelis (CCSU), Sundeep Muppidi (ECSU), Katie O'Callaghan (WCSU), Dimitrios Pachis (ECSU), Susan Pease (CCSU)

The meeting was called to order by Chair Merle Harris at 9:38 a.m.

1. Approval of Minutes –September 8, 2017. **A motion to approve the minutes from the September 8th meeting was made by L DeNardis, seconded by N. Cohen, and unanimously approved.**

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

    a. Discontinuations
        i. Data Mining – Post Bac Certificate – CCSU
        ii. Criminal Justice – BA – CCSU
        iii. Building Efficiency and Sustainability Technology – C2 Certificate – NCC

    Regent Adair noted that the Criminal Justice program in Waterbury was discontinued, not the Criminal Justice Program at CCSU

3. Action Items

    a. Accreditation of a Previously Licensed Program
        i. Applied Behavior Analysis – MS – WCSU

        A motion to approve was made by N. Cohen and seconded by L. DeNardis.
        Provost Missy Alexander and Catherine O'Callaghan, Chair, Education and Educational Psychology Dept. presented on behalf of WCSU. It was explained that the MS in Applied Behavior Analysis is an online program. It is a high impact program in

which enrollment has increased significantly each year. Fiscal projections for the program were overestimated in Year 1; but the estimates caught up in Years 2 and 3 to the point where the program is self-sustaining.

Questions centered on the number of part-time students and the number of students that have completed the program. Regent Budd asked if the correct number of part time students is 86 or 64. Both numbers were used in the documents. The response was that the correct number of current students is 64 and the number of completed students is 46. Both Provost Alexander and Dr. O'Callaghan discussed the high demand for the program, the need for graduates to have the skill set for employability and the increase in the number of students outside CT and internationally. With the next cohort of students, the number will increase due to WCSU's participation in SARA (The State Authorization and Reciprocity Agreement). Students who complete the degree are eligible to take the ABA (Applied Behavior Analysis) Board exam. Chair Harris noted that the program was folded into the institutional accreditation and that there is a program review process every seven years. **The vote was taken on the accreditation of the MS in Applied Behavior Analysis and the program was unanimously approved.**

ii. Dance Education Program – BS – CCSU

A motion to approve was made by L. DeNardis and seconded by H. Navarro. Provost Susan Pease, Dean Michael Alfano, School of Education and Professional Studies and Prof. Kimberly Kostelis, Chair, Physical Education and Human Performance presented for CCSU. This is the only Dance Program leading to teacher's certification in the state. There are 19 students currently in the program. The program needs to be accredited before the students can graduate. The program was licensed in 2015 and hit its Year 3 projections in half the time. The program uses existing faculty resources and adjuncts.

Questions/Discussion centered on:

a) *Job Opportunities for Dance Education graduates* – There is a shortage of certified Dance teachers in CT. Adjunct instructors have MFAs and often teach in the public schools.

b) *Number of Students* – Regent Budd asked whether there were 17 or 19 current students this semester. It was noted that two students are Physical Education majors who are cross endorsing in Dance. The numbers used in the budget are only for Dance Education majors registered in the program.

c) *Budget* – Regent Budd asked about the discrepancy between the Year 3 Total Program Revenue and the Grand Total for the three-year budget. Dean Michael Alfano clarified the numbers. The reason for the discrepancy is that the FT faculty salary is not factored in. The adjunct faculty are part time. The FT faculty member also teaches in the non-certification Dance Program and is the program coordinator. The budget represents real revenue and new and unique expenditures.

d) *Release Time* – Chair Harris commented that faculty get release time for program coordination. The only expenditures represented in the budget are the

cost to hire an adjunct professor to teach the course for the program coordinator.

The Committee asked CCSU to submit a revised budget. A vote was taken on the accreditation of the BS in Dance Education and the program was unanimously approved.

Regarding the budget form, a comment was made that the form is confusing and budgets are not consistent across the CSCU system. No indirect costs are on the template. Dr. Gates stated that a committee was currently working on revising the form. Chair Harris asked that Dr. Gates share the revised template with the ASA Committee.

b. State University Centers and Institutes: Seven-Year Reports
   i. Continuations
      1. SCSU
         a. Werth Center for Coastal and Marine Studies

A motion to approve was made by L. DeNardis and seconded by H. Navarro. Dr. Gates noted that Pres. Joe Bertolino reviewed and approved the center sunset report. Dr. Ilene Crawford, Director Vince Breslin, Werth Center for Coastal and Marine Studies and Dean Christine Broadbridge, School of Graduate Studies, Research and Innovation presented for SCSU. Dr. Crawford noted that the Center evaluation indicated the Center met stated goals. She also noted that the ASA Committee should get the full text of the Sunset Reports in the future. The Werth Center meets the criteria of advancing one or more of CSCU's five goals, particularly, student success, affordability, and innovation. Director Breslin discussed the work of the Werth Center. He stated that the Werth Center, through applied research, addresses coastal marine environmental initiatives and pressing problems along CT's coastline. Currently 40 students representing 11 different majors across SCSU work for the Werth Center. The students are paid stipends and 92% of participating students graduate within four years. In 2015, the name of the center was changed to "Werth" as a result of a $3 million grant from the Werth Family Foundation. The budget includes the cost of student stipends, supplies and equipment, ship rental, travel to local and national meetings and external grants. Regent Cohen asked several budget questions including where the grants are detailed. Dr. Crawford distributed an additional budget page noting that the Staff Report included a reduced budget summary. Regent Budd asked if there is a relationship between the Werth Center and Liverpool John Moore's University (LJMU) and Dr. Crawford said that there is a strong relationship between the two. Director Breslin noted that students with experience at the Werth Center are seen as more competitive for jobs and admittance to graduate school. **A vote was taken to approve the Werth Center for Coastal and Marine Studies for a period of seven years and was unanimously approved.**

b. Center for Excellence in Math and Science

A motion to approve was made by N. Cohen and seconded by L. DeNardis. Dr. Ilene Crawford, Karen Cummings and Maria Diamantis, Co-Directors of the Center for Excellence and Math presented. It was noted that the goals and mission of the Center are aligned with one or more of CSCU's five goals. The Center promotes innovation, addresses the need for more STEM students with the goal of increasing the number and quality of students pursuing careers in mathematics and science in the state. The Center receives grants from the National Science Foundation and CRISP among others. The Center's projects have a direct impact on a large number of SCSU students through scholarships, research experiences and/or internships. **A vote was taken to approve the Center for Excellence in Math and Science for a period of seven years and was unanimously approved.**

2.CCSU

a. Henry C. Lee Institute for the Study of Crime and Justice

A motion to approve was made by L. DeNardis and seconded by A. Budd. Provost Pease and Dr. Stephen Cox presented for CCSU. CCSU is requesting a name change of the Henry C. Lee Institute for the Study of Crime and Justice and requesting continuation for the center. Dr. Henry C. Lee has retired from his profession as a forensic scientist and is no longer involved with the Institute as initially envisioned. Faculty and students working with the Center consult with criminal justice agencies across the state of CT. Students have internships and potentially jobs in the agencies with which the Center collaborates. The Center is completely funded through grants in excess of $500,000 and state contracts. No CCSU funds are used to support the center. Dr. Cox explained that the $11,546. deficit in FY 2017 is because the Center has not yet been reimbursed by the grants due to differences in the state and federal fiscal years. **A vote was taken to approve the renaming of the Institute and to continue the Institute for a period of seven years and both were unanimously approved.**

b. Institute for Municipal and Regional Policy

A motion to approve was made by L. DeNardis and seconded by A. Budd. Provost Pease and Director Andrew Clark, Institute for Municipal and Regional Policy (IMRP) presented for CCSU. Provost Pease described IMRP at the "go to" for state agencies. Director Clark explained that this is the third seven-year sunset report for the Institute, which is involved with policy analysis and community engagement. Working with the CT Office of Policy and Management, IMRP created a paperless online system for traffic stops and racial profiling which gained national attention. Director Clark discussed other projects involving sex offenders, bail reform and children of incarcerated parents.

Questions/Discussion centered on:

i. *IMRP's Original Mission:* Regent DeNardis and Director Clark discussed the Institute's original mission, which focused on broad, regional activities. Director Clark stated that the IMRP currently works with municipal governments in the area of policing and data collection. Regent DeNardis asked about the Institute's involvement with municipalities on other policy issues. Director Clark responded that the Institute is created on an infrastructure that is easily able to move on to other initiatives and broaden its range of work to handle municipal and fiscal policy.
ii. *Three Similar Centers at CCSU* – Chair Harris noted that there are three centers at CCSU, which have similar functions. Regent Cohen asked why the three centers don't combine into one "bigger, better Center"? Provost Pease enumerated the three centers and discussed what each is doing. The projects of the O'Neill Center are driven by who's in the Chair.
iii. *Role of Students in the Institute* – IMRP has employed over 50 student workers in the past 5 years. Many have gone on to jobs in local agencies, the Dept. of Justice, etc.
iv. *Center Budget* – The Center has received grants from NHTSA and the Dept. of Transportation. The Committee asked Director Clark to provide additional and more detailed budget data.
v. *Renaming the Center* – Regent DeNardis asked the CCSU representatives to consider changing the Center's name to more closely reflect what the Center actually does, or, to establish a Center that actually addresses municipal and regional issues.

Chair Harris stated that the Committee will vote on the continuance of the Institute today; but asked CCSU to look at the existing three centers to determine how they are similar and how they work together, to provide additional budget information and to consider the issue of a name change for this Center. **A vote was taken to approve the continuance of the Institute for Municipal and Regional Policy for a period of seven years and was unanimously approved.**

ii. Discontinuation

1. WCSU

a. <u>Center for Business Research</u>

A motion to approve was made by N. Cohen and seconded by A. Budd. Provost Missy Alexander presented on the WCSU Center for Business Research. She stated that WCSU is seeking BOR approval to discontinue the Center because it doesn't rise to the definition of a Center. Some activities will continue in the form of classes, clubs and alumni relations. **A vote was taken to discontinue the Center for Business Research and was unanimously approved.**

4. Information Items

a. Accountability Report – Bill Gammell

Director Bill Gammell, Research and System Effectiveness, presented the Higher Education Coordinating Council (HECC) 2016 Accountability Report. The report is mandated by state law. The goals of HECC are: 1) College Readiness, 2) Student Success, 3) Affordability and Sustainability, 4) Innovation and Economic Growth, and, 5) Equity. The Accountability Report presented data on CT and CSCU Enrollment Trends, College Readiness and Student Success. Director Gammell stated that 45% of adults in CT hold an Associate's degree or higher. This statistic closely matches MA's percentage. CT is second in the nation for high school students that go on to higher education. Director Gammell discussed the difference between the Federal definition of the graduation rate and the Student Achievement Measure (SAM). The Federal Graduation Rate is first time/full time students, which does not take into, account the transfer out rate or the success rate. Regent Cohen asked if SAM will be used nationally. Director Gammell said that IPEDS is under pressure to improve the metrics. Chair Harris stated that in the previous accountability reports, peer group data was used to provide comparisons with similar institutions in other states. Regent Adair stated that CT has one of the highest rates of students who leave the state to go to college. Only 38% of students stay in state to attend college. Chair Harris stated that internally it is important to look at the data to see how we can improve and to identify best practices. Director Gammell will present the Accountability Report to the BOR at its meeting on October 19.

b. Academic and Student Affairs – Mission and Priorities 2017-2018

Dr. Gates presented on the Academic and Student Affairs – Mission and Priorities for 2017-2018. She stated that the priorities were developed with input from Chair Harris and President Nunez. Each priority was categorized as a campus level responsibility, a system staff responsibility or both.

c. Transfer ticket information on the website at CSCUs – Candace Barrington and Ken Klucznik

Drs. Barrington and Klucznik presented on the transfer ticket information on the CSCU website. Last semester there were 794 students in TAP, now there are 2,776 TAP students. Degree Works will help with easier transfer of data and records. There are 22 different TAP programs; by the end of the year there will be 3-4 more. The TAP programs are very successful; but require a lot of maintenance. Regent Cohen asked if there was any information on TAP and assistance on campus for students wanting to transfer. Dr. Klucznik replied that nine of the twelve CCCs have TAP information on their websites. Regent Cohen asked if faculty members and advisors have been trained on the TAP process. Drs. Barrington and Klucznik are in the process of training advisors on TAP and Degree Works. Dr. Barrington discussed a second website that is behind the scenes and not public that contains policies, minutes from the TAP CC, information on Gen Ed courses and TAP degree information. The registrars use this website. Drs. Barrington and Klucznik are continually working on this website. During September and October, they released TAP information to advisors in the system.

5. Below Threshold
    a. Educational Paraprofessional – Certificate - NWCCC – 1

PA 12-40 and Adult Education will be topics at the next Academic and Student Affairs Committee meeting on November 17th.

Chair Harris called for a motion to adjourn. A motion was made by N. Cohen, seconded by L. DeNardis and unanimously approved. The meeting was adjourned at 12:56 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Security and Loss Prevention leading to a Certificate at Three Rivers Community College with an immediate termination.

A True Copy:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

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

Discontinued Program: Security and Loss Prevention Certificate CIP: 430107 DHE# (if available): Accreditation Date: N/A

Phase Out /Teach Out Period N/A Expected Date of Program Termination Immediate

Program Characteristics

Name of Program: Security and Loss Prevention

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

Certificate: *(specify type and level)* **undergraduate,** 27 credit

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

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

Institutional Contact for this Proposal: Jerry Ice Title: Academic Dean Tel.: 860-215-9004 e-mail: jice@trcc.commnet.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative:

There are no active students enrolled in the certificate and historically this has been the case. The certificate was developed many years ago when there may have been a demand for it, but there has been no to little demand in the last 10 years. Students interested in the security field enroll in the criminal justice program as they see security as a steppingstone into the criminal justice field. Three Rivers has a very well enrolled CJ program.

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

Phase Out/Teach Out Strategy

Currently, there are no active students in the certificate program. Should a student readmit in the program the PC will run the three security courses as independent study course as have been done in the past. All the other courses in the certificate are regularly offered courses and the termination of the certificate will not effect on them.

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.)

ITEM

Termination of the Security and Loss Prevention Certificate at Three Rivers Community College. The certificate does not lead to an Associate Degree nor is it articulated for transfer. The phase out period will run until September 1, 2020.

BACKGROUND

Summary

There are no active students enrolled in the certificate and historically this has been the case. There has been no to little demand for the certificate in the last 12 years. Students interested in the security field enroll in the criminal justice program as they see security as a steppingstone into the criminal justice field. Three Rivers has a very well enrolled CJ program.

Rationale

The certificate is not required or valued by employers in the security field. In approximately the last 20 years, two students have completed the certificate. The certificate is also not useful for recruiting for the CJ Program which is the parent degree of the certificate. None of the security courses have ever run due to a lack of enrollment.

Phase Out/Teach Out Strategy

Currently, there are no active students in the certificate program. Should a student readmit in the program the PC will run the three security courses as independent study course as have been done in the past. All the other courses in the certificate are regularly offered courses and the termination of the certificate will have no effect on the course offerings.

Resources

No resources are required for termination of the certificate. There are no resources specifically dedicated to the operation of the certificate.

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Early Childhood Education leading to a Certificate at Three Rivers Community College with a phase-out period until Spring 2018.

A True Copy:

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

ITEM
Termination of a program in Early Childhood Education leading to a certificate at Three Rivers Community College, effective June 1, 2018.

BACKGROUND
Summary

For the past five years, the ECE certificate has averaged 4-6 students per semester. Most recently, the certificate was changed to align with the ECE workforce entry-level criteria. Given the 15 credit requirement, students enrolled in the certificate program are not eligible for financial aid. The 15 credits offered in this certificate are offered within the ECE, A.S. degree program of study.

Rationale

The 15 credits offered in this certificate are offered within the ECE, A.S. degree program of study which is eligible for financial aid. This certificate is a duplication of services and is not needed to best serve the TRCC population. The certificate is no longer seen as a career ladder completion in route to the Associate's Degree. The State of Connecticut has increased the qualifications for an Early Childhood Educator. The Associate Degree in Early Childhood Education has averaged 145 students per year for the past 5 years at Three Rivers Community College.

Phase Out/Teach Out Strategy

Currently, all courses in the certificate are regularly offered courses and the termination of the certificate will not have an effect on them. Each course within the certificate is offered each semester. Students will be notified by the ECE Program Coordinator regarding the timing and the elimination plans of the ECE certificate. Students will be offered advising times for individual meetings to transition them to the new plans of study.

Resources

No resources are required for termination of this certificate.

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office: Sept 2017

Discontinued Program: Early Childhood Education Certificate CIP: 190708 DHE# (if available):
Accreditation Date: N/A

Phase Out /Teach Out Period Spring 2018 –Spring 2019 Expected Date of Program Termination Spring 2019

Program Characteristics

Name of Program: Early Childhood Education Certificate

Degree:

Certificate: Early Childhood Education (15 credits)

Modality of Program: x On ground Online Combined

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

Institutional Contact for this Proposal: Jerry Ice	Title: Interim Academic Dean	Tel.: 860.215.9004

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative:

For the past five years, the ECE certificate has averaged 4-6 students per semester. Most recently, the certificate was changed to align the certificate with the ECE workforce entry level criteria. Given the 15 credit requirement, students enrolled in the certificate program are not eligible for financial aid. The 15 credits offered in this certificate are offered within the ECE A.S. level program of study which is eligible for financial aid. This certificate is a duplication of services and is not needed to best serve the TRCC population.

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

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.)

Currently, all courses in the certificate are regularly offered courses and the termination of the certificate will not have an effect on them. Each course within the certificate is offered each semester. Students will be notified by the

ECE Program Coordinator regarding the timing and the elimination plans of the ECE certificate. Students will be offered advising times for individual meetings to transition them to the new plans of study.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Computer Engineering Technology leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM
Termination of a program in Computer Engineering Technology leading to an Associate of Science (AS) degree at Manchester Community College, with a phase out period until June 1, 2018.

BACKGROUND
Summary
Terminate the Computer Engineering Technology degree. New students interested in pursuing this degree will be advised to pursue either the Computer Technology or Computer Network Technology degrees.

Rationale
The Computer Engineering Technology degree only graduates three students per year.

Some students self-advise and enroll in this degree assuming it will allow them to transfer to UCONN, which it will not. Students confuse this degree with an Engineering Science degree, which is required for transfer to UCONN.

This is a poorly named and poorly designed degree. Some students assume it is a real engineering degree which will lead to a career in engineering, while it is actually a technician's degree. The degree lacks focus in any one technical area and therefore does not adequately prepare students for employment. It is a collection of introductory courses covering a wide range of topics, and does not build to a competent skill in any computer related area. A true Computer Engineering degree prepares students to do advanced engineering work such as CPU and other computer chip design, while the courses required for this degree do not. Stronger students are advised to pursue our "Engineering Science" degree.

Other students pursue this degree because they enjoy repairing computers and assume it is a degree focused on building computers.This degree is too difficult for such a student. These students are better off pursuing either our "Computer Technology" or "Computer Network Technology" degrees.

Phase Out/Teach Out Strategy
Several courses required for the Computer Engineering Technology degree will no longer be offered at MCC. This is due to the adoption of the new TAP Computer Science degree and the termination of the current MCC Computer Science degree, which required the creation of new TAP CS courses and the suspension of current CS courses. Students who wish to finish the Computer Engineering Technology degree will need to make the following course substitutions:

EET*132 Electronics -> CSC*114 Client-Side Web Design
CSC*286 Microprocessor Assembly Language -> CSC*121 Introduction to Database Design
CSC*287 Organization and Architecture -> MAT*254 Calculus I

Resources
N/A

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to BOR Office: 05/01/2017

Discontinued Program: Computer Engineering Technology
CIP: 151201 DHE# (if available): 008171 Accreditation Date: 08/08/2005
Phase Out /Teach Out Period June 1, 2018 Expected Date of Program Termination June 1, 2017

Program Characteristics
Name of Program: Computer Engineering Technology
Degree: Title of Award *(e.g. Master of Arts)* A.S.
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Computer Engineering Technology degree only graduates three students per year.

Some students self-advise and enroll in this degree assuming it will allow them to transfer to UCONN, which it will not. Students confuse this degree with an Engineering Science degree, which is required for transfer to UCONN.

This is a poorly named and poorly designed degree. Some students assume it is a real engineering degree which will lead to a career in engineering, while it is actually a technician's degree. The degree lacks focus in any one technical area and therefore does not adequately prepare students for employment. It is a collection of introductory courses covering a wide range of topics, and does not build to a competent skill in any computer related area. A true Computer Engineering degree prepares students to do advanced engineering work such as CPU and other computer chip design, while the courses required for this degree do not. Stronger students are advised to pursue our "Engineering Science" degree.

Other students pursue this degree because they enjoy repairing computers and assume it is a degree focused on building computers.This degree is too difficult for such a student. These students are better off pursuing either our "Computer Technology" or "Computer Network Technology" degrees.

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.)

Several courses required for the Computer Engineering Technology degree will no longer be offered at MCC. This is due to the adoption of the new TAP Computer Science degree and the termination of the current MCC Computer Science degree, which required the creation of new TAP CS courses and the suspension of current CS courses. Students who wish to finish the Computer Engineering Technology degree will need to make the following course substitutions:

EET*132 Electronics -> CSC*114 Client-Side Web Design
CSC*286 Microprocessor Assembly Language -> CSC*121 Introduction to Database Design
CSC*287 Organization and Architecture -> MAT*254 Calculus I

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Computer Science leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Computer Science leading to an Associate of Science (AS) degree at Manchester Community College, with a phase out period until June 1, 2018.

BACKGROUND

Summary

The Computer Science degree currently offered by MCC is being replaced by the new TAP Computer Science degree.

Rationale

The new TAP CS degree is sufficiently different from the current CS degree that it makes more sense to terminate the current degree and adopt the new degree rather than modify the current degree. Switching to the new TAP degree required the creation of five new CS courses and the suspension of six current CS courses.

New Courses:
CSC*127 Java I
CSC*128 Java II
CSC*121 Introduction to Database Design
CSC*114 Client-Side Web Design

Suspended Courses:
CSC*125 Programming Logic & Design with C++
CSC*215 Object-Oriented Programming with C++
CSC*241 Data Structures & Algorithms
CSC*286 Microprocessor Assembly Language
CSC*287 Organization & Architecture

Phase Out/Teach Out Strategy

Students who wish to continue with the current MCC CS degree will be allowed to make the following course substitutions in order to finish the MCC CS degree:

CSC*241 Data Structures and Algorithms -> CSC*114 Client-Side Web Design
CSC*286 Microprocessor Assembly Language -> CSC*121 Introduction to Database Design
CSC*287 Organization and Architecture -> MAT*287 Discrete Math

Students who have already completed the current C++ sequence do not need to complete the new Java sequence. CSC*215 will be offered for one more semester for students who have already completed the first C++ course CSC*125.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to BOR Office: 05/01/2017

Discontinued Program: Computer Science CIP: 110701 DHE# (if available): 008902 Accreditation Date: 08/15/2012
Phase Out /Teach Out Period June 1, 2018 Expected Date of Program Termination June 1, 2017

Program Characteristics
Name of Program: Computer Science
Degree: Title of Award *(e.g. Master of Arts)* A.S.
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Computer Science degree currently offered by MCC is being replaced by the new TAP Computer Science degree. The TAP CS degree is sufficiently different from the current CS degree that it makes more sense to terminate the current degree and adopt the new degree rather than modify the current degree. Switching to the new TAP degree required the creation of four new CS courses and the suspension of five current CS courses.

New Courses:
CSC*127 Java I
CSC*128 Java II
CSC*121 Introduction to Database Design
CSC*114 Client-Side Web Design

Discontinued Courses:
CSC*125 Programming Logic & Design with C++
CSC*215 Object-Oriented Programming with C++
CSC*241 Data Structures & Algorithms
CSC*286 Microprocessor Assembly Language
CSC*287 Organization & Architecture

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.)

Since there are not enough students to concurrently support two separate sets of courses for both the current MCC CS degree and the new TAP CS degree, students who wish to continue with the current MCC CS degree will be allowed to make the following course substitutions in order to finish the MCC CS degree:

CSC*241 Data Structures and Algorithms -> CSC*114 Client-Side Web Design
CSC*286 Microprocessor Assembly Language -> CSC*121 Introduction to Database Design
CSC*287 Organization and Architecture -> MAT*287 Discrete Math

Students who have already completed the current C++ sequence do not need to complete the new Java sequence. CSC*215 will be offered for one more semester for students who have already completed the first C++ course CSC*125.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Management leading to an Certificate degree at Manchester Community College with a phase-out period until June 1, 2017.

A True Copy:

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

ITEM

Termination of a program in Technology Management leading to an undergraduate certificate (C2) at Manchester Community College, effective June 1, 2017.

BACKGROUND

Summary

The Technology Management Certificate is no longer a viable program at Manchester Community College. It has a history of low or no enrollment.

Rationale

The Technology Management Certificate currently has an enrollment of 0. The last graduate was one student in 2015. Removing this certificate from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to BOR Office: 05/01/2017
Discontinued Program: Technology Management CIP: 150000 DHE# (if available): 015311 Accreditation Date: 09/02/2005 Phase Out /Teach Out Period June 1, 2017 Expected Date of Program Termination June 1, 2017	
Program Characteristics Name of Program: Technology Management Degree: Title of Award *(e.g. Master of Arts)* Certificate: *(specify type and level)* Undergraduate Certificate Modality of Program: X On ground Online Combined	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Department of Engineering, Technology & Computer Science / Main Campus	

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

BOR Sequence Number (to be assigned): Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval: Date of Approval: Conditions for Discontinuation Approval (if any)	

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Technology Management Certificate currently has an enrollment of 0. The last graduate was one student in 2015. Removing this certificate from the catalog makes it easier for counselors and faculty to advise students.

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 is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Studies: Electronics Technology Option leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Technology Studies - Electronics Technology Option leading to an Associate of Science (AS) degree at Manchester Community College, effective June 1, 2017.

BACKGROUND

Summary

The Technology Studies - Electronics Technology Option degree is no longer a viable program at Manchester Community College. It has a history of low enrollment and low graduates.

Rationale

The Technology Studies - Electronics Technology Option degree currently has an enrollment of only 7 students and has had declining enrollment over the last 3 years. No students graduated with this degree in Spring 2016 and there have been only 1 or 2 graduates in previous years.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to BOR Office: 05/01/2017

Discontinued Program: Technology Studies - Electronics Technology Option
CIP: 150000 DHE# (if available): 015353 Accreditation Date: 09/02/2005
Phase Out /Teach Out Period June 1, 2018 Expected Date of Program Termination June 1, 2017

Program Characteristics
Name of Program: Technology Studies - Electronics Technology Option
Degree: Title of Award *(e.g. Master of Arts)* A.S.
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Technology Studies - Electronics Technology Option degree currently has an enrollment of only 7 students and has had declining enrollment over the last 3 years. No students graduated with this degree in Spring 2016 and there have been only 1 or 2 graduates in previous years.

Since this degree has low enrollment, it has been difficult to run a course which is unique to this degree, EET*132 Electronics. Discontinuing this degree allows us to also suspend EET*132.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students and to collect students into the remaining Technology Studies degrees.

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 is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Studies: Lean Manufacturing and Supply Option leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Technology Studies - Lean Manufacturing & Supply Option leading to an Associate of Science (AS) degree at Manchester Community College, effective June 1, 2017.

BACKGROUND

Summary

The Technology Studies - Lean Manufacturing & Supply Option degree is no longer a viable program at Manchester Community College. It has a history of low enrollment and no graduates.

Rationale

The Technology Studies - Lean Manufacturing & Supply Option degree has had an enrollment of only three to six students over the last three years. The last student to graduate with this degree was one student in Spring 2012.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to BOR Office: 05/01/2017

Discontinued Program: Technology Studies - Lean Manufacturing & Supply Option
CIP: 150000 DHE# (if available): 015355 Accreditation Date: 09/02/2005
Phase Out /Teach Out Period June 1, 2018 Expected Date of Program Termination June 1, 2017

Program Characteristics
Name of Program: Technology Studies - Lean Manufacturing & Supply Option
Degree: Title of Award *(e.g. Master of Arts)* A.S.
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Technology Studies - Lean Manufacturing & Supply Option degree has had an enrollment of only three to six students over the last three years. The last student to graduate with this degree was one student in Spring 2012.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students and to collect students into the remaining Technology Studies degrees.

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 is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Studies: Technology Management Option leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Technology Studies - Technology Management Option leading to an Associate of Science (AS) degree at Manchester Community College, effective June 1, 2017.

BACKGROUND

Summary

The Technology Studies - Technology Management Option degree is no longer a viable program at Manchester Community College. It has a history of low enrollment and low or no graduates.

Rationale

The Technology Studies - Technology Management Option degree has had an enrollment of only two to three students over the last four years. Only one student graduated with this degree last year.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to BOR Office: 05/01/2017

Discontinued Program: Technology Studies - Technology Management Option
CIP: 150000 DHE# (if available): 015311 Accreditation Date: 09/02/2005
Phase Out /Teach Out Period June 1, 2018 Expected Date of Program Termination June 1, 2017

Program Characteristics
Name of Program: Technology Studies - Technology Management Option
Degree: Title of Award *(e.g. Master of Arts)* A.S.
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

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

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Technology Studies - Technology Management Option degree has had an enrollment of only two to three students over the last four years. Only one student graduated with this degree last year.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students and to collect students into the remaining Technology Studies degrees.

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 is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in _Computer Programming Technology leading to a Certificate degree at Manchester Community College including significant modification of courses and changing the title to __Internet Programming Technology_____

A True Copy:

_____

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

ITEM
Modification of a program in Computer Programming Technology leading to an undergraduate certificate at Manchester Community College. The Computer Programming Technology certificate is an auxiliary to the Computer Programming Technology Associate's degree. It contains all of the technical courses in the degree, but without the general education courses. It is designed to provide directly relevant job skills to students who already possess a degree or who just need to acquire a new set of skills for a career in internet programming.

BACKGROUND
Summary
Change name from "Computer Programming Technology" to "Internet Programming Technology" to reflect increased emphasis on web development and other forms of programming for the Internet. Update course content to strengthen emphasis on web design.

Why Internet Programming?
Typically a two year degree in web development consists primarily of open source technologies such as HTML, CSS, JavaScript, PHP and MySQL. These technologies enable one to develop websites to be accessed via the World Wide Web. The Internet Programming Technology certificate at MCC expands on these technologies and includes more general programming languages and skills (Java, Python, C#) to enable students to create more general networking applications that can be accessed via an internal intranet (such as within a banking or insurance company) or over the external Internet. For that reason, to reflect a more expansive set of programming objectives beyond basic web development, we seek to name our degree "Internet Programming Technology".

Program review and input from outside advisors have led us to recognize that as websites become increasingly more complex, students need more than just simple web development skills such as HTML and CSS. They need a full suite of internet programming skills as covered in this updated programming certificate.

glassdoor.com (www.glassdoor.com) lists 1260 jobs for java developers, 487 jobs for python developers and 292 jobs for C# developers in the state of Connecticut.

monster.com (www.monster.com) lists 981 jobs for java developers, 476 jobs for python developers and 256 jobs for C# developers in the State of Connecticut.

Need for the Program
Web development is a growing field needed to support an increasing number of websites. There is a growing need for all businesses to have a web presence supported by web developers. MCC frequently receives inquiries from local businesses looking for someone to build a website for them. Web development used to be just HTML, but now requires a complex skill set including HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL, Python, Java, C#, etc. Large enterprises such as banks and insurance companies also require employees with internet programming skills to develop internal network based applications using Java, Python or C#.

Why Web Development?
Of the many students who come to MCC wishing to study computer programming, some would like to earn a four-year degree in computer science, while others would like to finish with a two-year

degree/certificate and then enter directly into the workforce. The Bureau of Labor Statistics provides a list of ten Computer and Information Technology occupations. Nine require a bachelor's degree or higher. Web Developer was the only occupation which required just an associate's degree. (https://www.bls.gov/ooh/computer-and-information-technology/home.htm)

The job opportunities for web developers and internet programmers is excellent and growing. According to the Bureau of Labor Statistics (https://www.bls.gov/ooh/computer-and-information-technology/mobile/web-developers.htm), "employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations."

According to U.S. News, Web Developer is ranked #4 for the top ten best technology jobs (https://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs).

The Bureau of Labor Statistics also states that "Employment of web developers is projected to grow as ecommerce continues to expand. Online purchasing is expected to grow faster than the overall retail industry. As retail firms expand their online offerings, demand for web developers will increase. In addition, an increase in the use of mobile devices to search the web will lead to an increase in employment of web developers. Instead of designing a website for a desktop computer, developers will have to create sites that work on mobile devices with many different screen sizes, leading to more work."

"Job opportunities for web developers are expected to be good. Those with knowledge of multiple programming languages … will have the best opportunities."

"The typical education needed to become a web developer is an associate's degree in web design or related field."

The job search site monster.com (www.monster.com) lists over 1000 web developer and internet programming jobs in the State of Connecticut.

The job search site glassdoor.com (www.glassdoor.com) lists 1400 jobs in the state of Connecticut.

Curriculum

Replace: CSC*125 Prog L&D w/C++	With: CSC*127 Java I
Replace: CSC*215 OOP w/C++	With: CSC*128 Java II
Replace: CST*150 Web Des & Dev I	With: CSC*114 Client-Side Web Design
Replace: CSC*241 Data Struct & Algo	With: CSC*121 Intro to Database Design
	Add: CST*258 Internet Programming

Why these courses?

Web development requires strong programming skills. While modern web developers may use JavaScript, PHP, Python, and/or Ruby on a daily basis, the best way to train to become a competent programmer is to start by first learning a rich and rigorous language such as C++ or Java. Studying Java also has the added benefit in that it is the language of choice for developing enterprise level web applications such as for banks or insurance companies. C# can also serve in this capacity. Knowing Java is also useful for Android mobile app development.

An alternative to Java for building enterprise level web applications is the Microsoft suite of .NET languages such as C#.

While large companies can afford to take the time to develop robust Java or C# based web apps, smaller companies tend to rely on rapid development tools such as PHP, MySQL, Python, Django and Ruby on Rails.

In order to be a full stack developer, one must know both client-side and server-side technologies.

Client-side technologies include, but are not limited to: HTML, CSS, JavaScript, jQuery, and frameworks such as Bootstrap, Grid, Angular and React.

Server-side technologies include, but are not limited to: programming languages such as C#, Go, Java, Node.js, Python, PHP and Ruby; frameworks such as ASP.NET, Django and Rails; database management systems such as MySQL, SQL and Oracle.

Since it is difficult to cover all of these technologies in a two-year program, the MCC Internet Programming Technology certificate focuses on:

Python, Java, C#, HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL and SQL/Oracle

These topics are covered in the following courses:

CSC*127 Java I

CSC*128 Java II

CSC*124 Programming Logic and Design with Python

CSC*217 Object-Oriented Programming with C#

CSC*114 Client-Side Web Development

CSC*121 Introduction to Database Design

CSC*230 Database Concepts with Web Applications

CST*258 Internet Programming

Students
Current enrollment = 3

Faculty
Full Time = Richard Gnall
Adjunct = Paul Gruhn, Tim Hartley, Ibtsam Mahfouz, Ken Chausse, George Pillar

Learning Resources
Classrooms with one computer per student with appropriate software installed such as Visual Studio, Python, VMware, Java NetBeans, Eclipse, MySQL, SQL, Oracle, PHP, XAML, NotePad++.

Facilities

Fiscal Note

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

Accreditation:

REFERENCES

14 Technologies Every Web Developer Should Be Able to Explain
https://differential.com/insights/14-technologies-every-web-developer-should-be-able-to-explain/

Client Side vs. Server Side
http://www.codeconquest.com/website/client-side-vs-server-side/

Top 5 Responsive CSS Frameworks
https://www.themexpert.com/blog/top-5-responsive-css-framework

Server-side Languages
https://www.codeschool.com/beginners-guide-to-web-development/server-side-languages

Basic Internet programming – Formalities
http://www.csc.kth.se/utbildning/kth/kurser/DD1335/gruint10/litterature/dd1335-f01-slides.pdf

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College | Date of Submission to BOR Office: 05012017

Most Recent NEASC Institutional Accreditation Action and Date: 10 year Self-Study Completed April 2012

Original Program Characteristics

CIP Code No. 110201 Title of CIP Code Computer Programming CIP Year: 2000 or 2010 X

Name of Program: Computer Programming Technology

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

Certificate: *(specify type and level)* Undergraduate

Date Program was Initiated: 04/25/1997

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 23

Original Program Credit Distribution

Cr in Program Core Courses: 23

Cr of Electives in the Field: 0

Cr of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* 0

Total # Cr in the Program *(sum of all #Cr above)*: 23

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 23

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

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

X Significant Modification of Courses/Course Substitutions

Offering of Program at Off-Campus Location (specify new location)

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

X Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program: Internet Programming Technology

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

Certificate [1]: *(specify type and level)* Undergraduate

Program Initiation Date: Fall, 2017

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 25

Other:

Modified Program Credit Distribution

Cr in Program Core Courses: 25

Cr of Electives in the Field: 0

Cr of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* 0

Total # Cr in the Program *(sum of all #Cr above)*: 25

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 25

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

Program Discontinued: MCC Computer Science CIP: 110701 DHE# (if available): 008902 Accreditation Date: 08/15/2012

Phase Out Period June 1, 2018 Date of Program Termination June 1, 2017

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

Department of Engineering, Technology and Computer Science / Main Campus

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*	
BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. [2] (if applicable)	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

The Internet Programming Technology certificate is an auxiliary to the Internet Programming Technology Associate's degree. It contains all of the technical courses in the degree, but without the general education courses. It is designed to provide directly relevant job skills to students who already possess a degree or who just need to acquire a new set of skills for a career in internet programming which is a factor in the program's low enrollment. It is anticipated enrollment will increase in this program based on the proposed revisions aimed at strengthening the curriculum. The courses can be used toward the Associate's degree in Computer Programming Technology.

Change name from "Computer Programming Technology" to "Internet Programming Technology" to reflect increased emphasis on web development and more general forms of programming for the Internet. Internet Programming is inclusive of web development.

Update course content to strengthen emphasis on web development and other forms of programming for the Internet.

Replace C++ with Java since Java is the preferred language for both intranet and internet applications.

Replace current web design course with a new single Client-Side Web Design course to provide a more comprehensive and cohesive coverage of HTML, CSS, JavaScript, jQuery, and Bootstrap.

Replace unneeded Data Structures & Algorithms course with Database and Internet Programming courses.

As applicable, please describe:

- How does the program address CT workforce needs and/or the well-being of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible.) There is a growing need for all businesses (large and small) to have a web presence supported by web developers. Large enterprises such as banks and insurance companies also require employees with internet programming skills to develop internal network based applications using Java, Python or C#.

  Job search site glassdoor.com (www.glassdoor.com) lists 1400 web developer jobs in the state of Connecticut. It also lists 1260 jobs for java developers, 487 jobs for python developers, and 292 jobs for C# developers.

  Job search site monster.com (www.monster.com) lists over 1000 web developer jobs in the State of Connecticut. It also lists 981 jobs for java developers, 476 jobs for python developers and 256 jobs for C# developers.
- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources)* and of its distinctive character and/or location? The program is managed by Richard Gnall, the ETCS department co-chair and a tenured full professor with degrees in physics. Classrooms have state of the art computers and software to support in-class lab work.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program. *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* No transfer agreements. This is a terminal workforce development certificate.
- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided. Other Connecticut colleges and universities do not have Internet Programming certificates.
- Please provide a description/analysis of employment prospects for graduates of this proposed program. Job opportunities for web developers and internet programmers is excellent and growing.
  According to the Bureau of Labor Statistics (https://www.bls.gov/ooh/computer-and-information-technology/mobile/web-developers.htm), "employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations."

  According to U.S. News, Web Developer is ranked #4 for the top ten best technology jobs (https://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs).

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Change name from "Computer Programming Technology" to "Internet Programming Technology".

Replace: CSC*125 Prog L&D w/C++	With: CSC*127 Java I
Replace: CSC*215 OOP w/C++	With: CSC*128 Java II
Replace: CST*150 Web Des & Dev I	With: CSC*114 Client-Side Web Design
Replace: CSC*241 Data Struct & Algo	With: CSC*121 Introduction to Database Design
	Add: CST*258 Internet Programming

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)*

Classrooms with one computer per student with appropriate software installed such as Visual Studio, Python, VMware, Java NetBeans, Eclipse, MySQL, SQL, Oracle, PHP, XAML, NotePad++, …

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2014		First Term, Year 2015		First Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students		3		2		2
Returning Students		5		3		1
ACTUAL Headcount Enrollment		8		5		3
ACTUAL FTE per Year		4		2		1
Size of Credentialed Group for Given Year	0		1		1	

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*[4]						
Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CSC*124 Prog L&D with Python	1,2,5	Elig for MAT 172	3			
CSC*127 Java I	1,2,5	Elig for MAT 186	3			
CSC*128 Java II	1,2,5	CSC 127	3			
CSC*217 OOP with C#	1,2,5	CSC 124, CSC 125, CSC 127, or EGR 230	3			
CSC*114 Client-Side Web Design	1,2,3,5	"	3			
CSC*121 Intro to Database Design	3,4,5	"	3			
CSC*230 Database Con w/web Apps	3,4,5	CSC 114 and CSC 121	3			
CST*258 Fund of Internet Programming	3,4,5	CSC 230	4			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

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

1. Identify and apply the major concepts and techniques to design, code, execute and debug programs in the required programming languages.
2. Develop logically structured solutions to coding problems through the use of a modern programming language such as Python, Java or C#. (Java used to be C++.)
3. Use HTML, CSS, JavaScript and jQuery to create dynamic client-side web pages. (JavaScript and jQuery are added to reflect course changes.)
4. Use PHP and MySQL to create dynamic database driven server-side web pages. (PHP is added to reflect course change.)
5. Differentiate and explain the role and function of various current and emerging technologies, including, but not limited to programming, database, and Internet technologies.

[4] **Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.**
[5] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Internet Programming Technology, Certificate

REQUIRED COURSES							
CURRENT				PROPOSED			
Number	**Name**	**KA**	**Credit**	**Number**	**Name**	**KA**	**Credit**
CSC*124	Prog L&D with Python		3	CSC*124	Prog L&D with Python		3
CSC*125	Prog L&D with C++		3	CSC*127	Java I		3
CSC*215	OOP with C++		4	CSC*128	Java II		3
CSC*217	OOP with C#		3	CSC*217	OOP with C#		3
CST*150	Web Design & Dev I		3	CSC*114	Client-Side Web Design		3
CSC*241	Data Structures & Algorith		4	CSC*121	Intro Database Design		3
CSC*230	Database Con w/Web Apps		3	CSC*230	Database Con w/Web Apps		3
				CST*258	Fund Internet Programming		4
Total Credits:			**23**				**25**

CT Board of Regents for Higher Education

Modification of an Accredited Program PRO FORMA [1] BUDGET 1/20/12

Institution Manchester Community Colllege *Date*

Proposed Program Comp Prog Tech Cert

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

PROJECTED Program Revenue	Year 1		Year 2			
	Full Time	Part Time	Full Time	Part Time		
Tuition *(Do not include internal transfers)*	$0	$6,380	$0	$6,929		
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$6,380		$6,929			

PROJECTED Expenditures*	Year 1		Year 2			
	Number *(as applicable)*	Expenditure	Number	Expenditure		
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*	one-third	*see note below	one-third	*see note below		
Faculty *(Part-time -total for program)*	five	*see note below	five	*see note below		
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$230		$230		

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

Please provide any necessary annotations:

Currently, we have one FT faculty member, who also serves as co-chair for the Computer Science department, and five PTL assigned to teach Computer Programming Teachnology courses. There would not be any new hires, or additional costs. This is not a new program. It is course modifications in an existing certificate program. The courses taught in this certificate program are the same courses taught in the corresponding Associate's degree program. There are no additional courses offered in this degree.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 11, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in _Computer Programming Technology leading to a Associate in Science degree at Manchester Community College including significant modification of courses and changing the title to __Internet Programming Technology_____

A True Copy:

_____

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

ITEM
Modification of a program in Computer Programming Technology leading to an Associate of Science degree at Manchester Community College. MCC also has a Computer Programming Technology certificate auxiliary to the Computer Programming Technology Associate's degree. It contains all of the technical courses in the degree, but without the general education courses. It is designed to provide directly relevant job skills to students who already possess a degree or who just need to acquire a new set of skills for a career in internet programming. This is not a TAP degree. It is a workforce development degree.

BACKGROUND
Summary
Change name from "Computer Programming Technology" to "Internet Programming Technology" to reflect increased emphasis on web development and other forms of programming for the Internet.

Update course content to strengthen emphasis on web development and other forms of programming for the Internet:
Replace C++ with Java since Java is the preferred language for both intranet and internet applications.
Replace two web design courses with a single Client-Side Web Design course to provide a more comprehensive and cohesive coverage of HTML, CSS, JavaScript, jQuery and Bootstrap.
Add Intro to Database Design course to better prepare students for applied web application database course.
Remove unneeded Data Structures & Algorithms course.
See the curriculum section below for new course substitutions.

Why Internet Programming?
Typically a two year degree in web development consists primarily of open source technologies such as HTML, CSS, JavaScript, PHP and MySQL. These technologies enable one to develop websites to be accessed via the World Wide Web. The Internet Programming Technology degree at MCC expands on these technologies and includes more general programming languages and skills (Java, Python, C#) to enable students to create more general networked applications that can be accessed via an internal intranet (such as within a banking or insurance company) or over the external Internet. For that reason, to reflect a more expansive set of programming objectives beyond basic web development, we seek to name our degree "Internet Programming Technology".

Program review and input from outside advisors have led us to recognize that as websites become increasingly more complex, students need more than just simple web development skills such as HTML and CSS. They need a full suite of internet programming skills as covered in this updated programming degree.

glassdoor.com (www.glassdoor.com) lists 1260 jobs for java developers, 487 jobs for python developers and 292 jobs for C# developers in the state of Connecticut.

monster.com (www.monster.com) lists 981 jobs for java developers, 476 jobs for python developers and 256 jobs for C# developers in the State of Connecticut.

Need for the Program
Web development is a growing field needed to support an increasing number of websites. There is a growing need for all businesses to have a web presence supported by web developers. MCC

frequently receives inquiries from local businesses looking for someone to build a website for them. Web development used to be just HTML, but now requires a complex skill set including HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL, Python, Java, C#, etc. Large enterprises such as banks and insurance companies also require employees with internet programming skills to develop internal network based applications using Java, Python or C#.

Why Web Development?
Of the many students who come to MCC wishing to study computer programming, some would like to earn a four-year degree in computer science, while others would like to finish with a two-year degree and then enter directly into the workforce. The Bureau of Labor Statistics provides a list of ten Computer and Information Technology occupations. Nine require a bachelor's degree or higher. Web Developer was the only occupation which required just an associate's degree. (https://www.bls.gov/ooh/computer-and-information-technology/home.htm)

The job opportunities for web developers and internet programmers is excellent and growing. According to the Bureau of Labor Statistics (https://www.bls.gov/ooh/computer-and-information-technology/mobile/web-developers.htm), "employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations."

According to U.S. News, Web Developer is ranked #4 for the top ten best technology jobs (https://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs).

The Bureau of Labor Statistics also states that "Employment of web developers is projected to grow as ecommerce continues to expand. Online purchasing is expected to grow faster than the overall retail industry. As retail firms expand their online offerings, demand for web developers will increase. In addition, an increase in the use of mobile devices to search the web will lead to an increase in employment of web developers. Instead of designing a website for a desktop computer, developers will have to create sites that work on mobile devices with many different screen sizes, leading to more work."

"Job opportunities for web developers are expected to be good. Those with knowledge of multiple programming languages … will have the best opportunities."

"The typical education needed to become a web developer is an associate’s degree in web design or related field."

The job search site monster.com (www.monster.com) lists over 1000 web developer and internet programming jobs in the State of Connecticut.

The job search site glassdoor.com (www.glassdoor.com) lists 1400 jobs in the state of Connecticut.

Curriculum

Replace: CSC*125 Prog L&D w/C++	With: CSC*127 Java I
Replace: CSC*215 OOP w/C++	With: CSC*128 Java II
Replace: CSC*241 Data Struct & Algo	With: MAT*165 Elementary Statistics
Replace: CST*150 Web Des & Dev I	With: CSC*114 Client-Side Web Design
Replace: CST*250 Web Des & Dev II	With: CSC*121 Intro to Database Design
Replace: MAT*165 or MAT*172	With: MAT*172 College Algebra

Why these courses?
Web development requires strong programming skills. While modern web developers may use JavaScript, PHP, Python, and/or Ruby on a daily basis, the best way to train to become a competent programmer is to start by first learning a rich and rigorous language such as C++ or Java. Studying Java also has the added benefit in that it is the language of choice for developing enterprise level web applications such as for banks or insurance companies. C# can also serve in this capacity. Knowing Java is also useful for Android mobile app development.

An alternative to Java for building enterprise level web applications is the Microsoft suite of .NET languages such as C#.

While large companies can afford to take the time to develop robust Java or C# based web apps, smaller companies tend to rely on rapid development tools such as PHP, MySQL, Python, Django and Ruby on Rails.

In order to be a full stack developer, one must know both client-side and server-side technologies.

Client-side technologies include, but are not limited to: HTML, CSS, JavaScript, jQuery, and frameworks such as Bootstrap, Grid, Angular and React.

Server-side technologies include, but are not limited to: programming languages such as C#, Go, Java, Node.js, Python, PHP and Ruby; frameworks such as ASP.NET, Django and Rails; database management systems such as MySQL, SQL and Oracle.

Since it is difficult to cover all of these technologies in a two-year program, the MCC Internet Programming Technology degree focuses on:

Python, Java, C#, HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL and SQL/Oracle

These topics are covered in the following courses:

CSC*127 Java I

CSC*128 Java II

CSC*124 Programming Logic and Design with Python

CSC*217 Object-Oriented Programming with C#

CSC*114 Client-Side Web Design

CSC*121 Introduction to Database Design

CSC*230 Database Concepts with Web Applications

CST*258 Fundamentals of Internet Programming

Students
Current enrollment = 53

Faculty
Full Time = Richard Gnall
Adjunct = Paul Gruhn, Tim Hartley, Ibtsam Mahfouz, Ken Chausse, George Pillar

Learning Resources
Classrooms with one computer per student with appropriate software installed such as Visual Studio, Python, VMware, Java NetBeans, Eclipse, MySQL, SQL, Oracle, PHP, XAML, NotePad++.

Facilities

Fiscal Note

Review of Documents:

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

Accreditation:

REFERENCES

14 Technologies Every Web Developer Should Be Able to Explain
https://differential.com/insights/14-technologies-every-web-developer-should-be-able-to-explain/

Client Side vs. Server Side
http://www.codeconquest.com/website/client-side-vs-server-side/

Top 5 Responsive CSS Frameworks
https://www.themexpert.com/blog/top-5-responsive-css-framework

Server-side Languages
https://www.codeschool.com/beginners-guide-to-web-development/server-side-languages

Basic Internet programming – Formalities
http://www.csc.kth.se/utbildning/kth/kurser/DD1335/gruint10/litterature/dd1335-f01-slides.pdf

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College | Date of Submission to BOR Office: 05012017

Most Recent NEASC Institutional Accreditation Action and Date: 10 year Self-Study Completed April 2012

Original Program Characteristics

CIP Code No. 110201 Title of CIP Code Computer Programming CIP Year: 2000 or 2010 X

Name of Program: Computer Programming Technology

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

Certificate: *(specify type and level)*

Date Program was Initiated: 04/25/1997

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 61

Original Program Credit Distribution

Cr in Program Core Courses: 38

Cr of Electives in the Field: 0

Cr of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* 0

Total # Cr in the Program *(sum of all #Cr above)*: 38

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 38

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

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

X Significant Modification of Courses/Course Substitutions

Offering of Program at Off-Campus Location (specify new location)

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

X Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program: Internet Programming Technology

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

Certificate [1]: *(specify type and level)*

Program Initiation Date: Fall, 2017

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60

Other:

Modified Program Credit Distribution

Cr in Program Core Courses: 37

Cr of Electives in the Field: 23

Cr of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* 0

Total # Cr in the Program *(sum of all #Cr above)*: 60

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60

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

Program Discontinued: MCC Computer Science CIP: 110701 DHE# (if available): 008902 Accreditation Date: 08/15/2012

Phase Out Period June 1, 2018 Date of Program Termination June 1, 2017

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

Department of Engineering, Technology and Computer Science / Main Campus

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Richard Gnall	Title: Professor, Co-Chair	Tel.: 860-512-2643 e-mail: rgnall@manchestercc.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*	
BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. [2] (if applicable)	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

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

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)*

Change name from "Computer Programming Technology" to "Internet Programming Technology" to reflect increased emphasis on web development and more general forms of programming for the Internet. Internet Programming is inclusive of web development.

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Remove unneeded Data Structures & Algorithms course.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible.) There is a growing need for all businesses (large and small) to have a web presence supported by web developers. Large enterprises such as banks and insurance companies also require employees with internet programming skills to develop internal network based applications using Java, Python or C#.
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- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources)* and of its distinctive character and/or location? The program is managed by Richard Gnall, the ETCS department co-chair and a tenured full professors with degrees in physics. Classrooms have state of the art computers and software to support in-class lab work.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program. *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* No transfer agreements. This is a terminal workforce development degree.
- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided. Other Connecticut colleges and universities do not have Internet Programming degrees.
- Please provide a description/analysis of employment prospects for graduates of this proposed program. Job opportunities for web developers and internet programmers is excellent and growing.
  According to the Bureau of Labor Statistics (https://www.bls.gov/ooh/computer-and-information-technology/mobile/web-developers.htm), "employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations."
  According to U.S. News, Web Developer is ranked #4 for the top ten best technology jobs (https://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs).

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

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Replace: CSC*125 Prog L&D w/C++	With: CSC*127 Java I
Replace: CSC*215 OOP w/C++	With: CSC*128 Java II
Replace: CSC*241 Data Struct & Algo	With: MAT*165 Elementary Statistics
Replace: CST*150 Web Des & Dev I	With: CSC*114 Client-Side Web Design
Replace: CST*250 Web Des & Dev II	With: CSC*121 Intro to Database Design
Replace: MAT*165 or MAT*172	With: MAT*172 College Algebra

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

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)*

Classrooms with one computer per student with appropriate software installed such as Visual Studio, Python, VMware, Java NetBeans, Eclipse, MySQL, SQL, Oracle, PHP, XAML, NotePad++, …

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2014		First Term, Year 2015		First Term, Year 2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers		2	2		2	3
New Students	15	14	8	8	8	6
Returning Students	10	26	11	28	7	27
ACTUAL Headcount Enrollment	25	42	21	36	17	36
ACTUAL FTE per Year		39		38		33
Size of Credentialed Group for Given Year	2		2		2	

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*[4]						
Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CSC 124 Prog L&D with Python	1,2,5	Elig for MAT 172	3			
CSC 127 Java I	1,2,5	Elig for MAT 186	3			
CSC 128 Java II	1,2,5	CSC 127	3			
CSC 217 OOP with C#	1,2,5	CSC 124, CSC 125, CSC 127, or EGR 230	3			
CSC 114 Client-Side Web Design	1,2,3,5	"	3			
CSC 121 Intro to Database Design	3,4,5	"	3			
CSC 230 Database Con w/Web Apps	3,4,5	CSC 114 and CSC 121	3			
CST 258 Fund of Internet Programming	3,4,5	CSC 230	4			
Core Course Prerequisites				Elective Courses in the Field		
CSC 127 Java I			3			
CSC 124 Prog Logic & Design with Python			3			
CSC 125 Prog Logic & Design with C++			3			
EGR 230 C++ for Engineers			3			
CSC 121 Introduction to Database Design			3			
CSC 114 Client-Side Web Design			3			
Total Other Credits Required to Issue Modified Credential						

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

1. Identify and apply the major concepts and techniques to design, code, execute and debug programs in the required programming languages.
2. Develop logically structured solutions to coding problems through the use of a modern programming language such as Python, Java or C#. (Java used to be C++.)
3. Use HTML, CSS, JavaScript and jQuery to create dynamic client-side web pages. (jQuery is added.)
4. Use PHP and MySQL to create dynamic database driven server-side web pages.
5. Differentiate and explain the role and function of various current and emerging technologies, including, but not limited to programming, database, and Internet technologies.

[4] **Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.**
[5] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Internet Programming Technology, A.S.

REQUIRED COURSES							
CURRENT				PROPOSED			
Number	**Name**	**KA**	**Credit**	**Number**	**Name**	**KA**	**Credit**
CSC*125	Prog L&D with C++		3	CSC*127	Java I		3
CSC*124	Prog L&D with Python		3	CSC*124	Prog L&D with Python		3
MAT*165 or MAT*172	Elementary Statistics or College Algebra	M	4 or 3	MAT*172	College Algebra	M	3
	Any Gen Ed - The Arts	A	3		Any Gen Ed - The Arts	A	3
ENG*101	Composition	E	3	ENG*101	Composition	E	3
			15-16				**15**
CSC*215	OOP with C++		4	CSC*128	Java II		3
CST*131	Networking T&A		4	CST*131	Networking T&A		4
MAT*186	Precalculus	M	4	MAT*186	Precalculus	M	4
CST*205	Project Management		4	CST*205	Project Management		4
			16				**15**
CST*150	Web Design I		3	CSC*114	Client-Side Web Design		3
CST*250	Web Design II		3	CSC*121	Intro to Database Design		3
	Physics	PNS	4		Physics	PNS	4
COM*173	Public Speaking	H	3	COM*173	Public Speaking	H	3
PSY*111	General Psychology I	SS	3	PSY*111	General Psychology I	SS	3
			16				**16**
CSC*217	OOP with C#		3	CSC*217	OOP with C#		3
CSC*241	Data Structures & Algorith		4	MAT*165	Elementary Statistics	M	4
CSC*230	Database Con w/Web Apps		3	CSC*230	Database Con w/Web Apps		3
CST*258	Internet Programming		4	CST*258	Internet Programming		4
			14				**14**
Total Credits:			**61-62**				**60**

REQUIRED COURSES			
PROPOSED - CATALOG SEQUENCE			
Number	**Name**	**KA**	**Credit**
CSC*127	Java I		3
CSC*124	Prog L&D with Python		3
MAT*172	College Algebra	M	3
	Any Gen Ed - The Arts	A	3
ENG*101	Composition	E	3
			15
CSC*128	Java II		3
CSC*121	Intro Database Design		3
CSC*114	Client-Side Web Design		3
MAT*186	Precalculus	M	4
COM*173	Public Speaking	H	3
			16
	Physics	PNS	4
CSC*230	Database Con w/Web Apps		3
CST*131	Networking T&A		4
PSY*111	General Psychology I	SS	3
			14
CSC*217	OOP with C#		3
MAT*165	Elementary Statistics	M	4
CST*258	Internet Programming		4
CST*205	Project Management		4
			15
			60

CT Board of Regents for Higher Education

Modification of an Accredited Program PRO FORMA [1] BUDGET 1/20/12

Institution Manchester Community College *Date*

Proposed Program Comp Prog Tech AS

PROJECTED Enrollment	First Term Year 1		First Term Year 2			
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers *(from other programs)*	1	3	1	3		
New Students *(first time matriculating)*	9	7	9	7		
Continuing *(students progressing to credential)*	7	25	7	25		
Headcount Enrollment	17	35	16	35		
Total Estimated FTE per Year	74		73			

PROJECTED Program Revenue	Year 1		Year 2			
	Full Time	Part Time	Full Time	Part Time		
Tuition *(Do not include internal transfers)*	$134,095	$70,178	$134,733	$70,486		
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$204,273		$205,218			

PROJECTED Expenditures*	Year 1		Year 2			
	Number *(as applicable)*	Expenditure	Number	Expenditure		
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*	one-third	$29,854	one-third	$29,854		
Faculty *(Part-time -total for program)*	five	$24,945	five	$24,945		
Support Staff						
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services)						
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$54,799		$54,799		

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

Please provide any necessary annotations:

Currently, we have one FT faculty member, who also serves as co-chair for the Computer Science department, and five PTL assigned to teach Computer Programming Technology courses. The FT faculty member teaches one course in the program which totals approximately one-third of his workload. Addditionally, there would not be any new hires, or additional costs. This is not a new program. It is course modifications in an existing degree program.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program: Name Change Only

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Interpreter Preparation ASL/English [IPP] leading to an Associate degree at Northwestern Connecticut Community College without modification of courses by changing the title to Interpreter Training Program ASL/English [ITP].

A True Copy:

_____

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

ITEM

This is a request for a Name Change only Program Modification for the Interpreter Preparation Program ASL/English [IPP] Associate Degree at Northwestern Connecticut Community effective immediately upon approval by the Board of Regents for Higher Education. The new program title will be Interpreter Training Program ASL/English [ITP].

BACKGROUND

Summary:

The Interpreter Preparation Program ASL/English currently uses the acronym IPP. In the field of interpreting, the usual title is Interpreter Training Programs ASL/English [ITP]. The Registry of Interpreters for the Deaf (RID), the certifying body for nationally certified interpreters, identifies on their website a tab for "find an ITP." In addition, a search of 18 interpreter education programs in the United States showed that 10 are referred to as Interpreter Training Programs, 5 are titled Interpreter Preparation Programs and 3 have other titles. Because Interpreter Training Program [ITP] is the most recognized acronym, the college is submitting this proposal for approval of the more typical program title. The change is from Interpreter Preparation Program ASL/English to Interpreter Training Program ASL/English.

Curriculum:

There is no change in the curriculum submitted with this proposal.

Rationale:

This name change request aligns Northwestern's program nomenclature with the more recognized ITP title.

Resources:

None Necessary.

Review of Documents:

a) Campus Review: Completed
b) Campus Budget and Finance: Not Applicable
c) Campus President: Done
d) Academic Council
e) System Office

Accreditation:

Not applicable

11/17/2017 – BOR Academic & Student Affairs Committee
12/14/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Community College | Date of Submission to BOR Office: 9/25/17

Most Recent NEASC Institutional Accreditation Action and Date: 2013, Interim Report due 1/18/2018

Original Program Characteristics

CIP Code No: 161603 OHE#: 04253 Title of CIP Code: Sign Language Interpretation & Translation CIP Year or

Name of Program: Interpreter Preparation Program ASL/English

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

Certificate: *(specify type and level)*

Date Program was Initiated: 1975

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 61 (62)

Original Program Credit Distribution

Cr in Program Core Courses: 33

Cr of Electives in the Field: 18 (19)

Cr of Free Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: 61 (62)

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61 (62)

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

- Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)
- Significant Modification of Courses/Course Substitutions
- Offering of Program at Off-Campus Location (specify new location)
- Offering of Program Using an Alternate Modality (e.g. from on ground to online)
- x Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program: Interpreter Training Program ASL/English

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

Certificate [1]: *(specify type and level)*

Program Initiation Date: Fall, 2017

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 61 (62)

Other:

Modified Program Credit Distribution: Not Applicable

Cr in Program Core Courses: 33

Cr of Electives in the Field: 18 (19)

Cr of Free Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: 61 (62)

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61 (62)

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Sarah Bement	Title: Interpreter Tutor	Tel.: 860 307-0225 e-mail: sbement@nwcc.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*	
BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. [2] (if applicable)	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

*The **I**nterpreter **P**reparation **P**rogram uses the acronym* IPP. *In the field of interpreting the Interpreter Training Programs are generally known of as ITPs. The Registry of Interpreters for the Deaf (RID) which is the certifying body for Nationally certified interpreters has a site tab "find an ITP." A search of 18 interpreter education programs in the United States showed that 10 are referred to as Interpreter Training Programs, 5 are titled Interpreter Preparation Programs and 3 have other titles. Because (ITP) Interpreter Training Program is the most recognized acronym, the college is submitting this proposal to the BOR for approval of the more typical to change the program name. The change is from Interpreter Preparation Program ASL/English to Interpreter Training Program ASL/English.*

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):* Not Applicable
- 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? Several of the 200 level courses for the Interpreting Program are taught off campus at the American School for the Deaf which also houses the interpreter referral service known as Source. The staff at ASD know us as the ITP from NCCC.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* Not Applicable
- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided: There is no other ITP programs in the Connecticut Community College system, nor in any other of the Constituent Units. The closest programs are Framingham State University and Northeastern University in Massachusetts.
- Please provide a description/analysis of employment prospects for graduates of this proposed program Not Applicable

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

See Above

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

No new Resources are Needed

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified: Not Applicable

ACTUAL Enrollment	First Term, Year ____		First Term, Year ____		First Term, Year ____	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students						

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

Returning Students						
ACTUAL Headcount Enrollment						
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year						

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*[4]: Not Applicable

Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced:* Not Applicable

1.
2.
3.
4.
5.
6.
7.

[4] **Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.**
[5] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Not Applicable

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Web Development leading to an Associate of Applied Science degree at Norwalk Community College for a period of time concurrent with the institutional accreditation.

A True Copy:

_____

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

ITEM
Licensure and accreditation of a program in Web Development leading to an Associate of Applied Science degree at Norwalk Community College.

BACKGROUND
Summary

The Web Development degree has its genesis in response to an identified demand in Fairfield County and the Tri-State area for workers who are skilled in web development and in response to Norwalk Early College Academy's (NECA) request for a third degree offering. Some NECA students found the stringent math requirements of current computer degree offerings difficult to fulfill. The spirit of P-Tech is to provide students with skills to fill "new collar" jobs, so NCC went looking for careers that required less math but that also had very high prospects for employment. Web Development met both objectives. This new Web Development degree will be the first offered to both NECA and NCC students giving both segments of the community opportunities to enter this lucrative field.

Need for the Program

A strong demand for skilled workers in this field is predicted at both federal and state levels. The Federal Bureau of Labor Statistics (BLS) states, "Employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices and ecommerce." It goes on to state, "The typical education needed to become a web developer is an associate's degree in web design or related field. Web developers need knowledge of both programming and graphic design." Finally, the BLS identifies "The median annual wage for web developers was $66,130 in May 2016," well above the national average for all other occupations.

The CT Department of Labor (CTDOL) identifies Web Developer as a "Hot Job" for 2014 – 2024. Web Developer positions are expected to grow by almost 20% over the period. In the First Quarter of 2017, Annual Wages were listed as $74,905. Further, CTDOL lists an Associate Degree for needed Education and Training, and states, "Employment in this occupation is expected to grow much faster than average, and the number of annual openings will offer excellent job opportunities."

Curriculum

Degree Requirements

CSC 108 Introduction to Programming (4 cr.)
CST 153 Web Development and Design I (4 cr.)
CSC 233 Database Development I (4 cr.)
CST 252 Web Development and Design II (4 cr.)
CSC 262 Programming Mobile Devices I (3 cr.)
CSC 257 Web Development with PHP (4 cr.)
CSC 226 Object Oriented Programming Java (4 cr.)
CSC 262 Programming Mobile Devices II (3 cr.)
GRA 231 Digital Imaging – Photoshop (3 cr.)
ART 121 Two Dimensional Design (3 cr.)
GRA 151 Graphic Design I (3 cr.)

College Core

ENG 101 English Composition (3 cr.)
ENG 102 Literature & Composition (3cr.)
COM 173 Public Speaking (3 cr.)
Social Science Elective (3 cr.)
Science Elective (3-4 cr.)
MAT 172 College Algebra (3 cr.)
Humanities Elective (3 cr.)

Students

Approximately half of the students who will participate in this program during its first years will be participants in the NECA program. This highly successful P-Tech partnership between Norwalk Public Schools, IBM and Norwalk Community College has already enrolled over 300 students over the past four years. Incoming and current NCC students who are seeking jobs in the high-demand field of Web Development make up the remainder of students in this new degree program.

Faculty

NCC's Computer Science and Design faculty members currently possess the expertise to teach all of the courses required for this degree. However, one new full-time faculty member is proposed to work with the significant number of additional students anticipated in this program. The need for additional faculty will be determined based upon the actual number of the students in the program over the first two years.

Learning Resources

No additional resources are needed for this program.

Facilities

No additional facilities are needed for this program.

Fiscal Note

Anticipated revenue for this program exceeds the predicted expenditures associated with offering the program.

Review of Documents:

a) Campus Review[1] **May 1, 2017**
b) Campus Budget and Finance[2] **May 17, 2017**
c) Campus President **June 13, 2017**
d) Academic Council **November 8, 2017**
e) System Office

[1] Curriculum 5/1/2017
[2] College Senate 5/17/2017

Accreditation:

NEASC: **Institutional Approval March 6, 2015**

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Norwalk Community College	Date of Submission to BOR Office: 11/10/2107
Most Recent NEASC Institutional Accreditation Action and Date: Approval March 6, 2015	
Program Characteristics Name of Program: Web Development Degree: Title of Award *(e.g. Master of Arts)* Associate of Applied Science Certificate: *(specify type and level)* Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: Spring 2020 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 40% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 60-61	Program Credit Distribution # Cr in Program Core Courses: 21-22 # Cr of Electives in the Field: 39 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 0 Total # Cr in the Program *(sum of all #Cr above)*: **60** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
Type of Approval Action Being Sought: Licensure OR X Licensure and Accreditation Suggested CIP Code No. *(optional)* 11.0801 Title of CIP Code Web Page, Digital/Multimedia and Information Resources Design	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Main Campus	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	
Institutional Contact for this Proposal: Thomas J. Duffy	Title: Chair, Computer Science Tel.: 203-857-6892 e-mail: tduffy@norwalk.edu

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The mission statement of Norwalk Community College (NCC), in concert with and in support of the Community Colleges' comprehensive System Mission Statement, commits NCC to providing students with a broad range of affordable career, technical, and liberal arts and sciences opportunities leading to employment, transfer, and lifelong learning. Additionally, the College works to promote student success through quality instruction and state-of-the-art technology. The college is also committed to expanding partnerships with business, industry, government and the community by offering educational services, including job training, and by organizing conferences and seminars.

The Associate of Applied Science in Web Development degree supports NCC's mission by providing a solid general education as well as a thorough coverage of the topics and skills supporting the dynamic information technology field. Programmatic goals relate to the mission in the following manner:

(a) Provide students with skills needed to gain entry level or higher employment;

(b) Provide students with appropriate educational experiences that give them the written, verbal, and interpersonal skills necessary to function as a team member in the IT environment as well as transfer to higher-level institutions;

(c) Provide students with course work and experience that improves on existing skills or develops new ones; and,

(d) Work in partnership with business and industry in responding to the employment and training needs in the field of information technology.

Addressing Identified Needs

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

The Web Development degree has its genesis in Norwalk Early College Academy's (NECA) desire for a third degree offering. NECA students were finding the stringent math requirements of current degree offerings difficult to fulfill. Since the spirit of P-Tech is to provide students with skills to fill "new collar" jobs, we went looking for careers that required less math but that also had very high prospects for employment. Web Development filled that bill nicely. It should be noted that this new Web Development degree will be the first offered to both NECA and NCC students giving both segments of the community the opportunity to enter the field.

The Federal Bureau of Labor Statistics (BLS) states, "Employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices and ecommerce." It goes on to state, "The typical education needed to become a web developer is an associate's degree in web design or related field. Web developers need knowledge of both programming and graphic design." Finally, the BLS identifies "The median annual wage for web developers was $66,130 in May 2016," well above the national average for all other occupations.
Source: https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm

The CT Department of Labor (CTDOL) identifies Web Developer as a "Hot Job" for 2014 – 2024. Web Developer positions are expected to grow by almost 20% over the period. Q1 2017 Annual Wages were listed as $74,905.
Source: http://www1.ctdol.state.ct.us/lmi/hotnot_results.asp
CTDOL lists an Associate Degree for needed Education and Training. It also states, "Employment in this occupation is expected to grow much faster than average, and the number of annual openings will offer excellent job opportunities."
Source: http://www1.ctdol.state.ct.us/jcc/profile.asp?strMethod=keyword&sstrOccupationCode=151134

The NCC Computer Science Advisory Board and recent NCC graduates working in the Web Development field for local companies have provided advisory input for the curriculum to be included in the degree. In addition, consultation with area companies has also contributed input. This specific input has been transformed into more generic terms to provide the skill set needed to be a competent web developer, much like IBM provided the skill set for P-Tech programs. The curriculum for the degree was then formulated to provide students with these skills. The result is a degree that, when completed, makes students instantly employable.

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?

Norwalk Community College is ideally located to offer the program. Lower Fairfield County possesses businesses ranging from IT start-ups to industry stalwarts, all of which need skilled IT workers, including web developers, in all facets of IT and at all levels. The Web Development degree will provide area businesses with a skilled workforce.

NCC Faculty are acknowledged experts in their fields and they bring years of practical experience to the classroom. In the fast-moving field of Information Technology, curriculum must be updated continually to provide students with the skills needed to succeed. NCC Faculty continually update their skills so that they can teach them to students.

The Center for Information Technology at NCC is a state of the art facility housing numerous PC and Mac-based computer labs. The AAS degree is made up of classes already being offered by NCC.

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the

approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

Articulation agreements between NCC and area baccalaureate institutions exist for the Computer Science A.S. degree. These institutions include Southern Connecticut State University, Fairfield University, and Sacred Heart University. The Web Development degree, although not a transfer degree, possesses many classes in common with the Computer Science degree. As such, there will be opportunity for students to transfer.

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

  An AS in Computer Science exists at NCC and there is some duplication. Students in the NCC – NPS P-Tech program, the 9 – 14 model program introduced recently by Governor Malloy, will be offered the AAS degree in addition to NCC students. As with all AAS degrees, the intention is to graduate students ready for the workforce. The simple fact is that IBM, the Business Partner for the NPS P-Tech program will only hire AAS graduates. An AS degree will not suffice.

  The Web Developer degree will include courses in the major from the Computer Science and Art, Architecture, and Design departments. Students will be well versed not only in the coding aspects of web development but also in design aspects. The result will be graduates who can work on all facets of web development from design through implementation.

  Manchester Community College, on the other side of the state, is in the process of offering an AS degree in Internet Programming. Our degree differs in that it requires students to take additional credits in Graphic Design as well as the tools used in Graphic Design and Web Development. The MCC degree doesn't offer these courses.

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

Nationally, employment of web developers is expected to grow by 27% from 2014 – 2024. (https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm) In CT, employment of web developers is expected to grow by nearly 20% over the same period, much faster than average. The number of annual openings will offer excellent job opportunities. (http://www1.ctdol.state.ct.us/jcc/profile.asp?strMethod=keyword&sstrOccupationCode=151134)

In addition, in NCC's service area as well as in CT in general, IT-related occupations are among the most lucrative. (http://www1.ctdol.state.ct.us/lmi/wages/statewide2016.asp#computer) (http://www1.ctdol.state.ct.us/lmi/wages/bridgeport2016.asp#computer)

Cost Effectiveness and Availability of Adequate Resources

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

This degree will be one of the degrees offered to Norwalk Early College Academy students as part of the P-Tech initiative as well as to NCC students. Enrollment is expected to be at least 40 students per year in the NECA program in addition to 20-25 NCC students. Existing faculty currently teach courses in the program, but P-Tech enrollments will triple the number of students in the Computer Sciences. Additional faculty will be required if the number of students in the program grows as predicted.

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

Upon successful completion of all major requirements, graduates will be able to:

1. Create web sites and programs that function in heterogeneous environments;
2. Use an integrated development environment (IDE) to create web sites and other programs;
3. Use OOP (object oriented programming) techniques to design and develop software;
4. Create effective User Interfaces and User Experiences;
5. Write and execute code in Object Oriented programming languages;
6. Test web pages and web sites and troubleshoot any problems;
7. Design and implement relational database entities;
8. Use database software to build, modify, and query relational databases;
9. Produce websites using modern techniques.

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

The program will be coordinated by Thomas J. Duffy, Chair, Computer Science. Release time will be at least 6 contact hours per year.

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

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

What percentage of the credits in the program will they teach? 50%

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program. Master's in Computer Science or related field and/or extensive professional experience in the field. Teaching credentials preferred.

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

Curriculum

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

Course Number and Name	L.O. # [3]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CSC 108 Introduction to Programming	2,5	Eligibility for MAT 172	4			
CST 153 Web Development and Design I	2,5,8	Eligibility for ENG 101	4			
CSC 233 Database Development I	7	Eligibility for ENG 101	4			
CST 252 Web Development and Design II	2,5,8	CST 153	4			
CSC 262 Programming Mobile Devices I	1,2,3,4,5,8	CSC 108	3			
CSC 257 Web Development with PHP	1,2,3,5,6,7,8	CSC 108	4			
CSC 226 Object Oriented Programming Using Java	1,2,3,5	CSC 108	4			
CSC 262 Programming Mobile Devices II	1,2,3,4,5,6	CSC 108	3			
GRA 231 Digital Imaging - Photoshop	4	GRA 151	3			
ART 121 Two Dimensional Design	4		3			
GRA 151 Graphic Design I	4	GRA 121	3			
General Education Core Courses				Elective Courses in the Field		
ENG 101 English Composition			3			
ENG 102 Literature and Composition			3			
COM 173 Public Speaking			3			
Social Science Elective			3			
Science Elective			3-4			
MAT 172 College Algebra			3			
Humanities Elective			3			
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						21-22

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

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

The Web Development major includes 39 credits in the major as well as 21-22 credits of General education for a total of 60-61 credits. Course work is logically sequenced so that graduates will be prepared to enter the field upon graduation with useful, employable skills. Since the major shares courses with the Computer Science A.S. program, students wishing to proceed to baccalaureate-granting institutions may do so by transferring credit on a course-by-course basis.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Thomas J. Duffy, Professor	Western Connecticut State University	Programming, Web Development, Mobile Programming	Program Coordinator
Charles Gabor, Associate Professor	University of New Haven	Programming, Database	
Kerry Cramer, Instructor	Virginia Institute of Technology	Programming, Web Development	
To Be Hired		Web Programming, Database	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Institution Norwalk Community College

Date 10/24/2017

Proposed Program Web Development

	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	5	5	15	10	15	10
New NCC Students (first time matriculating)	20	5	20	10	25	10
Continuing (students progressing to credential)	0	0	15	5	20	15
Headcount Enrollment	25	10	50	25	60	35
Total Estimated FTE per Year	25	5	50	12	60	18
NECA Students[1]	0	40	0	40	0	40
Continuing NECA Students			0	40	0	80

	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Does not include internal transfers or NECA students)[1]	$86,720	$11,100	$151,760	$33,300	$195,120	$55,500
Program-Specific Fees	$3,000		$6,200		$7,800	
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	$108,820		$191,260		$258,420	

[1] – NECA students currently pay no tuition. A revenue model is being formulated.

	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	1	$10,000	1	$10,000	1	$10,000
Faculty (Full-time, total for program)	1	$75,000	1	$75,000	2[2]	$150,000
Faculty (Part-time -total for program)	2	$15,000	2	$15,000	4[2]	$30,000
Support Staff	0					
Library Resources Program	0					
Equipment (List as needed)	0					
Other (e.g. student services)	0					
Estimated Indirect Cost (e.g. student services, operations, maintenance)	0					
Total ESTIMATED Expenditures		$100,000		$100,000		$190,000

** Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.*
[2] – Dependent on Year 1 and 2 enrollments

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Center of Excellence

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the establishment of the Center for Excellence in Social and Emotional Learning at Central Connecticut State University until September 1, 2022.

A True Copy:

_____

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

ITEM

Center of Excellence for Social & Emotional Learning at Central Connecticut State University: A Collaboration with The Ana Grace Project

RECOMMENDED MOTION FOR FULL BOARD

WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS The Connecticut State University Board of Trustees Resolution #01-87 provides a policy and procedures to establish Connecticut higher education centers of excellence, and

WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and

WHEREAS Centers of excellence established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it

RESOLVED: That the Board of Regents for Higher Education establishes the Center of Excellence for Social & Emotional Learning at Central Connecticut State University; to exist until December 31, 2024, unless approved for continuance pursuant to Board policy

BACKGROUND

Central Connecticut State University (CCSU) has requested that the Board of Regents establish a Center of Excellence for Social & Emotional Learning as allowed under COS I Oa-25h and through procedures established by the former Connecticut State University Board of Trustees (BR#O l-87).

System Office staff review of the proposal indicates it is consistent with the statutory definition of a center of excellence as well as the missions of both the Connecticut State Colleges & Universities System and CCSU. As required by Board policy, the materials provided by the University make a compelling case for need, identify objectives that are of measureable benefit to the State of Connecticut and to the entire CCSU community (i.e., its faculty, staff and students), presents a self-sustaining financial model, and outlines an evaluation and assessment plan.

In establishing the new Center, CCSU's School of Education and Professional Studies (SEPS) will collaborate with The Ana Grace Project to build upon a growing body of research pertaining to the societal, academic and behavioral benefits of social and emotional learning, as referenced in its proposal. The Center, in collaboration with The Ana Grace Project, will address an existing gap in professional development for human service providers in the state of Connecticut and on

the CCSU campus. As such, the Center, in collaboration with The Ana Grace Project, will offer CCSU-based, public-school based and community-based professional development opportunities in SEL. The Center will also educate SEPS students (i.e., aspiring and in-service human services providers) on SEL evidence-based practices. Finally, the Center will conduct practice-oriented research designed to validate emerging best practices in the field of SEL.

RATIONALE

Need

The proposed Center will adopt the following definition in its operations: Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills are necessary for productive membership in society.

There are multiple benefits of teaching students, at all levels, evidence-based, structured social and emotional (SEL) learning curricula. Research has validated the following measurable positive outcomes for k-12 students who have received explicit SEL instruction: higher GPAs; increased performance on standardized tests; reduced incidence of high-risk behaviors that interfere with learning (e.g., violence, drug/alcohol use); lower suspensions and expulsions; and better overall school attendance. Connecticut's school-leaders, particularly those working in Alliance Districts and other low-incomes communities will benefit significantly from CCSU's Center's SEL-focused professional development offerings.

At the higher education level, SEL and SEL-related instruction has been positively associated with students' increased grit, self-efficacy and academic mindfulness. These positive outcomes can lead to higher retention and graduation rates, particularly for students who may arrive on campus with SEL-related challenges. The CCSU community, i.e., its faculty, staff and students, will expect to enjoy measurable gains in these areas when its Center begins to offer its SEL-focused professional development offerings on its campus.

It is instructive to note that legislation at both the federal and state levels have been introduced to either support SEL or require that teachers receive SEL. Letters of support for the establishment of the Center have been submitted by Connecticut Senators Richard Blumenthal and Chris Murphy; Connecticut Commissioner of Education, Dr. Dianna Wentzel; Founder and Director of The Ana Grace Project, Ms. Nelba Marquez-Greene; Founder, Jesse Lewis Choose Love Movement, Ms. Scarlett Lewis; Superintendent of Middletown, Connecticut Public Schools, Dr. Patricia Charles; and from Director of the R.H. Fredrickson Center for School Counseling Outcome Research, UMASS-Amherst, Dr. John Carey.

CCSU's School of Education and Professional Studies has already undertaken a number of efforts to advance social and emotional learning. Efforts have included developing a comprehensive, evidence-based curriculum in SEL that is intended to be offered to community organizations for professional development purposes. SEL instruction has been incorporated

into teacher preparation and family therapy programming. Faculty have conducted collaborative research regarding the validation of a SEL screening tool with a local school district. CCSU has also offered a regional conference on SEL. Most notably, CCSU recently developed a formal collaboration with The Ana Grace Project. The Ana Grace Project was born as a response to the tragedy that took the life of Ana Grace Márquez-Greene in Sandy Hook, Connecticut on 12/14/12. It is dedicated to promoting love, community and connection for every child and family through partnering with schools to provide professional development through their LOVE WINS School Based Clinical Services (SBCS) model.

Goal and Objectives

The goal of the Central Connecticut State University Center of Excellence for Social & Emotional Learning, in collaboration with The Ana Grace Project, is to provide education, and research support to the entire CCSU community, to Connecticut citizens, and to professional organizations in order to promote innovative approaches to enhancing and sustaining social and emotional learning across the life span. Specifically:

1. The Center of Excellence will directly benefit the CCSU community, to includes its faculty, staff, undergraduate and graduate students via: 1.) the inclusion of SEL into its undergraduate and graduate programs that focus on health and human services; and 2.) by educating members of the CCSU Community regarding SEL in an effort to improve retention and graduation rates;

2. The Center of Excellence will reflect the CCSU mission of community outreach via the provision of SEL-focused professional development opportunities with community-based stakeholders; and

3. The Center of Excellence will embrace and actively work to advance the agenda of The Ana Grace Project by: 1) partnering on projects when appropriate; and 2) leveraging CCSU's partnerships and relationships with public school districts and other relevant professional and community organizations for mutually beneficial outcomes.

The Center's objectives, aligned in support of its goal, are listed in the Assessment and Evaluation section of the complete proposal.

The Center will undertake a number of activities/events to accomplish its objectives. These activities/events include:

1. Establish a CCSU campus-based resource center focused on SEL instruction for faculty, staff and students;

2. Establish a statewide and resource center, to include The Ana Grace Project's LOVE WINS School Based Clinical Services (SBCS) model;

3. Conduct grant and other development-related activities to support applied research interventions by faculty members involving undergraduate and graduate students;

4. Host an annual SEL-focused regional conference; and

5. Offer certification, continuing education and degree-bearing programs focusing on SEL.

Faculty and Staff Involvement

The inaugural director of the Center, faculty and staff will be identified following Board approval of its establishment. A partially reassigned faculty member will become the director. Two graduate assistants will work within the Center to support its education and research. Secretarial support will come from existing staff.

An Internal Advisory Committee will consist of faculty members from the various academic programs and offices of the School of Education and Professional Studies and other human service departments at CCSU. This committee will be charged with ensuring that the CCSU community can access the expertise and opportunities afforded to its faculty, staff and students through the professional, education programs, and research opportunities conducted under through the auspices of the Center.

Membership in a proposed External Advisory Committee includes Dr. Jay Carey, University of Massachusetts Center for School Counseling Outcome Research and Evaluation (CSCORE); Dr. Marc Brackett, Yale Center for Emotional Intelligence; Dr. Linda Lantieri, Founder, Collaborative for Academic, Social and Emotional Learning (CASEL); Mr. John Frasinelli, Bureau Chief, Connecticut State Department of Education; Ms. Kimberly Traverso, Consultant, Connecticut State Department of Education; Dr. James Malley, Professor Emeritus, Counselor Education and Family Therapy, Central Connecticut State University and Mr. Stephen Hernandez, Executive Director, Connecticut Commission on Woman, Children and Seniors.

Budget

Only existing entrepreneurial revenues, unrestricted CCSU Foundation funds and those revenues generated through the Center's activities (e.g., SEL professional Development for CT public schools; CCSU annual conference on SEL) will be used to support the Center. During the 2016-2017 academic year, the School of Education and Professional Studies (SEPS) generated two-hundred and eighty thousand dollars in entrepreneurial activities including: Educational leadership cohort-based programming, Weekend social work programming, Cohort-based RN-BSN programming and Weekend MFT programming. SEPS is currently on pace to match this figure for the 2017-2018 academic year. Half of the entrepreneurial monies generated during the 2016- 2017 academic year were returned directly to SEPS by the University. Those funds have been combined with previous unspent entrepreneurial funds generated in previous academic years. In summary, the SEPS dean has nearly five hundred thousand dollars of entrepreneurial funds available to support the start-up costs associated with the proposed Center for Excellence for Social and Emotional Learning. Additionally, the SEPS dean has additional CCSU Foundation unrestricted funds available to support said initiative.

Evaluation Plan

The Center will have a robust evaluation plan, whereby metrics will be used by the external Advisory Committee to evaluate progress towards all goals and objectives.

Five-Year Revenues and Expenses

BUDGET CATEGORIES	Year 1 (FY17)	Year 2 (FY18)	Year 3 (FY19)	Year 4 (FY20)	Year 5 (FY21)	TOTAL
REVENUE						
1. Entrepreneurial Fund[a]	$91,714	$72,064	$72,517	$74,073	$75,735	$386,103
2. General Fund						
3. Operating Fund						
4. Other Revenues	$25,000	$48,000	$51,000	$53,000	$55,000	$232,000
5. TOTAL REVENUE (lines 1-4)	$116,714	$120,064	$123,517	$127,073	$130,735	$618,103
EXPENSES						
I. Personnel	$81,301	$83,740	$86,252	$88,840	$91,505	$431,638
2. Fringe Benefits	$30,413	$31,325	$32,265	$33,233	$34,230	$161,466
3. Travel	$2,500	$2,500	$2,500	$2,500	$2,500	$12,500
4. Equipment & Supplies	$1,500	$1,500	$1,500	$1,500	$1,500	$7,500
5. Contractual						
6. Construction						
7. Other	$1,000	$1,000	$1,000	$1,000	$1,000	$5,000
8. Total Direct Costs (lines 1-8)	$116,714	$120,065	$123,517	$127,073	$130,735	$618,104
9. Indirect Costs						
10. TOTAL COSTS (lines 8-9)	$116,714	$120,065	$123,517	$127,073	$130,735	$618,104
NET						
1. TOTAL REVENUE - TOTAL COSTS surplus/(deficit)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. OPERATIONAL BALANCE from previous year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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)

A Proposal Submitted to the Board of Regents for the Creation of a

Center of Excellence for Social & Emotional Learning:
A Collaboration with the Ana Grace Project
At Central Connecticut State University

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Approved by Zulma Toro, Ph.D.
President, CCSU

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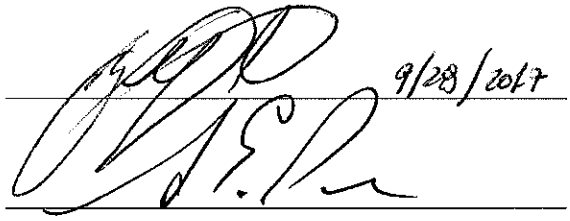
Interim Provost, CCSU



A Proposal Submitted to the Board of Regents for the Creation of a

Center of Excellence for
Social & Emotional Learning:
A Collaboration with The Ana Grace Project
At Central Connecticut State University

M. Alfano, R. Cohen, M. Donohue, N. Márquez-Greene

EXECUTIVE SUMMARY

I. GOAL

The goal of the Central Connecticut State University Center of Excellence for Social and Emotional Learning is to provide education, training and research support to CCSU students, Connecticut citizens, and professional organizations to promote innovative approaches to enhancing and sustaining social and emotional learning (SEL) across the life span. The Center's Goal is strengthened and expanded via CCSU's formal collaboration with The Ana Grace Project. The Ana Grace Project was "born as a response to the tragedy that took the life of Ana Grace Márquez-Greene in Sandy Hook, CT on 12/14/12. 'Love Wins' is the slogan adopted by her family immediately after the tragedy…The Ana Grace Project is dedicated to promoting love, community and connection for every child and family through three lead initiatives: partner schools, professional development, and music & arts (see www.anagraceproject.org).

II. OBJECTIVES

a. Establish a CCSU-based center that provides preferential development and resources to CCSU's Divisions of Academic Affairs and Students Affairs to educate faculty and staff in SEL and provide support to undergraduate and graduates students who may be struggling with social and emotional challenges with the goal of improving retention and graduate rates, respectively.

b. Develop pedagogical approaches that infuse SEL and related concepts (i.e. Mindfulness) into pre-service and graduate training for educators, educational leaders, school counselors, marriage and family therapists, nurses, school leaders, and gerontology specialists and other community stakeholders.

c. Establish a CCSU training center that provides evidence-based professional development in SEL to professionals working with individuals across the lifespan.

d. Within the Center, establish an SEL research hub focused on interdisciplinary and collaborative inquiry focused on practice. This initiative will support research teams of CCSU faculty and undergraduate/graduate students as they investigate globally-relevant best practices in SEL.

e. Inform state and federal policy makers about the importance of fostering social and emotional learning in schools and across the lifespan to support positive outcomes for Connecticut's children and other populations served.

f. Embrace and actively work to advance the agenda of The Ana Grace Project by: 1) partnering on projects when appropriate; and 2) leveraging CCSU's partnerships and relationships with public school districts and other relevant professional and community organizations for mutually beneficial outcomes.

III. DEFINITION OF SOCIAL AND EMOTIONAL LEARNING

The Collaborative for Academic, Social and Emotional Learning (CASEL) defines SEL as follows:

> Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (http://www.casel.org/social-and-emotional-learning/)

The five core competencies of SEL are:

a. Self-awareness
b. Self-management
c. Social awareness
d. Relationship skills
e. Responsible decision making.

IV. RATIONALE

The current educational climate calls for collaborative and interdisciplinary approaches to fostering social and emotional learning across the life span. Early education specialists, teachers, school counselors, administrators, and other professionals charged with supporting children and adults can improve their effectiveness by infusing social and emotional learning in their educational and professional endeavors. This requires effective training in implementing evidence-based curricula, practices, and evaluative procedures emerging from the growing body of research on social and emotional leaning. Evaluation of SEL curricula,

practices, and metrics will be a central part of the work of the CCSU Center of Excellence for Social & Emotional Learning. Indeed, The Ana Grace Project actively works in many of these spaces, including implementing its own SEL-oriented extension activities, i.e. LOVE WINS School Based Clinical Services (SBCS).

BENEFITS OF TEACHING SEL COMPETENCIES

The benefits of teaching a structured social and emotional learning curriculum are numerous for students and teachers alike. Students participating in SEL programs have been shown to outpace their peers academically on a number of measures. These students have fewer suspensions and better overall student attendance (Dymnicki, 2007); earn higher grade point averages (Zins, Weissberg, Wang & Walberg, 2004); and outperform their non-SEL trained peers on standardized tests (Payton et al., 2008). Research also shows that students participating in SEL programs are less likely to engage in high-risk behaviors—such as resorting to violence or substance abuse—that interfere with learning (Hawkins et al., 1997). Connecticut continues to struggle to meet the needs of all students, particularly low-income students. SEL focused instruction has the potential to be a powerful tool to enable educators to address Connecticut's persistent achievement and opportunity gaps.

Teachers and their classroom environments can also be positively impacted by SEL training. At present, most teachers are not adequately prepared, either at pre-service or during in-service, to address the social and emotional learning needs of their students (Hargreaves, 1998). Indeed, our teachers' own social and emotional competence is an often-overlooked variable with regard to effective classroom management and creation of supportive teacher-student relationships (Jennings & Greenberg, 2009; Jones, Bouffard & Weissbourd, 2013). Teachers who are trained in social and emotional learning interventions are more likely to create

"Pro-Social" classrooms. These are emotionally healthy environments for both teacher and student that set the stage for positive social, emotional, and academic outcomes (Jennings and Greenberg, 2009).

Finally, The Ana Grace Project came in to existence as the outcome of tragic events that took place in Connecticut. These events have shown us that our public schools are not immune to violence. An increased emphasis on social and emotional learning in our schools can play a significant role in addressing this grave and growing social problem. A major advance in equipping Connecticut students with SEL competencies came in the form of Public Act 13-133, which has mandated coursework in SEL for all teacher education candidates prior to their semester of student teaching. The development of an SEL curriculum and its dissemination to an even broader audience has, and continues to be a key focus of the emerging Center of Excellence for SEL at CCSU. This is discussed in greater detail in our full proposal and is in complete alignment to the goals of The Ana Grace Project.

V. ROLL-OUT PLAN:

CCSU Center of Excellence for Social & Emotional Learning implementation plan appears below.

1. Obtain approval of the proposal by CCSU President and Provost.
2. Obtain approval of the proposal by Connecticut Board of Regents.
3. Integrate Mission of The Ana Grace Project in to CCSU Center of Excellence in Social and Emotional Learning.
4. Launch development campaign.
5. Establish two advisory committees:

   1) faculty (internal); and

2) community members with expertise in and commitment to social and emotional learning (external).

6. Identify appropriate leadership and staffing for the Center of Excellence.
7. Establish a dedicated physical space for the Center of Excellence in newly renovated Barnard Hall.
8. Formalize Center's mission statement and by-laws.
9. Launch Center's activities in education, training, and research, to include an aggressive fund-raising campaign regarding establishing endowed chair.
10. Once funds have been raised, establish endowed chair of the Center of Excellence for Social & Emotional Learning.

TABLE OF CONTENTS

ESTABLISHING A CENTER OF EXCELLENCE FOR SOCIAL & EMOTIONAL LEARNING

ESTABLISHING A CENTER OF EXCELLENCE FOR SOCIAL & EMOTIONAL LEARNING

I. LITERATURE REVIEW

A. Early Social and Emotional Learning and School Readiness

The moment children enter a preschool or public school setting they bring with them skills and experiences related to their early social and emotional development. Research suggests that "infants, toddlers and preschoolers rapidly develop capabilities in emotional regulation, relationships, cognition, motor development and language. These capabilities form the foundation from which all future development builds" (Michigan Great Start Systems Team, 2013, p. 3). Positive early social and emotional experiences greatly influence later school and life outcomes (Michigan Great Start Systems Team, 2013). Such experiences are shaped by a host of variables, including parenting and culture. For example, research suggests that young children are able to form more secure emotional attachments when they receive responsive and consistent care and when their parents' own emotional well-being is developed and healthy (Clements, Martin, Randall & Kane, 2014). Skills that promote these sorts of positive outcomes can be taught and have been shown to positively impact early childhood development and lead to school readiness (Michigan Great Start Systems Team, 2013). Indeed, as The Ana Grace Project has noted, "healthy individuals, healthy families, healthy communities and healthy connections make a safer, more compassionate and productive world."

The benefits of teaching a structured social and emotional learning curriculum are many. Students who participate in SEL programs have grade point averages that are 11 percent higher than their peers (Zins, Weissberg, Wang, & Walberg, 2004) and also score higher on standardized tests (Payton et al., 2008). Students who participate in SEL programs are less likely

to engage in high-risk behaviors that interfere with learning, such as violence and drug/alcohol use (Hawkins et al., 1997). They also have fewer suspensions and expulsions and better student attendance (Dymnicki, 2007). Dweck, Walton, and Cohen (2011) found that strategies promoting student tenacity help students learn self-control strategies and contribute to an increase in grades in reading and math. In this emerging area of research the concept of "grit" has emerged, which is defined as "perseverance and passion for long-term goals" (Duckworth, Peterson, Matthews, and Kelly, 2007, p. 1087). Researchers, who have developed metrics for "grit," have found that grit scores were positively correlated with GPA among Ivy League undergraduates (Duckworth et al., 2007). To compete in a global economy, students at all levels and from all backgrounds need "grit." To acquire it, they must gain competence in all areas of social and emotional learning.

B. Teacher Social and Emotional Learning

Once a child enters preschool and, in particular, the public-school years (K-12), research demonstrates that their teachers often take on, by default, complex roles and responsibilities that support students' social and emotional learning. Several research studies have examined the problems that arise when public school teachers assume this responsibility. First, most teachers are not adequately prepared, either at pre-service or during in-service, to address the social and emotional learning needs of their students (Hargreaves, 1998; Schonert-Reichl, Hanson-Peterson, and Hymel in Durlak, 2015; Jennings & Frank in Durlak, 2015); and second, teachers' own social and emotional competence (SEC) is an often-overlooked variable with regard to several factors:

- the creation and maintenance of supportive teacher-student relationships;
- the modeling of appropriate social and emotional learning skills for students; and

- the implementation of effective classroom management (Jennings & Greenberg, 2009; Jones, Bouffard, & Weissbourd, 2013).

According to the American Institutes for Research, social and emotional learning (SEL) can help students to be college and career-ready (Dymnicki, Sambolt, & Kidron, 2013). The authors suggest that states should create SEL standards to prepare students for post-secondary success. Many new SEL practices and curricula have been developed to address the unique needs of adolescents as they prepare to enter the higher education arena. Fostering all five competencies of SEL (self-awareness, self-management, decision making skills, relationship skills and social awareness) helps to promote a positive transition to post-secondary institutions while reducing at-risk behaviors that interfere with college graduation (Dymnicki, et al., 2013).

Teachers, other school-based professionals, and higher education professionals can be taught to develop their own social/emotional competence, thus improving their effectiveness in supporting their students' development of SEL competencies. Jones, Bouchard and Weissbourd (2013) assert that social and emotional learning can be impacted across three domains:

- emotional processes (e.g., regulating one's emotions and behaviors for a given situation);
- social/interpersonal skills (e.g., understanding social cues); and
- cognitive regulation (e.g., maintaining attention and focus; inhibiting impulses that are not appropriate to a situation).

When a professional educator has developed skills in these areas, they are more likely create and implement what Jennings and Greenberg (2009) characterize as the "Pro-social Classroom"; see

FIGURE 1). This type of classroom is an emotionally healthy environment for both teacher and student that sets the stage for positive social, emotional and academic outcomes.

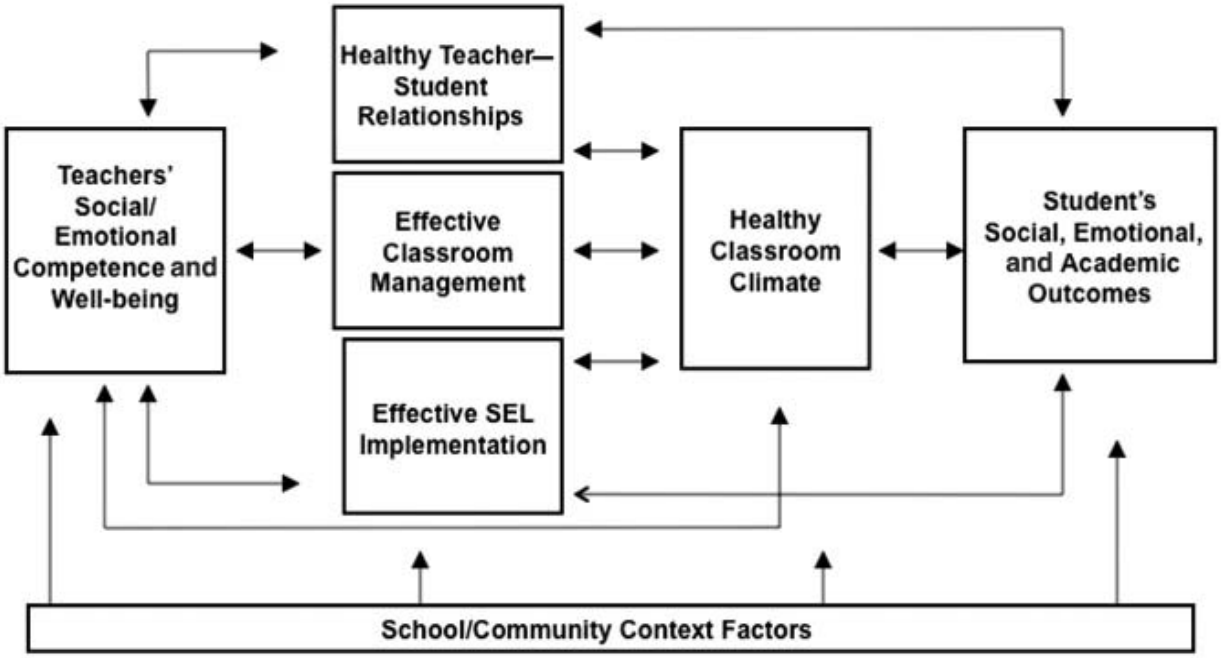


FIGURE 1. *Jennings' and Greenberg's Prosocial Classroom Model (2009, p. 494)*

C. Public School Teacher Burnout and Professional Attrition

When the social and emotional health of students or caregivers is not explicitly addressed in communities and schools, the risk for negative outcomes increases for all. For public school teachers, these outcomes may include emotional stress and burnout that impacts their effectiveness in the classroom (Travers, 1998) and can eventually can lead to professional attrition (Jennings & Greenberg, 2009). This is known as the "burnout cascade." In an era when research suggests that one out of two public school teachers will leave the profession within five years (Barnes, Crowe, & Schaefer, 2007), the effect of teacher-related emotional stress and poor emotional management is significant. It can be costly in terms of dollars and cents for local

school budgets. Even more important, perhaps, is the long-term impact of teacher burnout on student achievement.

When the social and emotional health of children is not proactively addressed within communities and schools, the potential for negative outcomes can run to extremes, with consequences that include both school violence and youth violence, i.e., violent or anti-social behavior in a community setting. Proactive and preventive efforts to teach social and emotional competencies can help in counteracting these negative outcomes. Individuals with strong social and emotional competencies are better able to embrace change, learn from mistakes, and balance work and play. They are aware of their strengths and weaknesses and are empathetic to others. They do not dwell on the past because "they're too busy contemplating the possibilities that tomorrow will bring" (Rampton, 2016). Those who have developed a positive self-image are also better at staying focused, setting healthy boundaries, and persevering until a task is complete. These are all 21st century skills needed for success as both a student and as a professional. The absence of these competencies can lead to unhealthy patterns of behavior and even mental illness.

D. School Violence—A Symptom of a Bigger Problem

The United States Center for Disease Control (CDC) and Prevention define youth violence as including some violent acts, "such as bullying, slapping or hitting [that] can cause more emotional harm than physical harm" (CDC, 2013, p. 1). School violence is "youth violence that occurs on school property, on the way to or from school or school-sponsored events, or during a school-sponsored event" where the young person can be "a victim, a perpetrator, or a witness of school violence (CDC, 2013, p. 1). Both youth and school violence are symptoms of a larger societal problem. They are indicators of a breakdown in a

community's or school's social and emotional health. When our nation's children experience this breakdown, potential outcomes are troubling. For example, in a 2011 nationally representative survey of youth in grades 9-12, the following was reported:

- 12% reported being in a physical fight on school property in the 12 months before the survey;
- 5.9% reported that they did not go to school on one or more days in the 30 days before the survey because they felt unsafe at school or on their way to or from school;
- 5.4% reported carrying a weapon (gun, knife or club) on school property on one or more days in the 30 days before the survey;
- 7.4% reported being threatened or injured with a weapon on school property one or more times in the 12 months before the survey;
- 20% reported being bullied on school property;
- 16% reported being bullied electronically during the 12 months before the survey (CDC, 2013, p. 1).

The escalation of all forms of aggression on school campuses profoundly impacts students and staff alike. For example, Roberts, Zhang, Truman and Snyder (2012) reported in their 2011 teacher survey that seven percent of teachers indicated that they had been threatened with injury or physically attacked by a student from their school community. Socially and emotionally unhealthy children impact the entire community, including community members' sense of physical safety. The data reported by these researchers are representative of similar findings reported by the Institute of Education Sciences' National Center for Education Statistics (see http://nces.ed.gov/pubs2014/2014042.pdf; *Indicators of School Crime and Safety: 2013).*

E. Safe and Successful Schools in Connecticut

Recent tragic events in Connecticut and throughout our nation have shown us that our nation's schools are not immune to violence within their walls. In the year following the Sandy Hook school tragedy, Cowan et. al. (2013) offered *A Framework for Safe and Successful Schools* to the United States Congress. This document, which represents the work of a number of highly regarded professional organizations, provided an extensive list of recommendations known to contribute to the social and emotional health of communities and schools. Recommendations included:

- a specific emphasis on multidisciplinary collaborations across professions (e.g., behavioral, mental health and social services);
- universal screening for social and behavioral concerns;
- coordination of services via school-community partnerships;
- an emphasis on evidence-based models of prevention, preparedness, and intervention (Cowan et al., 2013).

The Ana Grace Project, now formally in collaboration with CCSU, working under their umbrella of the LOVE WINS School-Based Clinical Services, is actively working to put in to practice many of these recommendations. Examples include: Assessment, individual, family and group therapy, psychiatry services; Consultation and team building with public school administration and staff; The provision of technical assistance to families, with referrals and follow through on referrals to community services as needed; The provision of CCSU-educated clinical interns; The provision of a senior clinician responsible for the coordination of wraparound services; The provision of a licensed clinical supervisor that senior clinician and clinical interns report to; and the provision of program and assessment materials, among other services. CCSU faculty and

students are already actively participating in the delivery of many of the above LOVE WINS School-Based Clinical Services.

One evaluation tool that CCSU faculty are conducting research on, and which shows promise as a mechanism for universal screening, is the Protective Factor Index (PFI). The PFI was developed by the UMASS Center for School Counselor Outcome Research and Evaluation (CSCORE). The PFI is composed of indicators that gauge students' skills, attitudes, and dispositions that are directly tied to academic achievement and school success (Bass, Lee, Wells, Carey & Lee, 2015). Attached to a report card, the PFI provides teachers, school counselors and administrators multiple data points each year about a student's discrete social and emotional competencies. Further, data from this instrument can be used to develop small group and whole school interventions, addressing SEL problems that affect school culture. There is a clear need to bridge gap between research and practice of fostering SEL in schools (Durlak et al., 2011), and the PFI is one tool that helps to address this concern.

F. Social and Emotional Learning Policy

In 2015 alone, three bills were introduced in support of SEL (two from the House of Representatives, H.R. 497 and H.R. 850) and one from the Senate (S. 897). Most notably, the Senate bill was introduced by CT legislator U.S. Senator Richard Blumenthal and co-sponsored by Connecticut's U.S. Senator Chris Murphy. CT Representative Elizabeth Esty introduced the same legislation in a separate House Bill. The Bill, now known as the "Jesse Lewis Empowering Educators Act" requires that teachers receive training in SEL to better support their students' social and emotional learning. It is named in honor of Jesse Lewis, one of the six-year-olds tragically killed at Sandy Hook Elementary School (Collaborative for Academic, Social, and Emotional Learning, 2016). It is important to note that both Senators Blumenthal and Murphy

has formally endorsed the establishment of the Center of Excellence in Social and Emotional Learning at CCSU (see Appendix A for co-signed letter of support).

At the state level, legislators and policy makers are also sponsoring and passing legislation in support of SEL in the public schools. A number of states, including Illinois and New York, have mandated the teaching of SEL components in public schools (Durlak et al., 2011). And in 2013, the year following the Sandy Hook tragedy, Connecticut issued Public Act 13-133 which requires coursework in SEL for all teacher education candidates prior to their semester of student teaching.

An overarching goal of the proposed CCSU Center of Excellence for Social and Emotional Learning is to help Connecticut communities realize better outcomes for their public-school children, to include: higher GPAs; increased performance on standardized tests; reduced incidence of high-risk behaviors that interfere with learning (e.g., violence, drug/alcohol use); lower suspensions and expulsions; and better overall school attendance. These outcomes are directly attributable to SEL instruction. The formal CCSU collaboration with The Ana Grace Project will only strengthen the chances that this goal is met. The Center, in collaboration with The Ana Grace Project, will serve the community by raising awareness about the importance of SEL, and related evidence-based practices, will inform policymakers at all levels of the need to be proactive in building healthy school cultures, and will work to directly delivery education and professional development in SEL. The background, rationale, and implementation plan of the Center of Excellence is discussed in greater detail in the next section.

II. DEVELOPING A CENTER OF EXCELLENCE AT CCSU

A. Background of SEL Efforts in the School of Education & Professional Studies

Following the events of December 14, 2012, a multi-disciplinary group of CCSU faculty formed the *Committee for the Well-being of Children and Youth in Schools.* Led by Dr. Ralph Cohen, of CCSU's Department of Counselor Education and Family Therapy, the group's goal was to explore how the culture of schools can better support the well-being and social and emotional health of Connecticut's public school children. The committee, which developed a mission, vision, and action statements, initiated its work in the 2013-14 academic year by bringing several guest speakers to campus.

Building on the work of this committee—and in response to the Connecticut Legislature's Public Act 13-133—the dean of CCSU's School of Education & Professional Studies formed the multi-disciplinary *Task force for Development of Social-Emotional Learning Curriculum for Teacher Education,* again under the leadership of Dr. Ralph Cohen. Beginning its work in spring 2014, the task force undertook the development of an innovative on-line curriculum to address the requirements of PA 13-133.

As a starting point for curriculum design, the task force utilized the 2014 Research-to-Practice Brief: *Teaching the Whole Child* (TWC). Developed by the Center on Great Teachers and Leaders, this Brief outlines instructional practices that are foundational to social and emotional learning. However, the task force also wanted its curriculum to address issues of the larger systemic ecology (e.g., school climate and family influences) and their impact on children's social and emotional functioning. For this reason, the newly developed curriculum includes other areas of study related to social-emotional learning, such as the use of multi-tiered systems of support and the practice of mindfulness.

This self-directed professional development course on Social-Emotional Learning is now administered to all CCSU teacher education students prior to beginning their student teaching. The curriculum consists of a six-module on-line course that includes a competency assessment for each module. The modules address the following areas:

1. Orientation to the Curriculum.
2. What is Social and Emotional Learning?
3. Connection to Self and Other.
4. Social Emotional Learning in School.
5. Behavioral Interventions and Mental Health Assessment, including:
    - comprehensive, coordinated social-emotional assessment/early intervention for children whose behavior indicates social or emotional problems;
    - the availability of treatment services for these children;
    - appropriate referrals for assessment, intervention, or treatment services.
6. Beyond the Classroom-Social Emotional Learning and the Larger System.

(It should be noted that Module 6 is specifically designed to meet the instructional requirements of PA 13-133.)

The long-term vision of this task force is to develop a model curriculum that can not only be embedded throughout CCSU teacher training programs but also used by other organizations, including school districts, to offer SEL training to teachers, principals, school-based professionals, and community stakeholders. While the course outlined above is a starting point for this effort, much remains to be done. The establishment of the Center of Excellence will serve as the next step in the evolution and wide spread dissemination of this work on social and emotional learning throughout the state of Connecticut. And the formal collaboration between

the Center or Excellence and The Ana Grace Project creates an even greater opportunity for wide spread dissemination to take place within Connecticut, to include the LOVE WINS extension activities.

Additional projects at CCSU in support of SEL are described below.

- Middletown Public Schools (MPS) became an SEL demonstration district beginning in January 2016. Faculty from CCSU and UMass-Amherst's CSCORE initiative are piloting use of the Protective Factor Index (PFI) screening tool in two middle schools in Middletown, CT.

  The team from UMass will also be writing the ESSC (Elementary and Secondary School Counseling) grant to bring additional mental health resources to the school district, which will include the hiring of four grant-funded school counselors for three years. CCSU faculty members are also working with Middletown to place pre-service school counselors, school-based marriage and family therapists, and school social workers in Middletown's public schools to provide cross-disciplinary focused support for social and emotional learning throughout the district.

- On November 6, 2015 this collaborative team hosted a one-day symposium to discuss ways to foster SEL in Middletown schools. UMass faculty, CCSU faculty, and CCSU students attended the meeting with MPS staff members. The need to continue this dialogue was clear and plans are now in place to expand this one-day symposium to a yearly conference focused on fostering SEL in Connecticut Schools. The team identified important topics for future conferences. These include:

  - Developing and implementing SEL evidence-based curricula;
  - Fostering SEL in pre-service graduate programs in education;

- Developing university-district partnerships to foster SEL;
- Developing and refining effective metrics of SEL.

- A CCSU faculty member, Professor Carol Ciotto, and her colleague Professor Mary Fenn, have been instrumental in creating a highly successful physical education program called PASS (Physically Active School System). Schools that participate in PASS integrate this innovative framework for fostering a school environment where teachers regularly use techniques such as exercise breaks to encourage better mental alertness, the use of energizers before cognitive tasks, and the use of content-rich physical activities in the classroom. The PASS program trains teachers to use such programs as the ABC's of Fitness (Katz, 2007) and Action Based Learning (Blaydes, 2000). A Red Ribbon PASS Program Bill has been accepted by the Education Committee and is receiving a Public Hearing in hopes of getting the Bill passed. Programs like PASS can help students to make that all-important mind-body connection as they build self-awareness and learn to regulate emotions through exercise in order to maximize their academic potential.
- In spring 2017, CCSU was approved by the Board of Regents to offer a BS degree program in Early Childhood and Infant/Toddler Mental Health. The program embeds an Infant Mental Health Certification that will be offered, through Continuing Education, to interested individuals outside of CCSU. Research has shown that children who develop healthy attachments between birth and age three enjoy positive mental health while those who do not are likely to encounter a range of challenges (Bowlby, 2005). This will be the first program of its kind in the Connecticut State University System. Individuals from both within and outside of CCSU will be able to complete the Infant Mental Health

Certification Program separate from the BS program through the auspices of the Center of Excellence for Social & Emotional Learning.

- In spring of 2017, and for the second year-in-a-row, over 400 Consolidated School District of New Britain eighth grade students came to CCSU to "Finish the Race." Organized by The Ana Grace Project, CCSU and Nelba Marquez-Greene, the day was a way to show students that high school does not have to be the end of the "educational; road" and that CCSU is a welcoming place for their post-secondary aspirations.
- On June 27, 2017 CCSU offered its first SEL Conference- Fostering Social and Emotional Learning in Connecticut Schools. The program attracted national experts in the field and was attended by over 170 people from around the region.
- The Ana Grace Project is implementing its LOVE WINS extension activities in the Consolidated School District of New Britain.

B. Why CCSU and SEPS Should Launch this Center

1. The Center of Excellence will directly benefit the CCSU community, to includes its faculty, staff, undergraduate and graduate students.

Universities are not immune to the benefits of SEL instruction. Research has shown that a variety of "non-cognitive skills," e.g., grit, self-efficacy, academic mindfulness, are essential to students' post-secondary success. The Center will provide SEL and related professional development for faculty, staff and students with the goal of demonstrably improving retention and graduations rates.

2. The Center of Excellence will reflect the SEPS mission of community outreach.

As we indicate to prospective students, the School of Education and Professional Studies at Central Connecticut State University prepares students to provide leadership and service in our communities. We prepare teachers, administrators, literacy coaches and special educators to

work specifically in educational settings. We also prepare nurses, social workers, exercise and fitness instructors, marriage and family therapists, and counselors who work in schools and with individuals across the life span in a host of other professional settings. To prepare this wide array of professionals to serve all of Connecticut's residents, we must consider the need to enhance not only the academic but also the social and emotional development of those that we serve. Our guiding priority is to keep our schools and our communities safe and to promote their emotional health. To this end, we offer clear, evidence-based recommendations that will guide schools and other professional agencies as they integrate social and emotional learning into their curricula and professional cultures.

The Center for Excellence for Social and Emotional Learning will address an existing gap in professional development needs for teachers, school counselors, school-based mental health teams, and administrators, among others. During the academic year, staff development training will be offered at CCSU, in school districts, and at other community-based organizations. Yearly summer institutes will also be conducted, each targeting one of the following professional goals:

a. Integrate social and emotional learning into elementary, middle and high school curricula;

b. Improve proactive and preventive intervention and collaboration for school based-mental health teams;

c. Develop school-wide interventions to promote safety and well-being, including use of strategic SEL metrics and universal screeners to identify students in the greatest need of intervention;

d. Offer parenting support institutes focused on fostering social and emotional learning;

e. Identify pathways for developing social and emotional learning for CCSU undergraduates to foster key career-ready attributes including perseverance, collaboration, decision making, and problem solving;

f. Develop training institute on SEL for health care providers.

3. The Center of Excellence will embrace and actively work to advance the agenda of The Ana Grace Project by: 1) partnering on projects when appropriate; and 2) leveraging CCSU's partnerships and relationships with public school districts and other relevant professional and community organizations for mutually beneficial outcomes.

By working collaboratively, synergies between the CCSU Center of Excellence and The Ana Grace Project will be realized that will advance both entities' goals. Specifically, the collaboration will explicitly focus on expanding opportunities for urban youth and families.

4. The Center of Excellence will involve and engage CCSU students.

All professional development and summer institutes will be open to CCSU students, and those students engaged in research will be encouraged to present their findings at trainings. Faculty researchers will be encouraged to incorporate undergraduate and graduate students in projects supported by the Center of Excellence. This will give students valuable professional experience and will also provide opportunities for students to network with school district personnel or other community-based agencies. As they graduate and move into their careers, students will benefit from professional connections they establish early in their careers.

An annual conference will provide students, school district staff, early childhood educators, and other community-based caregivers the opportunity to learn about evidence-based

practices in SEL and to share their successes in the field. This conference will highlight the on-going training and research projects at the Center of Excellence.

3. The Center of Excellence will support social/emotional learning at CCSU.

An important mission of the Center of Excellence will be to foster social and emotional learning for undergraduate and graduate students, faculty, and staff. Workshops and small groups geared to the campus community will be offered in conjunction with student affairs and the counseling center. Topics for workshops will include emotional regulation, decision-making, mindfulness practices, and self-awareness. Roundtable discussions for faculty on efforts to foster SEL in our undergraduate population will benefit existing efforts to see greater numbers of students graduate in a timely fashion.

4. The Center of Excellence will become self-sustaining.

The establishment of a Center of Excellence for Social & Emotional Learning at CCSU will provide Connecticut's communities and schools with an essential resource that can address issues such as assessing young children's social and emotional readiness for school; promoting caregiver and teacher social and emotional competence; establishing pro-social classrooms that foster positive social, emotional and academic outcomes; and enhancing the physical and emotional safety of Connecticut's schools and community agencies.

The Center will generate revenue through the following actions:

1. Establish a CCSU campus-based resource center focused on SEL instruction for faculty, staff and students;
2. Establish a Statewide Training and Resource Center, that includes The Ana Grace Project when appropriate and applicable, to serve the following populations: in-service

educators; related school-based service providers; pre- service teacher candidates; and service providers in a community setting.

a. Professional development trainings of varying lengths will generate significant income for the Center of Excellence for Social & Emotional Learning. Content from the SEL on-line modules can be adapted and used with multiple audiences. On-line modules will be offered through Continuing Education and will be fee-based.

b. On-site training and consultation for school-based mental health teams could be designed by Center of Excellence trainers to assist teams as they review their current practices, data, and level of collaboration. Our focus will be to assist school-based mental health teams to develop multi-tiered systems of support; initiate universal screening for social, emotional, and/or behavioral concerns; and develop additional resources to meet the ever-changing mental health needs of their school community. On-site training and consultation will be fee-based. These fees will vary depending on the scope of the contracted project. A baseline, per day fee is $1500. This would be negotiable for multi-day projects.

ii. Conduct regular grant-seeking activities, in collaboration with The Ana Grace Project when appropriate and applicable, to support applied research interventions, involving undergraduate and graduate students in faculty research.

iii. Host an annual, revenue generating regional conference on SEL.

iv. Offer an Infant Mental Health Certification program. (Level I; see http://www.ct-aimh.org/endorsement/endorsement-levels.shtml via Continuing Education. Similar

to Section i.-a. above, the Center would offer the Infant Mental Health Certification Program through the auspices of Continuing Education. The Center would recoup 50% of tuition dollars generated.

5. ***The Center of Excellence Advisory Boards will encourage diverse membership.***

Proposed External Advisory Committee Membership

- Dr. Jay Carey, University of Massachusetts Center for School Counseling Outcome Research and Evaluation (CSCORE);
- Dr. Marc Brackett, Yale Center for Emotional Intelligence;
- Dr. Linda Lantieri, Founder, Collaborative for Academic, Social and Emotional Learning (CASEL);
- John Frasinelli, Bureau Chief, Connecticut State Department of Education;
- Kimberly Traverso, Consultant, Connecticut State Department of Education;
- Dr. James Malley, Professor Emeritus, Counselor Education and Family Therapy, Central Connecticut State University; and
- Mr. Stephen Hernandez, Executive Director, Connecticut Commission on Woman, Children and Seniors.

Roles and Responsibilities. The External Advisory Committee will be charged with evaluating the breadth, depth, and overall quality of the Center's training, education and research efforts through the auspices of the assessment and evaluation processes outlined below.

Internal Advisory Committee Membership

- A faculty representative from the Department of Counselor Education and Family Therapy;
- A faculty representative from the Department of Social Work;

- A faculty representative from the Department of Nursing;
- A faculty representative from the Early Childhood Education program;
- A faculty representative from the Elementary Education program;
- A faculty representative from a Secondary Education program;
- A faculty representative from an Educational Leadership program; and
- A faculty representative from a p-12 Education program (e.g., Special Education, Physical Education, Technical Education, Art Education, Music Education).
- Faculty representation from other CCSU departments and offices, e.g. Department of Psychological Sciences and Student Wellness Services, will be welcomed as interest, resources and mission alignment allows.

Roles and Responsibilities. The Internal Advisory Committee will be charged with ensuring that the CCSU community can access the expertise and opportunities afforded to its faculty staff and students through the professional trainings, education programs, and research opportunities conducted through the auspices of the Center.

6. Budget: The Center of Excellence will be a responsible fiscal steward.

Five-Year Revenues and Expenses SEPS (payment for Center Director and Secretary)

BUDGET CATEGORIES	Year 1 (FY17)	Year 2 (FY18)	Year 3 (FY19)	Year 4 (FY20)	Year 5 (FY21)
REVENUE					
1. Entrepreneurial Fund[a]	$91,714	$72,064	$72,517	$74,073	$75,735
2. General Fund[b]					
3. Operating Fund[c]					
4. Other Revenue[d]	$25,000	$48,000	$51,000	$53,000	$55,000
5. **TOTAL REVENUE** (lines 1-4)	**$116,714**	**$120,064**	**$123,517**	**$127,073**	**$130,735**
EXPENSES					
1. Personnel[e]	$81,301	$83,740	$86,252	$88,840	$91,505
2. Fringe Benefits	$30,413	$31,325	$32,265	$33,233	$34,230
3. Travel	$2,500	$2,500	$2,500	$2,500	$2,500
4. Equipment & Supplies	$1,500	$1,500	$1,500	$1,500	$1,500
5. Contractual					
6. Construction[f]					
7. Other	$1,000	$1,000	$1,000	$1,000	$1,000
8. Total Direct Costs (lines 1-8)	$116,714	$120,065	$123,517	$127,073	$130,735
9. Indirect Costs[g]					
10. **TOTAL COSTS** (lines 8-9)	**$116,714**	**$120,065**	**$123,517**	**$127,073**	**$130,735**
NET					
1. TOTAL REVENUE - TOTAL COSTS	$0.00	$0.00	$0.00	$0.00	$0.00
surplus / (deficit)					
2. OPERATIONAL BALANCE	$0.00	$0.00	$0.00	$0.00	$0.00
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.

6a. Budget Narrative

Only existing entrepreneurial revenues and those revenues generated through the Center's activities will be used to fund the Center. Revenue generating activities are developed and currently being implemented (e.g., SEL professional Development for CT public schools; CCSU annual conference on SEL).

Budget detail is provided below.

1. The School of Education and Professional Studies (SEPS) Entrepreneurial Fund will contribute revenue each year to support the Center and will increase its support for each year of the grant. Year 1 support will total $91,714; this amount will decrease to $75,735 by Year 5. Funds will be drawn exclusively from existing discretionary and entrepreneurial revenues available to the dean. In terms of staffing, a partially reassigned faculty person will direct the Center. Secretarial support will come from existing staff. Two Graduate Assistants will also work within the Center to support its training, education, and research objectives.
2. Other revenue will be generated via the implementation of an aggressive development campaign and from the delivery of activities and events related to the Center within the community and within the research/grant spaces. This revenue is expected to more than double over the course of the Center's first five years, from $25,000 in Year 1 to $55,000 in Year 5.

7. The Center of Excellence will have a robust assessment and evaluation plan.

I. **Goal.** The goal of the Central Connecticut State University Center of Excellence for Social & Emotional Learning is to provide education, training, and research support to CCSU students, Connecticut citizens, and professional organizations to promote innovative approaches to enhancing and sustaining social and emotional learning (SEL) across the life span. An assessment plan for each objective of grant project is outlined below.

II. Objectives	**Assessment Metrics**	**Evaluating Body**
a. Develop pedagogical approaches that infuse SEL into pre-service and graduate training for educators, school counselors, marriage and family therapists, nurses, school leaders, and gerontology specialists.	Documented examples of explicit SEL content into CCSU undergraduate and graduate programs.	Internal Adv. Committee
b. Establish a CCSU training center that provides evidence-based professional development in SEL to professionals working with individuals across the lifespan.	Number of yearly professional development trainings delivered by Center staff across multiple contexts; Number of participants attending these events, by career focus; Delivery of Infant Mental Health Certification program; Amount of annual revenue generated by delivery of professional development and certification program.	External Adv. Committee
c. Establish a research hub involving CCSU faculty, undergraduate, and graduate students to develop collaborative, interdisciplinary and globally relevant studies rooted in best practices in social and emotional learning.	Number of undergraduate and graduate students involved in collaborative research on a yearly basis. Publication and presentation output of faculty and students working on projects conducted and delivered under the auspices of Center faculty and staff; Delivery/attendance of annual regional conference in SEL; Number of grant proposals in development and/or secured.	External Adv. Committee
4. Inform state and federal policy makers about the importance of fostering social and emotional learning in schools and across the lifespan to support positive outcomes for children and other populations served.	Publication frequency of Center Newsletter/Blog/and other Social Media; Regular publication of White Papers to disseminate research findings on social and emotional learning to state/federal policymakers and other centers with a similar focus.	External Adv. Committee

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
designating
RICHARD A. LEONE
to fill
THE AMERICAN SAVINGS FOUNDATION
ENDOWED CHAIR IN BANKING AND FINANCE
at
CENTRAL CONNECTICUT STATE UNIVERSITY

December 14, 2017

WHEREAS, Central Connecticut State University is seeking to fill the American Savings Foundation Endowed Chair in Banking and Finance in the School of Business, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the financial services industry that is significant in duration and level of responsibility, and

WHEREAS, Mr. Richard A. Leone, a CCSU alumnus, is the CEO of Connecticut On-line Computer Center (COCC), Inc., a financial technology company servicing the banking industry. COCC currently employs over 80 CCSU graduates. Mr. Leone's long and outstanding trajectory in the financial services industry is widely recognized throughout the state and greatly benefits the academic programs at the university, the collegial work of faculty and the learning of students, and

WHEREAS, The President of Central Connecticut State University, Zulma Toro, has endorsed the recommendation to appoint Richard A. Leone to this position.

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Richard A. Leone to fill the American Savings Foundation Endowed Chair in Banking and Finance at Central Connecticut State University beginning in the spring 2018 semester.

A True Copy:

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

OFFICE OF THE PRESIDENT

CCSU

Central Connecticut State University

TO: Mark Ojakian, President
Connecticut State Colleges & Universities

FROM: Zulma Toro
President

DATE: November 9, 2017

SUBJECT: Recommendation to Appoint Richard Leone to the American Savings Foundation Endowed Chair in Banking and Finance

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Mr. Richard Leone of Cromwell, Connecticut as the holder of the American Savings Foundation (ASF) Endowed Chair in Banking and Finance at Central Connecticut State University.

Following a national search, the ASF Chair Search Committee unanimously recommended the appointment of Mr. Leone.

This appointment will be as a part-time Associate Professor for a period of two years, renewable yearly afterwards at CCSU's discretion.

This proposed appointment, which has my full support, has been reviewed and recommended by the Chair of the CCSU Finance Department, the President and CEO of ASF, the Dean of the CCSU School of Business, and the CCSU Provost.

Mr. Leone has had an illustrious professional career in Connecticut spanning the last 30 years. For the past 13 years, Mr. Leone has been President and CEO of Southington-based Connecticut On-line Computer Center (COCC). Founded in 1967, COCC Inc. provides technology solutions and services for financial institutions and the banking industry. COCC also has offices in Avon. Since he was named president in 2002, COCC has enjoyed rapid growth and currently employs over 500 Connecticut residents, including approximately 80 CCSU alums. COCC takes great pride in the work/life balance it provides to its employees, and was recently named Best Workplace in Connecticut by the Hartford Courant.

Mr. Leone is a recognized speaker on topics ranging from bank technology strategies to leadership initiatives in service industries. He was also Director of the Connecticut Technology Council, a member of the Connecticut Business and Industry Association and recently served as President of the Avon Connecticut Chamber of Commerce.

Mr. Leone received his Bachelor's degree in Accounting from CCSU in 1983. He is a Certified Public Accountant, and had a successful career in public accounting prior to joining COCC.

The overarching responsibility of the ASF Endowed Chair in Banking and Finance is to foster collaborative interactions between CCSU and the banking and finance industries by engaging in the following activities:

- **Teaching:** Offer 1-2 classes per semester. Topics chosen in consultation with the Chair of the Finance Department.

- **Distinguished Banking and Finance Lecture Series:** Organize an annual public lecture or symposium that addresses current issues in banking and finance.

- **Networking:** Foster closer relationships between the School of Business and the local banking and finance industry.

- **Publicity:** Work collaboratively with the Dean of the School of Business and the Vice President for Institutional Advancement to publicize and celebrate all activities of the Endowed Chair.

In recruiting holders for the ASF Chair, priority is given to practitioners with a record of distinguished accomplishment in banking or finance. The ideal candidate for the position would be a practitioner with distinguished industry experience at the CEO level who could adequately meet the prestige and expectations of an Endowed Chair. Mr. Leone meets these qualifications perfectly.

The term of appointment would be for two academic years commencing spring 2018.

ITEM
Designation to fill the American Savings Foundation Endowed Chair in Banking and Finance at Central Connecticut State University

BACKGROUND
Central Connecticut State University has requested designation of Richard A. Leone to fill the American Savings Foundation Endowed Chair in Banking and Finance. The Endowed Chair in Banking and Finance was established in 2003 under the former CSU Board of Trustees with a multi-year grant of one million dollars. As noted in CCSU President Toro's attached letter of recommendation, the primary role of the holder of the Endowed Chair is as follows:

> "…to foster collaborative interactions between CCSU and the banking and finance industries by engaging in the following activities:
> - **Teaching:** Offer 1-2 classes per semester. Topics chosen in consultation with the Chair of the Finance Department.
> - **Distinguished Banking and Finance Lecture Series:** Organize an annual public lecture or symposium that addresses current issues in banking and finance.
> - **Networking:** Foster closer relationships between the School of Business and the local banking and finance industry.
> - **Publicity:** Work collaboratively with the Dean of the School of Business and the Vice President for Institutional Advancement to publicize and celebrate all activities of the Endowed Chair."

President Toro also advises that the recommendation is being brought forward for Board consideration following a national search as required per Board policy. The recommendation for the designation of Mr. Leone as Endowed Chair is supported by the Chair of the CCSU Finance Department, the Dean of the CCSU School of Business and the CCSU Provost. The CEO and President of the American Savings Foundation is also supportive of this request.

RECOMMENDATION
That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Richard A. Leone as the Endowed Chair of the American Savings Foundation by adopting the proposed resolution.

11-17-2017 – BOR-Academic and Student Affairs Committee
12-14-2017 – Board of Regents

Trends in Success for not-College-Ready Students

JD Mathewson, PhD
Senior Research Associate
Office of Research and Systemic Effectiveness

Notes about PA 12-40 Enrollment and Success Data

- **Transitional students are not included** in these tallies or measurements due to inconsistencies in collecting data on these classes at the college level.

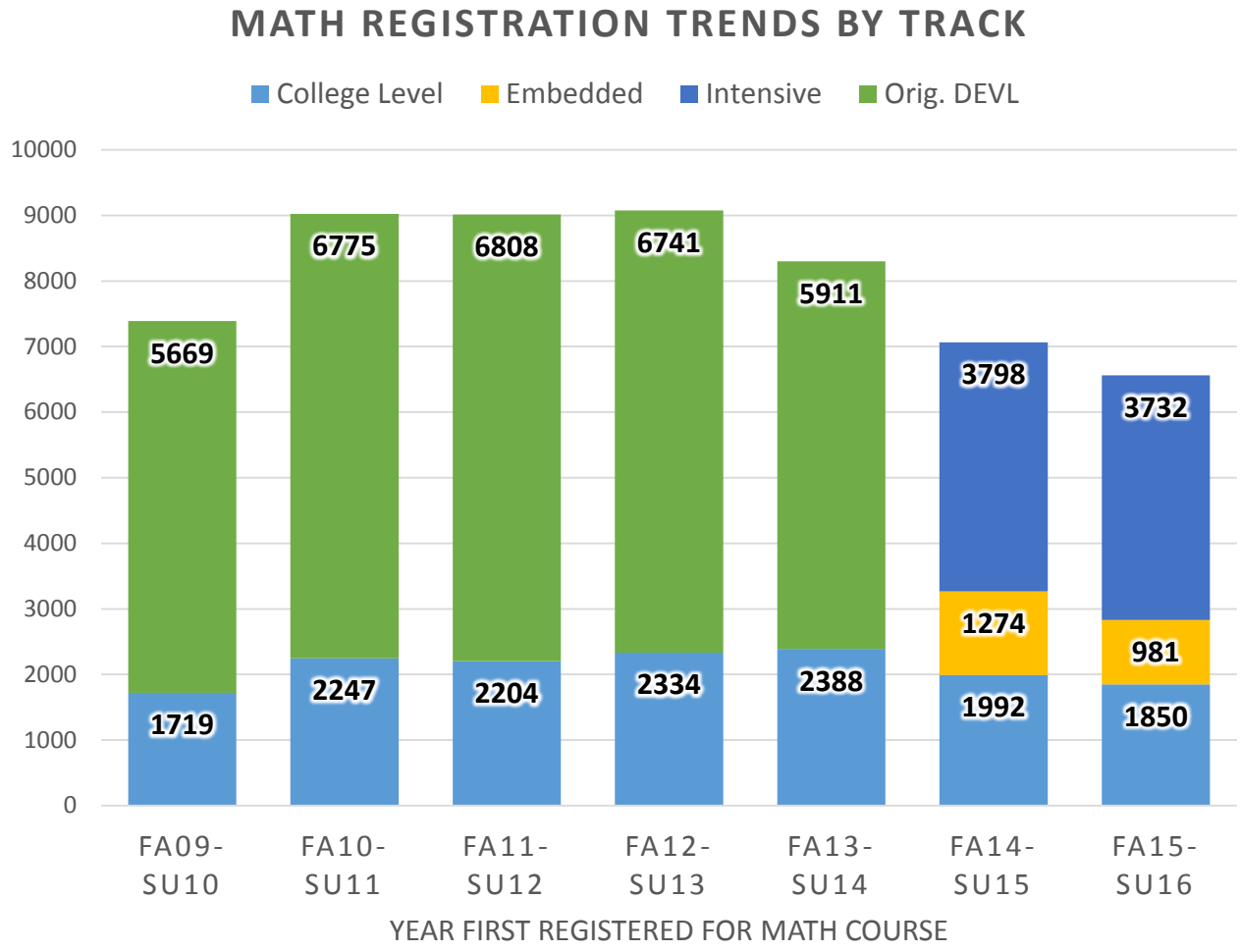
- **A "passing" grade is considered to be a C.** Passing "on-time" is within one year of taking a developmental or intensive course and within ½ year of taking an embedded or college level course. Withdrawals are excluded.

- **A "completion" grade is considered to be a D-**. Withdrawals are included as non-completers. There is no consideration given for completing "on time".

- **The population includes first-time degree-seeking college students only.**

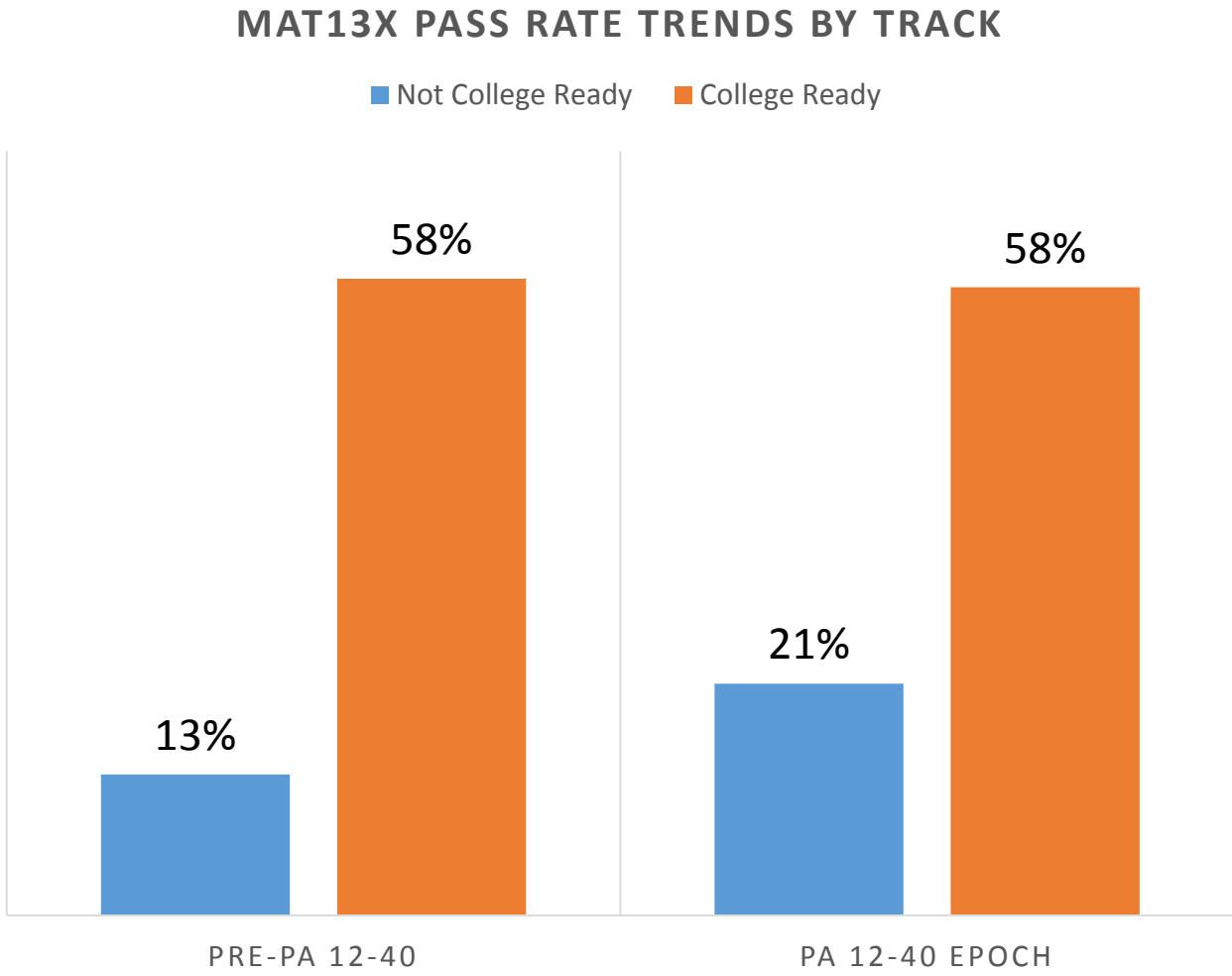
Share of College-ready MAT Students Holding Steady

- From Fall '09 through Summer '14, about 74% of MAT students took the developmental track.
- From Fall '14 through Summer '16, about 52% of MAT students took the intensive track.
- During the same time period, about 17% of students took the embedded track.



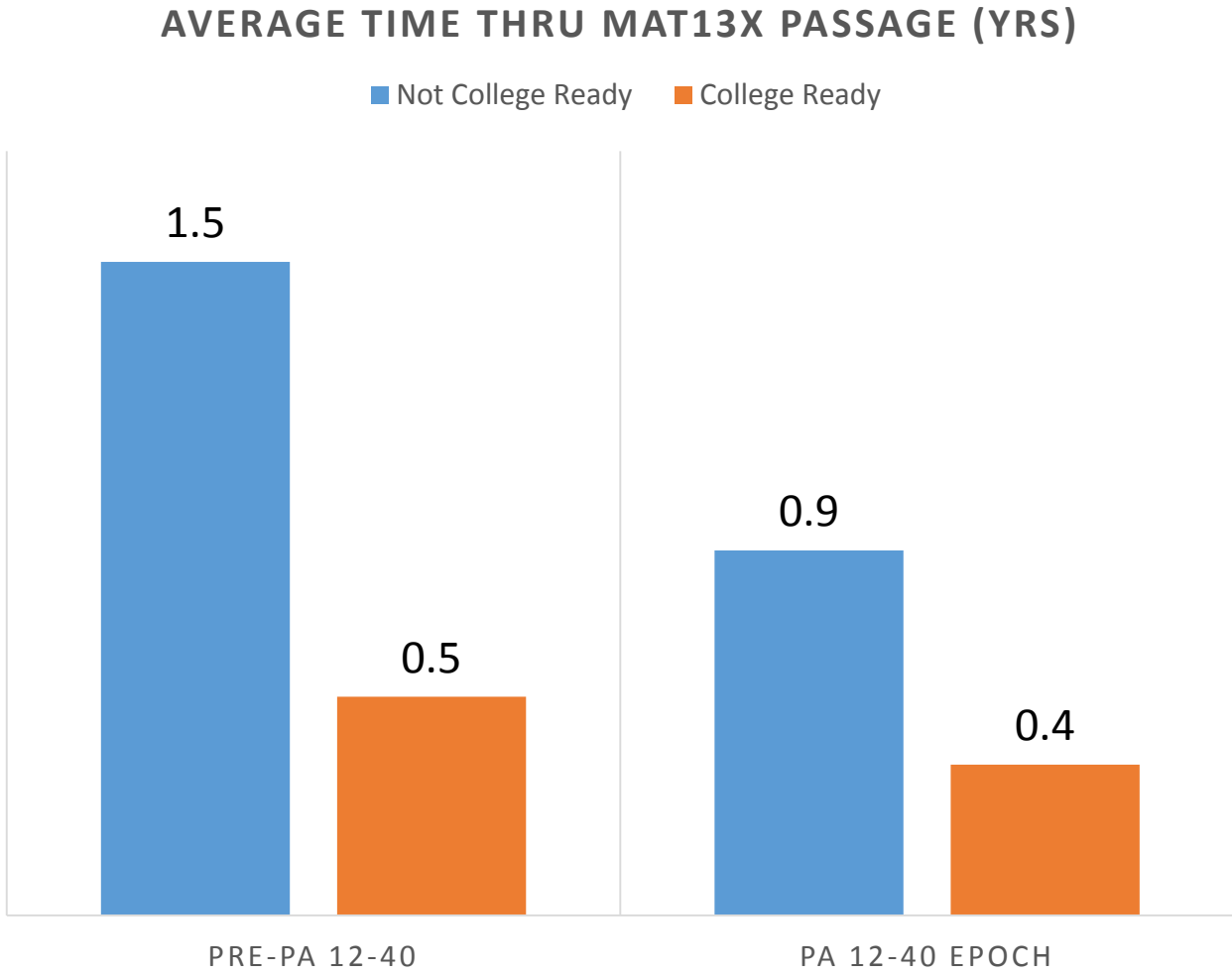
Pass Rates for not-College-Ready MAT Students Climbing

- In the original developmental epoch from Fall '09 through Summer '14, 13% of the period's ~34,000 developmental MAT students passed MAT13x within 1 year.
- In the PA 12-40 epoch, **37% of the period's 2,255 embedded MAT students passed MAT13x within ½ year.**
- Additionally, 16% of the period's 7,530 intensive MAT students passed MAT13x within 1 year.
- That equates to 21% of all not-college-ready MAT students passing MAT13x on time, **an increase of 8 points and a ~60% improvement.**



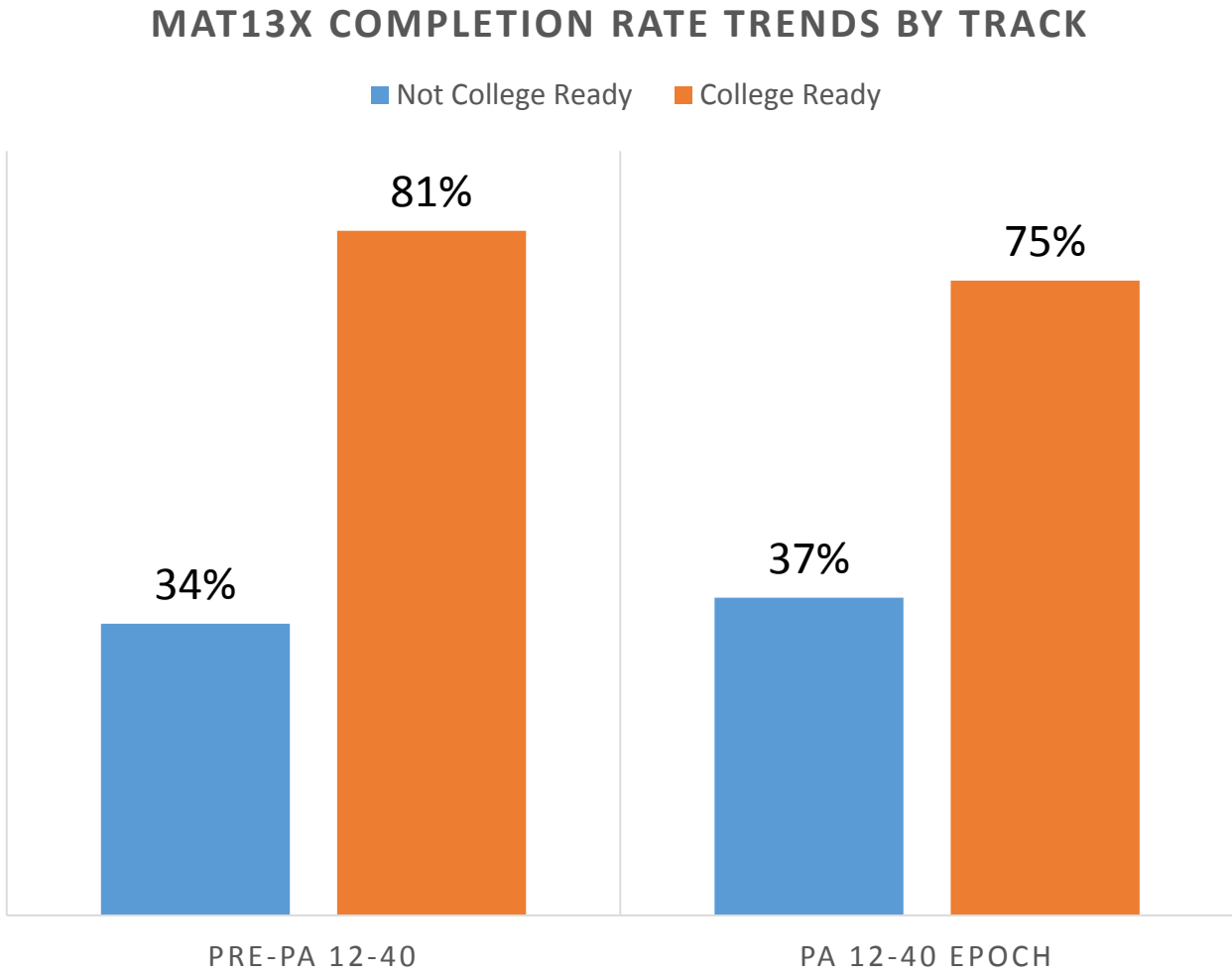
Passage Times Shorter for not-College-Ready MAT Students

- The average time elapsed from first MAT course enrollment through passage of MAT13x in the original developmental era was 1.5 years for developmental students (vs. ½ year for college ready students).
- The time through passage for not-college-ready MAT students under PA 12-40 has **declined by 40% to 0.9 years** (vs. 0.4 years for college ready students).



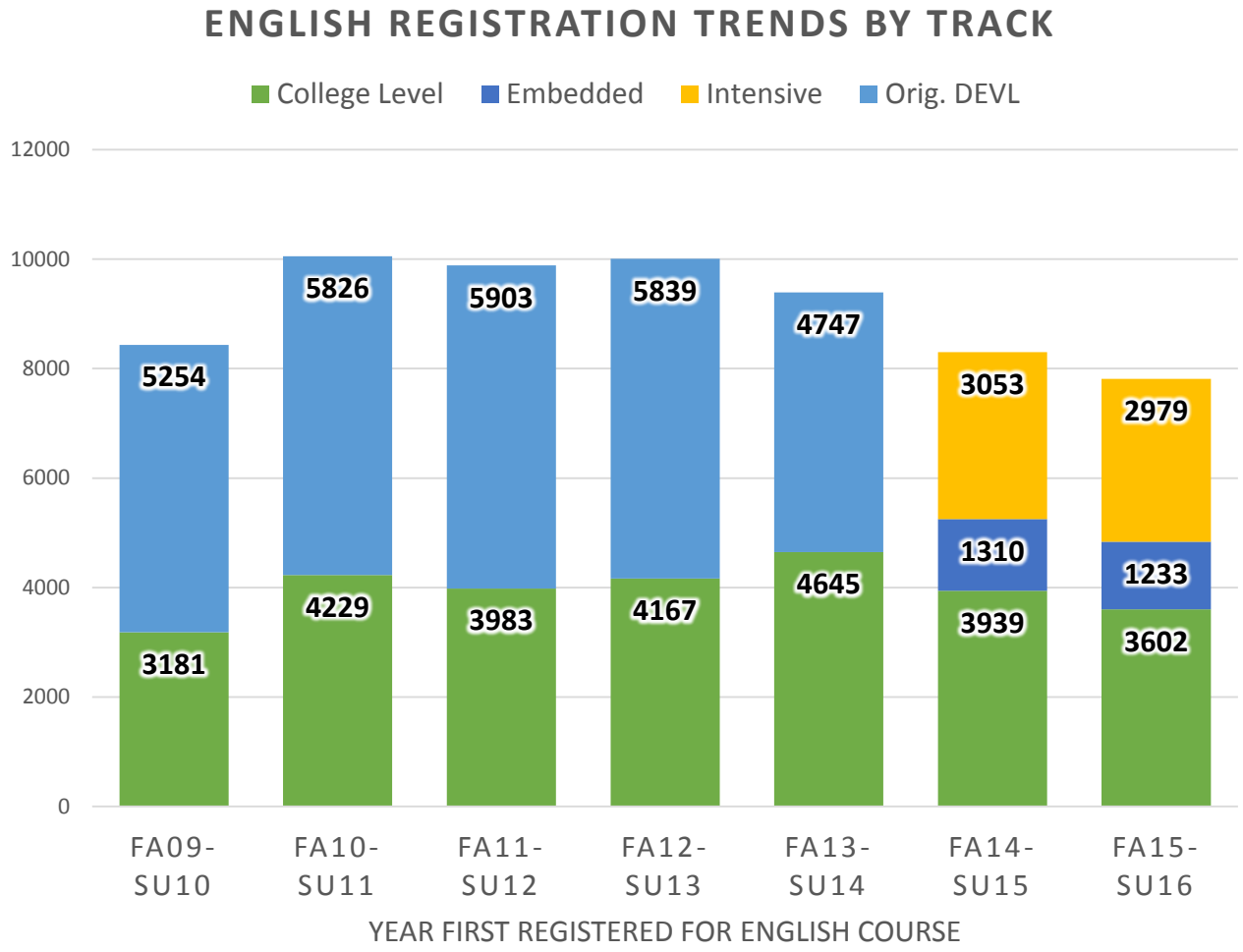
MAT Completion Rate Gap Narrows

- In the original developmental epoch, 34% of the period's 31,904 developmental MAT students earned a D- or better in MAT13x.
- In the PA 12-40 epoch, **the completion rate for 9,785 not-college-ready MAT students inched up to 37%.**
- This occurred against a backdrop of a 6-point decline in completion rates by college-ready students.
- This equates to **a narrowing of the gap from 47 points to 38 points, a 9-point improvement.**



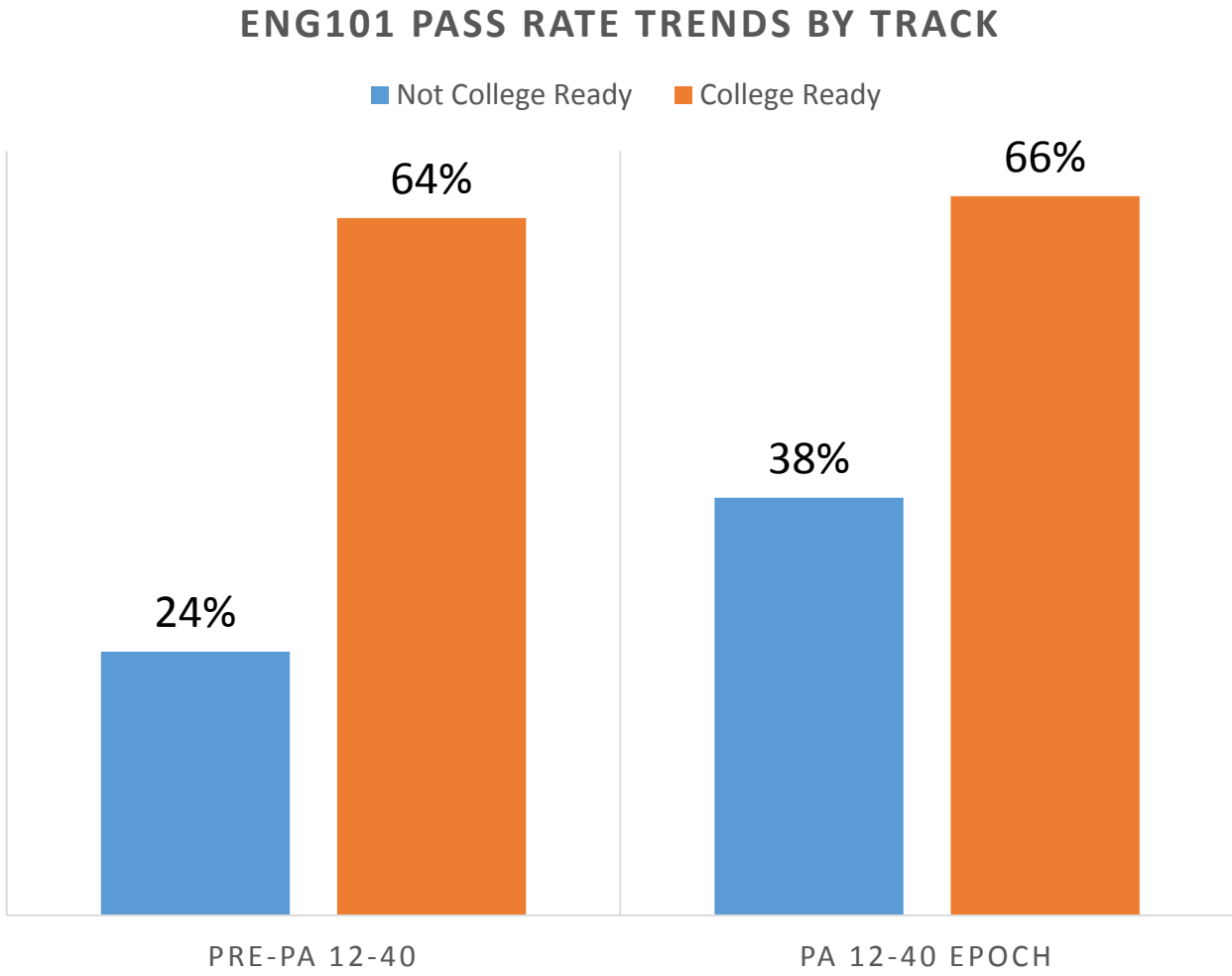
Share of College-ready ENG Students Holding Steady

- In the original developmental epoch, about 58% of ENG students took the developmental track.
- In the PA 12-40 epoch, 37% took the intensive track and 16% took the embedded ENG track.



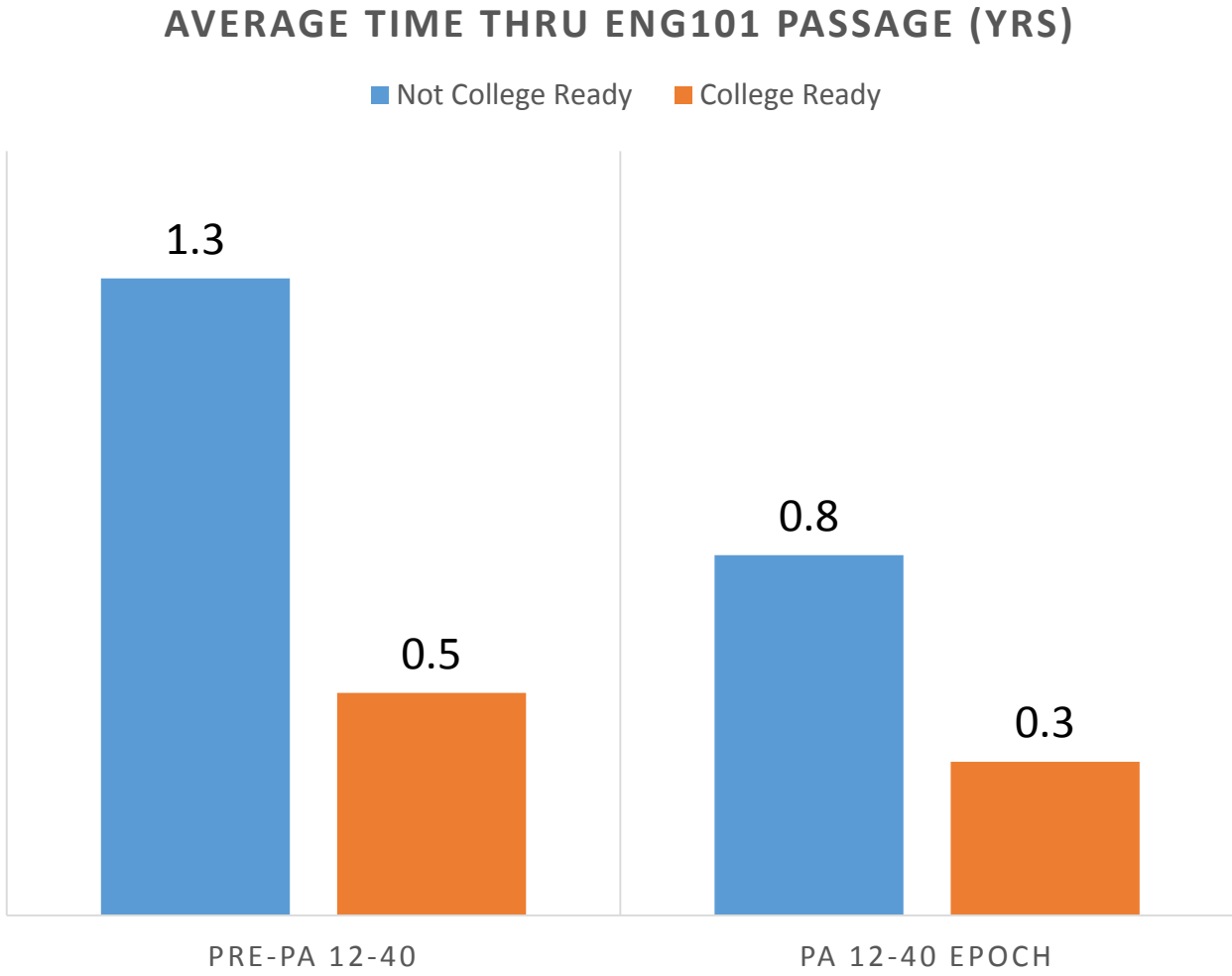
Pass Rates for not-College-Ready ENG Students Climbing

- In the original developmental epoch, 24% of the period's 27,569 developmental ENG students passed ENG101 within 1 year.
- Under PA 12-40, **56% of the period's embedded ENG students passed ENG101 within ½ year.**
- Additionally, 31% of the period's intensive ENG students passed ENG 101 within one year.
- That equates to 38% of all not-college-ready ENG students passing on time, **a 14-point increase and a ~60% improvement.**



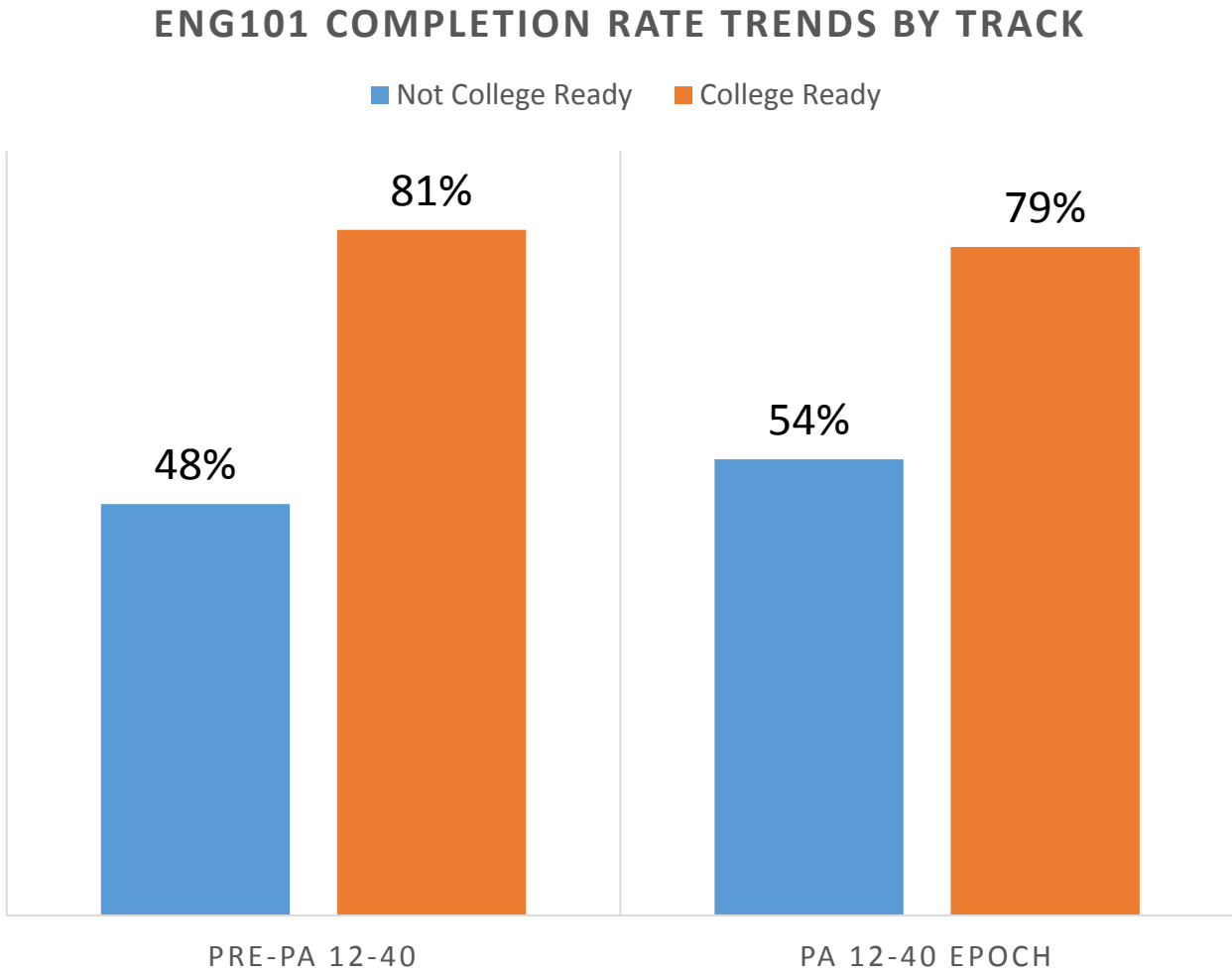
Passage Times Shorter for not-College-Ready ENG Students

- The average time elapsed from first ENG course enrollment through passage of ENG101 in the original developmental era was 1.3 years for developmental students (vs. ½ year for college ready students).
- The time through passage for not-college-ready ENG students under PA 12-40 has **declined by 40% to 0.8 years** (vs. 0.3 years for college ready students).



ENG Completion Rates Up for not-College-Ready students

- In the original developmental epoch, 48% of the period's 27,569 developmental ENG students earned a D- or better in ENG101.
- Under PA 12-40, the completion rate for 8,575 not-college-ready ENG students rose to 54%
- This occurred against a backdrop of a 2-point decline in completion rates by college-ready students.
- This equates to **a narrowing of the gap from 33 points to 25 points, an 8-point improvement.**



FINAL REPORT

Transitional Programs at the 12 Connecticut Community Colleges

Prepared by Carl R. Lovitt

1. Partnerships with Adult Education Centers

Only four of the 12 Connecticut Community colleges actively partner with an Adult Education Center for the delivery of their transitional programs. The College Transition Program (CTP) at Asnuntuck Community College is delivered in close partnership with the Enfield Adult and Continuing Education Center, with Enfield supplying the instructors and ACC providing tutors. Middlesex Community College partners with adult education centers in Middletown, Meriden, and Wallingford for the delivery of its transitional programs. Workshops in English and math are offered at both the college and the adult ed centers, with some students taking a "Transitional Package," which includes taking workshops at the adult ed center and a three-credit College and Career Success course at Middlesex. Gateway Community College offers its transitional program at the college but employs instructors from a local adult ed center; the college also recruits students for the program from the adult ed center. The "Transition to Tunxis" program incorporates a counselor and tutors from adult ed centers in Plainville, Bristol, and Farmington, but the program is delivered at the Tunxis Community College campus and taught by Tunxis faculty.

Housatonic Community College ran the "Foundations" transitional program in fall 2014 and spring 2015 in close collaboration with the adult ed centers in Bridgeport and Stratford but switched to a college-based "Jumpstart" program when funding for the Foundations program was discontinued. Three Rivers Community College initially partnered with adult ed centers in Norwich and New London, but as of spring 2016 transitional programs are offered only at TRCC because of low enrollments at the adult ed centers. The other six community colleges initially approached their local adult ed centers about partnering to deliver their transitional programs, but none have developed a sustainable partnership. Manchester CC, for example, worked unsuccessfully with an adult ed partner for two years before dissolving the partnership to create its own "Smart Start" program in 2016. Reasons for failing partnerships range from students not getting a "college" experience at the adult ed center, incompatible missions for the college and adult centers, to dissatisfaction with program delivery by the adult ed center.

2. Transitional Program Delivery Format

The community college transitional programs are evenly divided among those that are offered in a boot camp or workshop format and those that are organized as an academic course. Some colleges offer both: one during the summer or intersession and one during the fall and spring semesters.

Boot Camp/Workshop Format

Center for Academic Transitions (CAT), Capital Community College	18-20 hours of tutoring and 10-12 hours in the computer lab, with weekday, evening, and weekend options. Three week sessions during summer and winter.
Boot Camp, Gateway Community College	Three-week boot camp program, meeting three hours per day, five days per week

Jumpstart, Housatonic Community College	Five-to-eight week, self-paced online program
Math and English Workshops, Middlesex Community College	30-hour program, meeting two-to-three hours per day, three times per week
Transitional Strategies, Naugatuck Valley Community College	Program meets five days per week for three weeks in the summer.
Writer's Workshop and Math Boot Camp, Northwestern Community College	Six-week program offered three times a year
Norwalk Community College	Math transitional program is a 25-hour program that meets twice weekly over a four-to-six week period in the computer lab
Quinebaug Valley Community College	Two-week math boot camp offered August and January
Three Rivers Community College	Six-week summer English transitional learning community with embedded tutor (summer 2017)
Tunxis Community College	One-credit boot camps offered in summer and winter sessions.

Academic Course Format

College Transition Program, Asnuntuck Community College	Ten-week course offered in fall and spring (with abbreviated summer version); English and math course each meets once a week for three hours with one hour devoted to instruction
Smart Start, Manchester Community College	12-week courses in both math and English
Adult Education Package, Middlesex Community College	Students take a three-credit Freshman Seminar, now entitled "College and Career Success," in addition to the transitional workshops in math and English
Naugatuck Valley Community College	Transitional math is offered as a four-credit, 15-week course that meets twice per week for two hours (two hours of instruction and two hours of supplementary instruction). Transitional English is offered as a three-hour course that meets twice per week, plus two hours of SI in the lab.
Norwalk Community College	English transitional program taught as a 15-week course that meets twice a week, taught in a workshop format.
Transitional Strategies, Quinebaug Valley CC	7-wk English followed by 7 week math non-credit course; includes focus on college success skills
Transitional Learning Community, Three Rivers Community College	Both English and math offered as 12-week "late start" course that meet twice a week for 75 minutes, using a flipped-classroom format.
Transition to Tunxis, Tunxis Community College	"Reading, Writing, and College Skills" and "Math with College Study Skills" " are both offered as a six-credit course. Students who enroll in both are part of a "Learning Community" that includes other elements of a "college experience."

3. Transitional Program Staffing

In addition to hiring instructors to teach in the transitional programs, some of the community colleges have hired a dedicated staff member to support their transitional programs. These staff members help to coordinate the program, but they also serve as advisors, coaches, mentors, counselors, and champions to the students. They monitor student performance and promote student engagement and persistence; they are frequently the ones who reach out to students who do not show up for class. These staff members typically provide case management services for students that go beyond students' academic needs. The colleges that have hired a dedicated coordinator describe these staff members as playing a critical role in the success of the program and indicate that they will endeavor to continue supporting these positions even if PA 12-40 funding is discontinued.

Capital Community College	Coordinator, Tutoring Services and Transitional Programs
Gateway Community College	Transitional Strategies Initiatives Coordinator
Housatonic Community College	Jump Start Academic Coach
Manchester Community College	Smart Start Academic Advisor
Middlesex Community College	Transitional Strategies Coordinator
Naugatuck Valley Community College	Developmental Ed Coordinator
Norwalk Community College	Dedicated Math Program Coordinator & English faculty Coordinator & Coordinator of Transitional Studies
Quinebaug Valley Community College	Transitional Strategies Advisor and Coordinator
Three Rivers Community College	Transitional Learning Community Coordinator and Advisor
Tunxis Community College	Transition to Tunxis Advisor and Counselor

The following transitional programs also employ embedded tutors:

- Asnuntuck
- Capital
- Manchester
- Naugatuck Valley
- Northwestern
- Quinebaug Valley
- Tunxis Community College

Other staff members employed by transitional programs include the following:

Manchester Community College	Smart Start Disabilities Specialist
Middlesex Community College	Education Support Specialists in Math and English

4. Placement into Transitional Program

All of the community colleges use Accuplacer to determine student placement into a transitional course or workshop. Upon successful completion of the transitional programs, students have the opportunity to

retake the Accuplacer test to determine if their placement has changed. Here are the Accuplacer cut scores for placing students in a transitional program:

Accuplacer Cut Scores for Placement into Transitional Programs

Asnuntuck Community College	Reading Comprehension <49.9 Sentence Skills <87.99 Elementary Algebra <28
Capital Community College	Reading Comprehension and Sentence Skills <56 WritePlacer score may also be considered. Algebra <32 and Arithmetic <34
Gateway Community College	Arithmetic <30 and Elementary Algebra <30 Sentence and Reading Comprehension 1-56
Housatonic Community College	Arithmetic <30 Reading Comprehension 20-53 Sentence Skills 20-49+
Manchester Community College	Arithmetic <64 Sum of Reading Comprehension and Sentence Skills <90
Middlesex Community College	Arithmetic <64 and Elementary Algebra <40 OR Arithmetic <40 and Elementary Algebra 40-53 Reading Comprehension and Sentence Skills <57
Naugatuck Valley Community College	Arithmetic <30 Reading Comprehension and Sentence Skills <57
Northwestern Community College	Arithmetic and Elementary Algebra <30 Reading Comprehension and Sentence Skills <57
Norwalk Community College	Students with Elementary Algebra 20-24 and Arithmetic 20-35 are given an additional 15-question pen and paper test Students with Reading Comprehension <40 and Sentence Skills <50 are given a supplementary

	basic reading and writing test before placement in transitional program
Quinebaug Valley Community College	Reading Comprehension and Sentence Skills <66 Algebra <54 and Arithmetic <50
Three Rivers Community College	Arithmetic <33 Recommended for Arithmetic 33-75 and Elementary Algebra 35-40 Reading Comprehension and Sentence Skills <57
Tunxis Community College	Arithmetic <34 and Reading Comprehension <54 (must fit into *both* of these ranges)

5. Distinctive Transitional Program Features

In addition to delivering the program, some community colleges have instituted a number of policies, practices and procedures to ensure the success of the transitional program.

Program Standardization
Three community colleges (Capital, Housatonic, and Tunxis) have developed highly structured transitional programs, with standardized syllabi and student outcomes. These programs systematically record student engagement, performance, and progress on standardized forms, such as the following:

- Agreement form or contract detailing the requirements students will fulfill
- Checklist of what students complete in the content modules
- Log sheets detailing all interventions by tutors
- "Exit Ticket" that students complete after each session about what they have learned and what questions they have

Academic Rigor
Whereas all community colleges require students to successfully complete the transitional program before they can retake the Accuplacer test, Manchester and Tunxis community colleges have placed a more explicit focus on having students meet prescribed academic standards. Tunxis has instituted a policy of placing students whose grade falls below C- on probation and giving them two weeks to improve the grade or risk removal from the program. Manchester has focused efforts on helping students who are not successful in its transitional program pursue opportunities beyond the college (see below). The Gateway and Housatonic programs stress the importance of setting goals for students, as well as deadlines and boundaries. To ensure the integrity and reputation of its transitional program, Three Rivers has math and English faculty who do not teach in the program grade transitional students' work, which they must earn a C to pass.

To encourage students' success, some colleges have instituted required attendance policies. Housatonic and Northwestern both require students to attend on-campus boot camp sessions, and attendance at

the supplementary instruction sessions is mandatory for students in the Naugatuck Valley transitional program.

Two of the programs—Housatonic and Tunxis—offer students rewards for attaining specific academic milestones.

6. Instructional Technologies

Most of the transitional programs have purchased codes and licenses for instructional software to facilitate student learning in the programs. However, colleges have selected several different software packages, and there is considerable variety in the programs' reliance on the software.

Asnuntuck	MyFoundationsLab
Capital	MyFoundationsLab—not self-paced
Gateway	MyMathTest and Cengage Applia for English—mastery-based software
Housatonic	Plato Learning Environment (math) and Connect (English)—self-paced, wholly online program
Manchester	ALEKS (math) and Newsela (reading)
Middlesex	MyFoundationsLab for homework at Adult Ed Center—not self-paced
Naugatuck Valley	MyMathLab and Connect
Northwestern	ALEKS (math)—self-paced, wholly online
Norwalk	Kahn Academy and Math Minutes
Quinebaug Valley	Kahn Academy and MyMathLab—math program self-paced and wholly online
Three Rivers	ALEKS
Tunxis	MyMathLab and Launchpad for English homework

7. Focus on College Success Skills

Several community colleges have integrated an explicit focus on college success skills into their transitional programs to complement instruction in English and math.

Capital	Students practice note taking, time management and study skills, as well as group activity/peer support skills.
Manchester	Offers an optional non-credit "Career and Life Skills" course for transitional students
Middlesex	Students who enroll in a Transitional Package offered in partnership with the adult ed center

	enroll in a 3-credit "College and Career Success" course (formerly Freshman Seminar)
Quinebaug Valley	The 14-week Transitional Strategies course includes a focus on college-success skills (stress and time management, note taking, how to read a textbook, and computer skills)
Three Rivers	The coordinator introduces success skills and strategies through orientation, College 101, and "Let's Get Real" sessions.
Tunxis	Both six-credit English and math transitional courses include "College Success Skills," including campus tours, guest speakers, and museum visit

8. Non-academic Support for Transitional Students

Students who enroll in the transitional programs are not only the most unprepared for college academically but also frequently those most in need of other forms of support, because of social, emotional, physical disabilities and financial disadvantages. As a result, all of the community colleges have implemented high-touch strategies to encourage student persistence and completion. Several of the programs specifically described their commitment to build students' confidence and to create a sense of community among the students.

Asnuntuck	Exit interviews, weekly email summary of performance, and follow-up phone calls serve to "build confidence"
Capital	Aim to "build up students' self-confidence" and show they can be successful; looking at "whole student"; emphasize importance of knowing how you learn and monitoring your own learning; stress peer support to help students "feel at home here"
Gateway	Seek to instill that students are college material and to forge strong social bonds and a strong feeling of community
Housatonic	Dedicated coach follows up with students' academic deficiencies and provides case management; students receive bus tokens
Manchester	Program aims to "increase confidence" and "create community in the classroom"; intrusive advising and counseling provided; dedicated disability counselors advise and coach students
Middlesex	College and Adult Ed staff provide case management to help students work through nonacademic issues and stressors (food insecurity, family issues, etc.). Emphasis on

	instilling confidence ("I can do this."). Seek to establish close connections to individual students.
Naugatuck Valley	Coordinator provides advising support and assists with financial aid issues
Northwestern	Have added an emphasis on "grit" to encourage student persistence; ELL students now have access to Spanish-speaking tutor
Norwalk	Coordinators and student success coaches reach out to students and provide case management
Quinebaug Valley	Dedicated advisor provides individual case management; "hand holding and confidence building" as strong focus; getting them to believe they "can do this"; instructor has expertise in helping women with low self-esteem (majority of students in the program are women)
Three Rivers	Coordinator provides intrusive advising; reaches out to students with "Remind" app; focus on connecting students to the program and to the college; integrate advising and registration into the course; coordinator as program "champion"
Tunxis	Students must attend two sessions with dedicated counselor/advisor, who provides case management; strong emphasis on "grit" ("No Excuses" program); instructors send emails and use the Remind app to keep students on track.

9. Charge for the Program

Only two community colleges charge students to participate in the transitional program. Northwestern Community College has been charging students $60 for its transitional program since the second year of the program. Naugatuck Valley enrolls transitional students in a four-credit math course and a three-credit English course, each of which includes two hours of SI per week. The students pay for the course credits but receive the SI, which is mandatory, free of charge. NVCC indicates that course completion improved from 14% to 57% when the charge for the courses was instituted.

10. Placing Out of Transitional Program

The community colleges employ the following measures to determine whether transitional students have placed into a higher-level English or math course.

Asnuntuck Community College	Retaking Accuplacer serves as the post-test for exit out of the College Transition Program in both Math and English.
Capital Community College	Transitional students must successfully complete the transitional course and retake Accuplacer to determine their placement into a higher-level English or math course.
Gateway Community College	Transitional students retake the ACCUPLACER test to determine their placement into a higher-level English or math course. Multiple measures are considered for placement. For example, writing samples from the English Boot Camp are reviewed and taken into consideration. Students whose test scores are borderline (1 point away) may be placed higher if they demonstrated the ability to persist while completing the course. Students who demonstrated a high level of commitment and persistence throughout Boot Camp but did not test up to a higher level are advised to attempt a paper test-out administered by the CAS English or Math faculty. The test-out score may also be used for placement.
Housatonic Community College	Transitional students retake Accuplacer to determine their placement into a higher-level English or math course.
Manchester Community College	Students who complete the Smart Start program retake Accuplacer (English and math) and a Challenge Essay (English only). The highest assessment score in each subject area determines students' placement in English or math. For math only, students in the transitional Smart Start program who **complete** the 11-week ALEKS Self-Study by the end of the semester are eligible to take the ALEKS Self-Study exam. Once again, the highest assessment score (Accuplacer or ALEKS Self-Study) determines students' placement.
Middlesex Community College	A grade of "PASS" in the transitional English workshop indicates that the student has placed into a higher-level English class. Students retake the Accuplacer to determine the specific course into which the student has placed.
Naugatuck Valley Community College	Placement into a higher-level English or math course for transitional students is determined by their score in the transitional course. A C- places students in the intensive course; a C or better places students in the embedded course.
Northwestern Community College	Retaking Accuplacer serves as the final exam for the Math Boot Camp. Students normally place into MAT094 according to the standard cut scores, at least 30 in Arithmetic and 30 in Elementary Algebra. The final exam for Writer's Workshop is WritePlacer. A score of 4 will place students into ENG096. Since implementing WritePlacer in 2015, no student who scored lower than a 4 has been allowed to register for ENG096.
Norwalk Community College	At the end of the Transitional Reading & Writing course, students submit a portfolio of revised writing assignments done during the course and write an in-class essay in response to a reading selection chosen by the instructor (this is the

	same evaluation method NCC uses in its intensive, embedded and gateway English courses). Performance is assessed by the instructor and another member of the full-time faculty to determine whether or not the student demonstrates the skills necessary to begin an intensive or higher level course. Students are currently assessed at the end of the Transitional Math course by a paper and pencil cumulative final exam: 70-84% moves the student to MAT 094E, 85% and up moves the student to MAT 094.
Quinebaug Valley Community College	Transitional students' placement into a higher-level math or English course depends on their scores upon retaking Accuplacer and the recommendation of a transitional instructor.
Three Rivers Community College	A grade of "PASS" in the Transitional Strategies course indicates that the student has placed into the intensive-level English or math course. Students do not retake Accuplacer upon completion of the transitional course.
Tunxis Community College	Decisions about placement in a higher-level course are based on the score from retaking Accuplacer, the student's grade in the transitional course, and other factors such as the quality of their writing portfolio and their college study skills.

11. Options for Students who do not Successfully Complete the Transition Program

The community colleges have adopted a range of different policies for students who do not successfully complete the transitional program. Gateway and Housatonic community colleges do not allow students to repeat the transitional program, even if they do not successfully complete it. Capital, Manchester, and Middlesex will allow students to repeat the transitional program one time. Northwestern allows students to repeat the program twice, whereas Naugatuck Valley, Three Rivers, and Tunxis will allow students to retake the transitional course up to three times. Asnuntuck, Norwalk, and Quinebaug Valley do not have an "official" policy about repeating the course: Asnuntuck will allow students to repeat if there is space in the course, but Norwalk and Quinebaug Valley try to limit students to repeating the course a single time. However, all of the community colleges reported that it was rare for students to repeat the transitional course more than once and that they were willing to consider exceptions to their repeat policy on a case-by-case basis.

The community colleges also provide different options for students who never complete the transitional program.

Asnuntuck	Does not encourage students who don't pass transitional to take intensive but does not prevent them from registering
Capital	Refers unsuccessful students to Continuing Education where tutors support learning throughout the semester without technology.
Gateway	Students who do not successfully complete the boot camp may still register for the lowest level English and math courses

Housatonic	Unsuccessful students can enroll in the six-credit intensive course, which was their original placement
Manchester	Counselors help unsuccessful students explore other options to find "better fit" beyond the college, which may entail reaching out to other state agencies for job training opportunities or enrolling in a technical school
Middlesex	Students who do not successfully complete the transitional program may still enroll in the lowest-level intensive course. Advisors and career counselors help students consider alternative options, such as certificates.
Naugatuck Valley	Students who do not successfully complete the transitional course may enroll in a Math FastTrack program ($12), or they may enroll in the Summer Bridge program. These students may also enroll in the "intensive" developmental course, but advisors discourage them from doing so.
Northwestern	With rare exceptions, students may not waive out of transitional coursework. Students who leave without completing transitional course retake the Accuplacer test when they return.
Norwalk	Students who are placed in a transitional-level course must pass that course before they are allowed to take the corresponding intensive level course. Students who are not making progress in the transitional course may be referred to a community-based literacy or basic education service.
Quinebaug Valley	Students who do not successfully complete the transitional program are referred to the learning center for tutoring and advised to complete an online tutoring program such as MyMathLab or Khan Academy.
Three Rivers	Students who place into the transitional course must complete it successfully to move to the "intensive" level. Students who are not able to complete the program successfully are advised to take the college's workforce and community development course.
Tunxis	Students who place into the transitional course must complete it successfully to move to the "intensive" level, although some students who have returned after leaving the program have

	been allowed to retake the Accuplacer and place into a higher level.

12. Evolution of the Transitional Programs

The transitional programs at the community colleges have evolved considerably since they were established in 2014. For example, all of the colleges initially reached out to their local adult education centers as potential partners for delivering the transitional programs. Some of those overtures never developed into partnerships, others involved short-term partnerships that dissolved, whereas others have been sustained as equal partnerships. Some programs experimented with different options but discontinued them after concluding they either added no value or did not appeal to students. Asnuntuck used to hire a retention specialist but found that the position was no longer necessary. Gateway found that very few students were interested in a self-paced, online (MyFoundationsLab), ten-week version of the boot camp. Naugatuck Valley stopped offering college success workshops for transitional students because so few attended.

After three years, most of the community colleges are satisfied with their current framework for delivering transitional programs, but some programs are still implementing or considering changes.

Capital	Instituting a semester-long program for one evening per week and/or Saturday mornings.
Gateway	Switch from MyMathTest software to ALEKS
Housatonic	Switch program materials to Open Educational Resources
Manchester	Increase outreach to state agencies, increasing the number of peer tutors, institute mandatory study halls, and change non-credit basic skills course to a one-credit course to enable transitional students to access all college resources
Naugatuck Valley	Switch from MyMathLab software to ALEKS
Northwestern	Instituted the grit-based “Wise” intervention to improve student persistence
Quinebaug Valley	Opening a food pantry to serve needy students
Three Rivers	Offering six-week course in summer 2017 with embedded tutor to improve performance of students in English transitional program

13. Conclusions and Recommendations

A careful analysis of the transitional programs reveals that no single feature or practice, nor combination of features and practices, differentiates the more from the less successful programs. Programs offered in boot camp format can be as successful as programs offered in course format. One program indicated that incorporating college success skills improved its students’ performance,

but programs that do not formally teach college success skills can be as successful as those that do. Programs that embed tutors can be as successful as those that don't. Some programs enable students to work at their own pace on a computer, whereas others dismiss that approach as unsuited for this student population. Two of the most successful programs have strong partnerships with adult education centers, but the majority of the programs have been unable to sustain such partnerships. Two programs concluded that obligating the students financially increased their commitment to the program, but the other programs have not followed suit.

None of the following recommendations represents a silver bullet, but there is evidence that the programs that implemented these recommendations achieved improved success.

1. *Eliminate the Requirement that Colleges Partner with Adult Education Centers*
   All of the colleges initially made a good faith effort to partner with their local adult education centers. Some of the partnerships flourished and some did not, for a variety of reasons. The programs with the most fully integrated partnerships (Asnuntuck and Middlesex) have demonstrably been the most successful, but programs that were unable to sustain the partnership have achieved promising outcomes. Going forward, it would be counterproductive in most cases to require programs that have evolved independently to reconsider partnering with their local adult education center.

2. *Provide Ongoing Funding for Dedicated Program Coordinator*
   As previously noted, the students who place into the transitional programs are typically the least prepared to be successful in college. Not only are they academically unprepared, many are also unfamiliar with the culture, policies, organization, and expectations of a college campus. Hiring a dedicated staff member to look out for and regularly reach out to these students to offer guidance, support, and encouragement has had a dramatic impact on their success in the program and persistence in college. After Three Rivers Community College hired a half-time transitional program coordinator and advisor in fall 2015, the percentage of successful program completers steadily increased from 32% to 67% in spring 2017. The semester-to-semester retention rate for transitional students increased to 80%.

3. *Explicitly Teach College Success Skills*
   Transitional students have either never been successful academically or have been away from school for so long that their academic skills have atrophied from disuse. With many coming from families that have no history of college attendance, few will receive external guidance about how to be successful in this new academic environment. Without explicit and intentional instruction about skills and strategies for succeeding in college, many will and have failed. Middlesex Community College noted a significant increase in transitional student retention after adding a college success component, from 20-35% to 64% in spring 2017.

4. *Require Students to Pay a Fee to Enroll in Transitional Program*
   For practical financial reasons, the original model of delivering the transitional programs free of charge may not be sustainable if state support continues to decline. Without additional revenue, colleges may need to curtail their level of support for the program. However, a more compelling reason for requiring transitional students to assume some financial responsibility is that many students who enroll in the program simply never complete the program. The low percentage of transitional students who place into a higher-level course at many community colleges reflects, at least in part, student attrition. In contrast, the percentage of program *completers* who place

into a higher-level course is consistently high. Naugatuck Valley Community College found that the course completion rate improved from 16% to 50% in math and from 30% to 91% in English after they instituted a charge for the transitional course.

5. *Offer Embedded Sections of Intensive English and Math for Transitional Students*
   Naugatuck Valley enrolls students in a dedicated transitional section of the intensive course, for which it charges regular tuition, and requires students to attend two weekly hours of supplementary instruction, for which there is no charge. The advantage of this model is that more students who successfully complete the course will proceed more directly to the embedded or gateway courses. Incorporating a focus on college success, which NVCC has not done, could improve the students' success rate even further.

Transitional Programs at CSCU Community Colleges
Summary of Program Features

	ACC	CCC	GWC	HCC	MCC	MXC	NVC	NWC	NCC	QV	TR	TX
% Placing into Higher-level English Course	94	53	53	29R 34W	35	56	57	50	38	52	33	51
% Placing into Higher-level Math Course	91	41	46	31	27	38	30	44	32	30	36	56
% Completed Gateway English	16	28	33	44r 47w	7	33	36	27	6	27	7	4
% Completed Gateway Math	6	15	16	36	11	25	17	12	4	10	9	0
Partnership With Adult Education	Y	N	Y	N	N	Y	N	N	N	N	N	Y
Boot Camp Format		Y	3 wk	5-8 wk		30 hr		6 wk	M: 4-6 wk	M: 2 wk		
Course Format	10 wk				12 wk	FS	15 wk		E: 15 wk	14 wk	12 wk	Y
Supplementary Instruction							Y					
Required Attendance				Y			Y	Y				
Common Outcomes						Y						
Standardized Evaluation/External Graders					Y	Y					Y	
Probation												Y
Standardized Forms		Y		Y								Y
Contract with Students		Y		Y		Y						
Student Rewards				Y								Y
Dedicated Coordinator		Y	Y	Y	Y	Y	Y	Y	Y:M N:E	Y	Y	Y
Embedded Tutor(s)	Y	Y	N		Y	N	Y	Y	Y:E N:M	Y	N	Y
Dedicated Computer Software	Y	Y	Y	Y	Y	Y	Y	Y	N:E Y:M	Y	Y:M	Y
Self-paced				Y		N		Y		Y		
Teach College Success Skills			N		Y	Y	N	Y	N	Y	Y	Y

Non-academic support	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Charge for Program	N	N	N	N	N	N	Y	Y	N	N	N	N
Repeatable?	Y	1x	N	N	1 x	1x	3x	2x	1x	1x	3x	3X

Transitional Program Data Totals (based on number of students enrolled in program)

Asnuntuck Community College	**Total**	
Number of students enrolled in Transitional English Program	**51**	
Number of students who passed Transitional English Program	48	94%
Number of students who placed into higher-level English course	48	94%
Number of students who passed higher-level English course	13	25%
Number of students who completed gateway English course by spring 2017	8	16%
Number of students enrolled in Transitional math Program	**143**	
Number of students who passed Transitional math Program	120	91%
Number of students who placed into higher-level math course	120	91%
Number of students who passed higher-level math course	12	8%
Number of students who completed gateway math course by spring 2017	8	6%

*NR=none registered

**Percentages are based on the number of students who originally enrolled in the program, not on the number who enrolled in the higher-level course. In all of the transitional programs, a substantial number who enrolled never completed the program or did not attend regularly.

Capital Community College	**Total**	
Number of students enrolled in Transitional English Program	616	
Number of students who passed Transitional English Program	401	65%
Number of students who placed into higher-level English course	324	53%
Number of students who passed higher-level English course	226	37%
Number of students who completed gateway English course by spring 2017	170	28%
Number of students enrolled in Transitional math Program	653	%
Number of students who passed Transitional math Program	422	64%
Number of students who placed into higher-level math course	266	41%
Number of students who passed higher-level math course	155	24%
Number of students who completed gateway math course by spring 2017	99	15%

Gateway Community College	**Total**	
Number of students enrolled in Transitional English Program	**470**	
Number of students who passed Transitional English Program	308	66%
Number of students who placed into higher-level English course	248	53%
Number of students who passed higher-level English course	186	40%
Number of students who completed gateway English course by spring 2017	153	33%
Number of students enrolled in Transitional math Program	**967**	
Number of students who passed Transitional math Program	548	57%
Number of students who placed into higher-level math course	443	46%
Number of students who passed higher-level math course	348	36%
Number of students who completed gateway math course by spring 2017	152	16%

Housatonic Community College	**Total**	
Number of students enrolled in Transitional Reading Program	640	
Number of students who passed Transitional Reading Program	398	62%
Number of students who placed into higher-level Reading or English course	186	29%
Number of students who passed higher-level Reading or English course	287	45%
Number of students who completed gateway English course by spring 2017	281	44%
Number of students enrolled in Transitional Writing Program	342	
Number of students who passed Transitional Writing Program	208	61%
Number of students who placed into higher-level Writing or English course	117	34%
Number of students who passed higher-level Writing or English course	167	49%
Number of students who completed gateway English course by spring 2017	162	47%
Number of students enrolled in Transitional math Program	634	
Number of students who passed Transitional math Program	292	46%
Number of students who placed into higher-level math course	198	31%
Number of students who passed higher-level math course	238	38%

Number of students who completed gateway math course by spring 2017	228	36%

Manchester Community College	**Total**	
Number of students enrolled in Transitional English Program	150	
Number of students who passed Transitional English Program	97	65%
Number of students who placed into higher-level English course	52	35%
Number of students who passed higher-level English course	24	16%
Number of students who completed gateway English course by spring 2017	10	7%
Number of students enrolled in Transitional math Program	233	
Number of students who passed Transitional math Program	146	63%
Number of students who placed into higher-level math course	62	27%
Number of students who passed higher-level math course	26	11%
Number of students who completed gateway math course by spring 2017	25	11%

MiddlesexCommunity College	**Total**	
Number of students enrolled in Transitional English Program	554	
Number of students who passed Transitional English Program	408	74%
Number of students who placed into higher-level English course	310	56%
Number of students who passed higher-level English course	200	36%
Number of students who completed gateway English course by spring 2017	182	33%
Number of students enrolled in Transitional math Program	542	
Number of students who passed Transitional math Program	331	61%
Number of students who placed into higher-level math course	207	38%
Number of students who passed higher-level math course	138	25%
Number of students who completed gateway math course by spring 2017	136	25%

Naugatuck Valley Community College	**Total**	
Number of students enrolled in Transitional English Program	964	
Number of students who passed Transitional English Program	665	69%
Number of students who placed into higher-level English course	552	57%
Number of students who passed higher-level English course	358	37%
Number of students who completed gateway English course by spring 2017	357	36%
Number of students enrolled in Transitional math Program	749	
Number of students who passed Transitional math Program	267	36%
Number of students who placed into higher-level math course	223	30%
Number of students who passed higher-level math course	132	18%
Number of students who completed gateway math course by spring 2017	128	17%

Northwestern Community College	**Total**	
Number of students enrolled in Transitional English Program	56	
Number of students who passed Transitional English Program	40	71%
Number of students who placed into higher-level English course	28	50%
Number of students who passed higher-level English course	20	36%
Number of students who completed gateway English course by spring 2017	15	27%
Number of students enrolled in Transitional math Program	197	
Number of students who passed Transitional math Program	123	62%
Number of students who placed into higher-level math course	86	44%
Number of students who passed higher-level math course	46	23%
Number of students who completed gateway math course by spring 2017	23	12%

Norwalk Community College	**Total**	
Number of students enrolled in Transitional English Program	180	
Number of students who passed Transitional English Program	68	38%
Number of students who placed into higher-level English course	68	38%
Number of students who passed higher-level English course	27	15%
Number of students who completed gateway English course by spring 2017	10	6%
Number of students enrolled in Transitional math Program	347	
Number of students who passed Transitional math Program	111	32%
Number of students who placed into higher-level math course	111	32%
Number of students who passed higher-level math course	31	9%
Number of students who completed gateway math course by spring 2017	14	4%

Quinebaug Valley Community College	**Total**	
Number of students enrolled in Transitional English Program	71	
Number of students who passed Transitional English Program		
Number of students who placed into higher-level English course	37	52%
Number of students who passed higher-level English course	22	31%
Number of students who completed gateway English course by spring 2017	19	27%
Number of students enrolled in Transitional math Program	143	
Number of students who passed Transitional math Program		
Number of students who placed into higher-level math course	44	30%
Number of students who passed higher-level math course	30	21%
Number of students who completed gateway math course by spring 2017	14	10%

Three Rivers Community College	**Total**	
Number of students enrolled in Transitional English Program	236	
Number of students who passed Transitional English Program	106	45%
Number of students who placed into higher-level English course	79	33%
Number of students who passed higher-level English course	34	14%
Number of students who completed gateway English course by spring 2017	17	7%
Number of students enrolled in Transitional math Program	312	
Number of students who passed Transitional math Program	165	53%
Number of students who placed into higher-level math course	111	36%
Number of students who passed higher-level math course	43	14%
Number of students who completed gateway math course by spring 2017	27	9%

Tunxis Community College	**Total**	
Number of students enrolled in Transitional English Program	140	
Number of students who passed Transitional English Program	71	51%
Number of students who placed into higher-level English course	71	51%
Number of students who passed higher-level English course	24	17%
Number of students who completed gateway English course by spring 2017	5	4%
Number of students enrolled in Transitional math Program	141	
Number of students who passed Transitional math Program	79	56%
Number of students who placed into higher-level math course	79	56%
Number of students who passed higher-level math course	12	9%
Number of students who completed gateway math course by spring 2017	1	

Transitional Program Data Tables (based on number of students enrolled in program)

Asnuntuck Community College	Fa14		Sp15		Su15		Fa15		Sp16		Su16		Fa16		Sp17		Total	
Number of students enrolled in Transitional English Program			**4**				**10**		**9**		**4**		**10**		**14**		**51**	
Number of students who passed Transitional English Program			2	50%			10	100%	9	100%	4	100%	10	100%	13	93%	48	94%
Number of students who placed into higher-level English course			2	50%			10	100%	9	100%	4	100%	10	100%	13	93%	48	94%
Number of students who passed higher-level English course			2/3	50%			5/5	50%**	1/2	11%	2/2	50%	3/3	30%	NR		13	25%
Number of students who completed gateway English course by spring 2017			1/2	25%			2/3	20%	1/1	11%	2/2	50%	2/3	20%	NR		8	16%
Number of students enrolled in Transitional math Program	**4**		**23**				**12**		**15**		**5**		**22**		**62**		**143**	
Number of students who passed Transitional math Program	4		15	65%			11	92%	15	100%	5	100%	22	100%	48	77%	120	91%
Number of students who placed into higher-level math course	4		15	65%			11	92%	15	100%	5	100%	22	100%	48	77%	120	91%
Number of students who passed higher-level math course			4/7	17%			2/5	17%	1/2	7%	2/3	40%	3/6	14%	NR		12	8%
Number of students who completed gateway math course by spring 2017			3/6	13%			3/6	25%	1/2	7%	1/1	20%	NR*		NR		8	6%

*NR=none registered

**Percentages are based on the number of students who originally enrolled in the program, not on the number who enrolled in the higher-level course. In all of the transitional programs, a substantial number who enrolled never completed the program or did not attend regularly.

Capital Community College	Su14		Winter 2014-15		Su15		Winter 2014-15		Su16		Winter 2015-16		Su17		Total	
Number of students enrolled in Transitional English Program	223		80		93		42		91		43		44		616	
Number of students who passed Transitional English Program	151	68%	51	64%	60	65%	21	50%	65	71%	28	65%	25	57%	401	65%
Number of students who placed into higher-level English course	124	56%	46	58%	51	55%	20	48%	46	50%	18	42%	19	43%	324	53%
Number of students who passed higher-level English course	86	39%	33	41%	48	52%	16	38%	32	35%	11	26%			226	37%
Number of students who completed gateway English course by spring 2017	71	32%	27	34%	40	43%	11	26%	18	20%	3	7%			170	28%
Number of students enrolled in Transitional math Program	206		68		99		52		106		37		85		653	%
Number of students who passed Transitional math Program	132	64%	44	65%	70	71%	29	56%	74	70%	24	65%	49	55%	422	64%
Number of students who placed into higher-level math course	107	52%	32	47%	24	24%	21	40%	39	37%	10	27%	33	39%	266	41%
Number of students who passed higher-level math course	69	33%	20	29%	22	22%	12	23%	27	25%	5	14%			155	24%
Number of students who completed gateway math course by spring 2017	47	23%	14	20%	14	14%	9	17%	13	12%	2	5%			99	15%

Gateway Community College	**Su14**		**Fa14**		**Winter 2014-15**		**Sp15**		**Su15**		**Fa15**		**Sp16**		**Su16**		**Fa16**	
Number of students enrolled in Transitional English Program	**95**		**0**		**25**		**39**		**119**		**47**		**10**		**82**		**41**	
Number of students who passed Transitional English Program	31	33%	0		24	96%	25	64%	86	72%	33	70%	10	100%	66	80%	24	58%
Number of students who placed into higher-level English course	59	62%	0		24	96%	13	33%	66	55%	22	47%	6	60%	39	48%	14	34%
Number of students who passed higher-level English course	52	55%	0		15	60%	10	26%	46	39%	18	38%	4	40%	34	41%	6	15%
Number of students who completed gateway English course by spring 2017	45	47%	0		13	52%	9	23%	42	35%	12	26%	3	30%	26	32%	3	7%
Number of students enrolled in Transitional math Program	**196**		**7**		**51**		**97**		**186**		**95**		**47**		**179**		**80**	
Number of students who passed Transitional math Program	110	56%	3	43%	36	71%	59	61%	113	61%	42	44%	24	51%	101	56%	39	49%
Number of students who placed into higher-level math course	92	47%	3	43%	23	45%	30	31%	89	48%	38	40%	18	38%	89	50%	46	58%
Number of students who passed higher-level math course	66	34%	3	43%	19	37%	26	27%	79	42%	38	40%	15	32%	74	41%	27	34%
Number of students who completed gateway math course by spring 2017	30	15%	1	14%	11	22%	14	42%	41	22%	12	13%	11	23%	25	14%	7	9%

Gateway Community College	**Sp17**		**Total**	
Number of students enrolled in Transitional English Program	**12**		**470**	
Number of students who passed Transitional English Program	9	75%	308	66%
Number of students who placed into higher-level English course	5	42%	248	53%
Number of students who passed higher-level English course	1	8%	186	40%
Number of students who completed gateway English course by spring 2017			153	33%
Number of students enrolled in Transitional math Program	**29**		**967**	
Number of students who passed Transitional math Program	21	72%	548	57%
Number of students who placed into higher-level math course	15	52%	443	46%
Number of students who passed higher-level math course	1	3%	348	36%
Number of students who completed gateway math course by spring 2017			152	16%

Housatonic Community College	**Su14**		**Fa14**		**Sp15**		**Su15**		**Fa15**		**Sp16**		**Su16**		**Fa16**		**Sp17**		**Total**	
Number of students enrolled in Transitional Reading Program	99		77		61		157		34		13		148		39		12		640	
Number of students who passed Transitional Reading Program	52	53%	46	60%	39	64%	93	59%	20	59%	12	92%	101	68%	24	62%	11	92%	398	62%
Number of students who placed into higher-level Reading or English course	22	22%	24	31%	16	26%	39	25%	10	29%	6	46%	51	34%	14	36%	4	33%	186	29%
Number of students who passed higher-level Reading or English course	50	51%	34	44%	19	31%	76	48%	12	35%	5	38%	78	53%	12	31%	1	8%	287	45%
Number of students who completed gateway English course by spring 2017	49	49%	34	44%	18	30%	75	48%	12	35%	5	38%	75	51%	12	31%	1	8%	281	44%
Number of students enrolled in Transitional Writing Program	71		48		37		53		16		5		82		21		9		342	
Number of students who passed Transitional Writing Program	42	59%	21	44%	26	70%	34	64%	9	56%	3	60%	56	68%	11	52%	6	67%	208	61%
Number of students who placed into higher-level Writing or English course	21	30%	10	21%	14	38%	23	43%	6	38%	3	60%	32	39%	5	24%	3	33%	117	34%
Number of students who passed higher-level Writing or English course	44	62%	15	31%	11	30%	28	53%	10	63%	3	60%	50	61%	6	29%	0	0%	167	49%
Number of students who completed gateway English course by spring 2017	43	61%	15	31%	9	24%	27	51%	10	63%	3	60%	49	60%	6	29%	0	0%	162	47%
Number of students enrolled in Transitional math Program	145		93		75		109		39		10		118		28		17		634	
Number of students who passed Transitional math Program	57	39%	43	46%	38	51%	55	50%	14	36%	5	50%	57	48%	10	36%	13	76%	292	46%

Number of students who placed into higher-level math course	35	24%	29	31%	27	36%	40	37%	9	23%	2	20%	39	33%	7	25%	10	59%	198	31%
Number of students who passed higher-level math course	62	43%	30	32%	27	36%	43	39%	26	67%	3	30%	40	34%	6	21%	1	6%	238	38%
Number of students who completed gateway math course by spring 2017	62	43%	29	31%	24	32%	42	0%	26	67%	3	30%	38	32%	4	14%	0	0%	228	36%

Manchester Community College	**Fa14**		**Sp15**		**Fa15**		**Sp16**		**Fa16**		**Sp17**		**Total**	
Number of students enrolled in Transitional English Program	20		12		34		19		33		32		150	
Number of students who passed Transitional English Program	18	90%	8	67%	4	12%	16	84%	25	76%	26	81%	97	65%
Number of students who placed into higher-level English course	16	80%	11	92%	10	29%	5	26%	6	18%	4	13%	52	35%
Number of students who passed higher-level English course	8	40%	6	50%	3	9%	2	11%	4	12%	1	3%	24	16%
Number of students who completed gateway English course by spring 2017	4	20%	2	17%	3	9%	1	5%	0		0		10	7%
Number of students enrolled in Transitional math Program	41		48		32		36		39		37		233	
Number of students who passed Transitional math Program	24	58%	35	73%	29	91%	5	14%	27	69%	26	70%	146	63%
Number of students who placed into higher-level math course	13	32%	21	44%	18	56%	2	6%	7	18%	1	3%	62	27%
Number of students who passed higher-level math course	6	15%	10	21%	8	25%	0		2	5%	0		26	11%
Number of students who completed gateway math course by spring 2017	6	15%	9	19%	6	19%	1	3%	3	8%	0		25	11%

Middlesex Community College	Fa14		Winter 2014-15		Sp15		Su15		Fa15		Winter 2015-16		Sp16		Su16		Fa16		Winter 2016-17	
Number of students enrolled in Transitional English Program	2		41		45		122		9		37		56		134		53		35	
Number of students who passed Transitional English Program	2	100%	30	73%	21	47%	81	66%	8	89%	27	73%	36	64%	100	75%	40	75%	28	51%
Number of students who placed into higher-level English course	1	50%	27	66%	14	31%	78	64%	0		29	78%	14	25%	93	69%	28	53%	26	74%
Number of students who passed higher-level English course	1	50%	15	37%	8	18%	44	36%	0		14	38%	10	18%	68	51%	22	42%	18	51%
Number of students who completed gateway English course by spring 2017	1	50%	18	44%	9	22%	45	37%	1	11%	13	35%	6	11%	64	48%	13	25%	12	34%
Number of students enrolled in Transitional math Program	0		48		37		102		6		37		50		109		55		47	
Number of students who passed Transitional math Program			36	75%	10	27%	55	54%	4	67%	18	49%	21	42%	72	66%	46	84%	37	79%
Number of students who placed into higher-level math course			32	67%	6	16%	46	45%	1	17%	26	70%	6	12%	46	42%	23	42%	20	43%
Number of students who passed higher-level math course			18	38%	2	5%	27	26%	1	17%	16	43%	6	12%	32	29%	21	38%	15	32%
Number of students who completed gateway math course by spring 2017			26	54%	2	5%	34	33%	1	17%	15	40%	3	6%	37	34%	10	18%	8	17%

MiddlesexCommunity College	**Sp17**		**Total**	
Number of students enrolled in Transitional English Program	54		554	
Number of students who passed Transitional English Program	35	65%	408	74%
Number of students who placed into higher-level English course	0		310	56%
Number of students who passed higher-level English course	0		200	36%
Number of students who completed gateway English course by spring 2017	0		182	33%
Number of students enrolled in Transitional math Program	51		542	
Number of students who passed Transitional math Program	32	63%	331	61%
Number of students who placed into higher-level math course	1		207	38%
Number of students who passed higher-level math course	0		138	25%
Number of students who completed gateway math course by spring 2017	0		136	25%

Naugatuck Valley Community College	**Fa14**		**Sp15**		**Fa15**		**Sp16**		**Fa16**		**Sp17**		**Total**	
Number of students enrolled in Transitional English Program	266		111		186		79		239		83		964	
Number of students who passed Transitional English Program	148	56%	60	54%	121	65%	51	64%	218	91%	67	80%	665	69%
Number of students who placed into higher-level English course	140	53%	60	54%	97	52%	44	56%	149	62%	62	75%	552	57%
Number of students who passed higher-level English course	123	46%	35	32%	87	47%	26	33%	87	36%			358	37%
Number of students who completed gateway English course by spring 2017	108	40%	28	25%	97	52%	26	33%	98	41%			357	36%
Number of students enrolled in Transitional math Program	132		116		161		95		165		80		749	
Number of students who passed Transitional math Program	21	16%	18	16%	61	38%	40	42%	84	51%	43	54%	267	36%
Number of students who placed into higher-level math course	21	16%	18	16%	50	31%	23	24%	78	47%	33	41%	223	30%
Number of students who passed higher-level math course	21	16%	13	11%	38	24%	23	24%	37	22%			132	18%
Number of students who completed gateway math course by spring 2017	15	11%	8	7%	39	24%	19	20%	47	28%			128	17%

Northwestern Community College	Fa14		Sp15		Su15		Fa15		Sp16		Su16		Fa16		Sp17		Total	
Number of students enrolled in Transitional English Program	10		1		12		7		7		13		6		0		56	
Number of students who passed Transitional English Program	5	50%	1		10	83%	4	57%	3	43%	12	92%	5	83%	0		40	71%
Number of students who placed into higher-level English course	6	60%	0		8	67%	2	29%	0		9	69%	3	50%	0		28	50%
Number of students who passed higher-level English course	4	40%	0		5	42%	2	29%	0		7	54%	2	33%	0		20	36%
Number of students who completed gateway English course by spring 2017	5	50%	0		3	25%	3	43%	0		3	23%	1	17%	0		15	27%
Number of students enrolled in Transitional math Program	34		20		29		30		16		31		27		10		197	
Number of students who passed Transitional math Program	26	76%	14	70%	23	79%	14	47%	7	44%	19	61%	17	63%	3	30%	123	62%
Number of students who placed into higher-level math course	17	50%	10	50%	14	48%	13	43%	2	13%	16	52%	11	41%	3	30%	86	44%
Number of students who passed higher-level math course	8	23%	6	30%	7	24%	10	33%	1	6%	9	29%	5	19%	0		46	23%
Number of students who completed gateway math course by spring 2017	4	12%	3	15%	5	17%	3	10%	3	19%	3	10%	2	7%	0		23	12%

Norwalk Community College	**Fa14**		**Sp15**		**Su15**		**Fa15**		**Sp16**		**Su16**		**Fa16**		**Sp17**		**Total**	
Number of students enrolled in Transitional English Program	29		17		7		33		25		NR		21		23		180	
Number of students who passed Transitional English Program	13	45%	6	35%	5	71%	13	39%	17	68%			3	14%	11	48%	68	38%
Number of students who placed into higher-level English course	13	45%	6	35%	5	71%	13	39%	17	68%			3	14%	11	48%	68	38%
Number of students who passed higher-level English course	9	31%	0		2	29%	8	24%	5	20%			3	14%			27	15%
Number of students who completed gateway English course by spring 2017	4	14%	0		1	14%	2	6%	3	12%							10	6%
Number of students enrolled in Transitional math Program	NR		20		38		95		30		44		61		59		347	
Number of students who passed Transitional math Program			4	20%	15	39%	29	30%	9	30%	17	39%	23	38%	14	24%	111	32%
Number of students who placed into higher-level math course			4	20%	15	39%	29	30%	9	30%	17	39%	23	38%	14	24%	111	32%
Number of students who passed higher-level math course			2	10%	7	18%	11	12%	4	13%	3	7%	4	7%			31	9%
Number of students who completed gateway math course by spring 2017			1	5%	5	13%	5	5%	2	7%	1	2%					14	4%

Quinebaug Valley Community College	Fa14		Sp15		Su15		Fa15		Sp16		Su16		Fa16		Sp17		Total	
Number of students enrolled in Transitional English Program	NR						29		14		NR		28		NR		71	
Number of students who passed Transitional English Program																		
Number of students who placed into higher-level English course							21	72%	8	57%			8	29%			37	52%
Number of students who passed higher-level English course							12	41%	5	36%			5	18%			22	31%
Number of students who completed gateway English course by spring 2017							12	41%	4	29%			3	11%			19	27%
Number of students enrolled in Transitional math Program	47						29		14		25		28				143	
Number of students who passed Transitional math Program	2																	
Number of students who placed into higher-level math course							12	41%	8	57%	17		7	25%			44	30%
Number of students who passed higher-level math course							7	24%	5	36%	14		4	14%			30	21%
Number of students who completed gateway math course by spring 2017							4	14%	2	14%	7		1	4%			14	10%

Three Rivers Community College	Fa14		Sp15		Fa15		Sp16		Su16		Fa16		Sp17		Su17		Total	
Number of students enrolled in Transitional English Program	42		42		37		28				52		25		10		236	
Number of students who passed Transitional English Program	23	55%	15	36%	10	27%	15	54%			22	42%	13	52%	8	80%	106	45%
Number of students who placed into higher-level English course	13	31%	17	40%	15	41%	13	46%			16	31%	3	12%	2	20%	79	33%
Number of students who passed higher-level English course	5	12%	8	19%	7	19%	6	21%			7	13%	1	4%			34	14%
Number of students who completed gateway English course by spring 2017	3	7%	7	17%	5	14%	2	7%									17	7%
Number of students enrolled in Transitional math Program	62		43		50		28		14		65		40		10		312	
Number of students who passed Transitional math Program	27	44%	14	33%	18	36%	19	68%	12	86%	38	58%	31	78%	6	60%	165	53%
Number of students who placed into higher-level math course	26	42%	11	26%	17	34%	12	43%	12	86%	28	43%	5	13%			111	36%
Number of students who passed higher-level math course	10	16%	4	9%	7	14%	6	21%	5	36%	10	15%	1	3%			43	14%
Number of students who completed gateway math course by spring 2017	8	13%	3	7%	5	10%	6	21%	4	29%	1	2%					27	9%

Tunxis Community College	Sp15		Fa15		Sp16		Fa16		Sp17		Total	
Number of students enrolled in Transitional English Program	10		40		23		38		29		140	
Number of students who passed Transitional English Program	9	90%	19	48%	8	35%	21		14	48%	71	51%
Number of students who placed into higher-level English course	9	90%	19	48%	8	35%	21		14	48%	71	51%
Number of students who passed higher-level English course	0		9	23%	2	9%	13		0		24	17%
Number of students who completed gateway English course by spring 2017	0		3	8%	2	9%	0		0		5	4%
Number of students enrolled in Transitional math Program	11		38		25		39		28		141	
Number of students who passed Transitional math Program	3	27%	15	39%	12	48%	28		21	75%	79	56%
Number of students who placed into higher-level math course	3	27%	15	39%	12	48%	28		21	75%	79	56%
Number of students who passed higher-level math course	0		3	8%	2	8%	7		0		12	9%
Number of students who completed gateway math course by spring 2017	0		1	3%	0		0		0		1	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Gateway Community College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Characteristics of Below-Threshold Offering Name of Offering: BOT: Legal Administrative Assistant-Paralegal Studies Type of Offering *(e.g. Grad Certificate, Minor, Option)* Option Anticipated Initiation Date: Spring 2018 Anticipated Date of First Completion *(if applicable)* : Spring 2020 Modality of Program: x On ground x Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 21-22 # Cr of Electives: 0 # Cr of Other: 36 # Cr Special Requirements *(e.g. internship):* 4 Total # Cr the Institution Requires to Award the Credential 61-62
Suggested CIP Code No. *(if applicable)* 520401 Title of CIP Code Admin. Asst/Sec. Sci., General	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Business Office Technology (BOT), main campus	
Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)* The Legal Administrative Assistant is a terminal degree with 61-62 credits. This new Option of BOT: Legal Administrative Assistant-Paralegal Option includes five courses that differ from the degree (15 credits). Students who wish to transfer to a four-year institution would pursue this option for entrance into a Paralegal Studies programs.	
Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)* All courses in the option are existing and will require no additional resources.	

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

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

BOR Sequence Number (to be assigned): Approved 2010 CIP Code No. *(if applicable)* [2] Title of CIP Code Log of BOR Steps:
Date for Inclusion in BOR-ASA Meeting Package: Comments

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
BOT* 111 Keyboarding for Info. Processing I	2		3	POL* 111 American Government	1	3
BOT* 112 Keyboarding for Info. Processing II	2	BOT* 111	3	HIS* 101 Western Civilization I	1	3
BOT* 137 Word Processing Appls. I	2	BOT* 111	3	CJS* 101 Intro. To Criminal Justice	1,2	3
BOT* 219 Integrated Office	2	CSA* 140	3			
BOT* Legal Document Production	2,3	BOT* 137	3			
BOT* 272 Legal Admin. Proc. OR BOT* 251 Admin. Procedures	1,2,3	BOT* 137	3	Recommend: BOT* 272 Legal Administrative Procedures.	1,2,3	
BOT* 279 BOT Admin. Practicum	1,2,3	BOT* 271	4			
ACC* 100 Basic Accounting	1,2		3	ACC* 113 Principles of Financial Accounting	1,2	3
BBG* 231 Business Law I	1		3			
BBG* 232 Business Law II	1	BBG* 231	3			
BMG* 210 Organizational Behavior	1,2		3			
CSA* 135 Spreadsheet Appls.	2	MAT* 095 +	3	CSA* 105 or CSC 101 Intro. To Software Apps. Or Intro. To Computers	2	3
CSA* 140 Database Appls.	2		3			
GENERAL EDUCATION						
ENG* 101 Composition			3			
ENG* 102 or 200 Lit./Comp. Adv. Comp.			3			
PSY* 111 General Psychology			3			
MAT* 109 Quantitative Literacy (or higher)			3	Recommend: MAT* 137 Intermediate Algebra		
Course in BIO*, CHE*, PHY*, EVS*			3-4			
PHL* 111 Ethics			3			
BBG* 210 Business Communication			3			
			61-62			
Prerequisites						15
				Total Other Credits Required to Issue Credential		

Other Details

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

1. Exhibit effective verbal and written business communication skills.
2. Employ the use of technology appropriate for use in the legal environment.
3. Demonstrate skills in law office procedures and legal document production.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Charter Oak State College	Date of Submission to BOR Office: 9/21/2017
Most Recent NEASC Institutional Accreditation Action and Date: 3/2017 Reaccredited	
Characteristics of Below-Threshold Offering Name of Offering: Victim Advocacy Type of Offering *(e.g. Grad Certificate, Minor, Option)* Certificate Anticipated Initiation Date: Spring 2017 Anticipated Date of First Completion *(if applicable)* : Modality of Program: On ground X Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 15 # Cr of Electives: # Cr of Other: # Cr Special Requirements *(e.g. internship):* Total # Cr the Institution Requires to Award the Credential 15
Suggested CIP Code No. *(if applicable)* 43.0104 Title of CIP Code Criminal Justice/Safety Studies CIP Year: or	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Online/main campus	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The certificate is one of the tracks in the criminal justice major. Because of its emphasis on victim advocacy, the faculty felt it would be a good stand -alone certificate for those already working in the criminal justice field, social work , or looking to enter into victim advocacy work since most victim advocates have degrees wither in psychology, criminal justice, social work, or education. We also get a number of students who want to major in criminal justice who want to go into advocacy work. In CT, depending on which internet site you use there are over 150 advocacy jobs available.

The US Bureau of Labor Statistics (BLS) does not provide data on salary for victims' advocates. However, social and human service assistants perform closely similar tasks. According to the BLS, social and human service assistants earn a median annual salary of $30,830.[1] Job growth for these professionals is expected to reach 11% through 2024, which is faster than the average for all other occupations

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

These courses are being developed as part of the criminal justice major so there is no additional cost.

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

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* [2] Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

BELOW-THRESHOLD ***NEW ACADEMIC OFFERING INFORMATION REPORT FORM*** *- 01/20/12*

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
CRJ 325 Ethics in Criminal Justice			3			
CRJ 3XX Domestic &Sexual Violence			3			
CRJ Mental health/Substance Abuse in CJ			3			
CRJ 3XX Victimology			3			
CRJ 4XX Victim's Rights and Services			3			
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1. Distinguish between ethical and unethical behavior as it applies to the criminal justice field.
2. Relate the types and patterns of family and sexual violence, including myths and realities, cross-cultural and international patterns to prevention and punishment practices and policies.
3. Analyze the impact of criminal justice and the courts policies and practices on victims who have mental health or substance abuse disorders.
4. Apply victim rights to criminal-case scenarios and explain how victims can be assisted in dealing with the effects of crime and the criminal justice system.
5. Identify and analyze victim participation in the criminal justice decision-making, victim services and restitution, and restorative justice initiatives.
6. Explain how to be an effective victim advocate.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: SCSU	Date of Submission to BOR Office: October 30, 2017
Most Recent NEASC Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017	
Characteristics of Below-Threshold Offering Name of Offering: Social Media Type of Offering *(e.g. Grad Certificate, Minor, Option)* Minor Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion *(if applicable)* : Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 25%	**Credit Distribution of the Offering** # Cr in Core Courses: 9 # Cr of Electives: 9 # Cr of Other: 0 # Cr Special Requirements *(e.g. internship):* 0 Total # Cr the Institution Requires to Award the Credential 18
Suggested CIP Code No. *(if applicable)* 09.0702 Title of CIP Code Digital Communication and Media/Multimedia CIP Year: 2000 or 2010 X	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Southern Connecticut State University School of Arts & Sciences, main campus	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The demand for graduates trained in the professional use of social media is not just a necessity but an urgent need in every profession. The proposed course of study is in response to the rapidly evolving digital culture that has irreversibly transformed how we experience ourselves, others, and our world. Once considered a novel distraction, social media is now a complex and integral component of everyday life and everyone, in some way, will soon require a working knowledge of social media. The social media minor promotes the critical analysis of societal changes and challenges by the advancing digital culture. It specifically examines the evolving role of social media in our culture from both personal and professional perspectives. The course of study focuses on the effective management of social media platforms, critical evaluation and analysis of current and emerging trends in online behavior. Students acquire expertise in theory, practice, and strategies associated with the continued integration of media and technology in modern society and prepare for career opportunities that support and fulfill the growing online needs of global organizations and to become informed and critical social media users, producers and consumers.

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

As a minor within the Media Studies program, the SMM will not currently require any additional resources other than those already allocated to the Department. As the program grows, and should that growth generate the need for additional resources or faculty, the School of Arts and Sciences will allocate those appropriately. Certainly, any such increase in resources to the Media Studies Department will be justified and justifiable by the increased revenue generated by a growing program.

Institutional Contact for this Proposal: Dr. Rosemarie Conforti	Title: Associate Professor	Tel.: (203) 392-5379 e-mail: confortir1@southernct.edu

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM*** - *01/20/12*

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*	
BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. *(if applicable)* [2]	Title of CIP Code
Log of BOR Steps:	
Date for Inclusion in BOR-ASA Meeting Package:	
Comments	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs
9cr Core Courses				9cr Electives (Choose 3 of 4)			
MDS 261: Managing Social Media I		none	3	MDS 280 Media Issues and Problems		MDS 245	3
MDS 361: Managing Social Media II		MDS 261	3	MDS 291: Social Media: Public Life/Private Life		ENG 112	3
MDS 441: Content Development for Social Media		MDS 261 ENG 112	3	MDS 341: Networked Youth Culture		ENG 112	3
				MDS 497: Internship		12 MDS cr or Dept. permission	3
				MDS 499: Independent Study		Dept. permission	3
			9				9
Prerequisites							
ENG 112 for MDS 291; MDS 341; MDS 361							
MDS 245 for MDS 280							
MDS 261 for MDS 361 and MDS 441							
12 cr in MDS or Departmental Permission for MDS 497							
Departmental Permission for MDS 499							
				Total Other Credits Required to Issue Credential	0		18

Other Details

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

1. Successful students will be able to examine the evolving role of social media in our culture for purposes both personal and professional.
2. They will emerge with skills applicable to effective management of social media platforms, critical evaluation and analysis of current and emerging trends in online behavior, and an expertise in theory, practice, and strategies associated with the continued integration of media and technology in modern society.
3. Upon completion of the minor students will be prepared to qualify for professional certification by Hootsuite, Hubspot, the National Institute for Social Media, and other programs that demonstrate to employers that graduates are prepared to meet industry- and academic-standard levels of fundamental skills and recognized best practices.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Central Connecticut State University	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Characteristics of Below-Threshold Offering Name of Offering: Supply Chain Analytics Type of Offering *(e.g. Grad Certificate, Minor, Option)* Grad Certificate Anticipated Initiation Date: Spring 2018 Anticipated Date of First Completion *(if applicable)* : Dec 2018 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 50 %	Credit Distribution of the Offering # Cr in Core Courses: 9 # Cr of Electives: 3 # Cr of Other: # Cr Special Requirements *(e.g. internship):* Total # Cr the Institution Requires to Award the Credential 12
Suggested CIP Code No. *(if applicable)* 52.1301 Title of CIP Code Management Science	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Business	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The graduate certificate in supply chain analytics will support the CCSU mission by educating professionals who are working in industry in the use of business analytics techniques and related tools that can be applied to supply chain and operational logistics. One of the distinguishing characteristics of the CCSU mission is a commitment to workforce and state economic development. By extension, the CCSU School of Business mission also makes clear statements about the school's commitment to supporting economic development.

Those who complete the certificate in supply chain analytics will learn how to leverage their organizations' big data to respond to the increasingly challenging demands of regional, national, and international operating systems, pressures related to pricing and low-cost competitors, and changing demands from customers. Graduates will learn how to use data analytics to derive value from their organizations' supply chain that will result in savings and efficiencies. Connecticut is the home of major manufacturers, such as United Technologies, and the companies that supply them and other major manufacturers around the globe. This certificate program, which is unique in Connecticut, will help the state meet those demands and contribute to the economic development efforts in the state.

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

The certificate program will utilize existing courses that are offered to MBA students. In fact, students who complete this program successfully with a GPA of at least 3.0 and no grade lower than a C, will be able to enter the MBA program and apply these credits toward an MBA degree.

Institutional Contact for this Proposal: Ken Colwell	Title: Dean School of Business	Tel.: 832-3205 e-mail: colwell@ccsu.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* [2] Title of CIP Code

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Log of BOR Steps:
Date for Inclusion in BOR-ASA Meeting Package: Comments

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*BELOW-THRESHOLD **NEW ACADEMIC OFFERING INFORMATION REPORT FORM** - 01/20/12*

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Business Quantitative Analytics(BUS538)	1		3			
Business Intelligence & Anltcs(BUS540)	2	BUS538	3			
Enterprise and the Supply Chain(MIS555)	3	BUS538	3			
Core Course Prerequisites				Elective Courses in the Field		
				Business Process Modeling(BUS544) OR		3
				Managing Projects in the Supply Chain (MIS552)		3
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						0

Other Details

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

1. Conceptualize supply chain and logistics analytics problems and design solutions
2. Understand supply chain and logistics analytics techniques, and how when and how to implement them to bring value to the organization
3. Understand the enterprise, and how it interacts with and impacts the supply chain