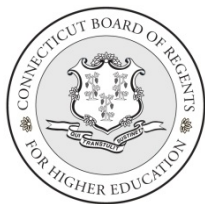**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE**
AGENDA, revised
Friday, November 18, 2016
61 Woodland Street, Htfd., CT – <u>Board Room (ground floor)</u>

1. Approval of Minutes
   a. September 30, 2016

2. CONSENT ITEMS
   a. Discontinuations
      i. Environmental Science, Biology Option (AS) – Naugatuck Valley CC
      ii. Environmental Science, Environmental Systems Option (AS) – Naugatuck Valley CC
      iii. Civil Engineering Technology – BS – Central CSU
      iv. Educational Studies – MS – Central CSU

3. PRESENTATION – Integrated Library Project Update – Veronica Kenausis, Scott Zak

4. ACTION ITEMS
   a. New Programs
      i. Surgical Technology – AS – Housatonic CC
      ii. Theater Arts – AA – Capital CC

   b. Modifications
      i. Musical Theater – BA (degree change from BFA) – Western CSU
      ii. Educational Leadership – MS – Central CSU

   c. Acceptance of Academic Program Review for 2015-2016 and Authorize Drafting of Academic Program Review Policy Guidelines

   d. Cross Registration Policy Amendment

5. OTHER BUSINESS

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – September 30, 2016
12:00 p.m..– 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Naomi Cohen, Larry DeNardis, Joe Young, Stephen Adair

Regents Absent: Catherine Smith

Staff Present: Jane Gates, Candace Barrington, William Gammell, Ken Klucznik, Maureen McClay, Arthur Poole

Other Attendees: Missy Alexander (WCSU), Carrie Andreoletti (CCSU), Kay Campbell (WCSU), Julia DeLapp (ECSU), Ellen Durnin (SCSU), Carl Lovitt (CCSU), Leslie Lindenauer (WCSU), Dimitrios Pachis (ECSU), Maryann Rossi (WCSU), Harry Rosvally (DPS/WCSU), Jacquie Swanson (NVCC), Karen Stone (SO), Debbie Thomas (CCC)

The meeting was called to order by Chair Harris at 9:35 a.m. Chair Harris introduced and welcomed the new student Regent, Joe Young.

1. Approval of Minutes – August 25, 2016. **A motion to approve made by L. DeNardis, seconded by N. Cohen and unanimously approved.**

2. Consent Items. **A motion to approve was made by N. Cohen, seconded by L. DeNardis, and unanimously approved.** Consent item approved:
    a. Accreditation of an Already Licensed Program
        i. STEM (Science, Technology, Engineering, and Math) Education for Certified Teachers – Central CSU
3. Action Items
    a. Campus Security Procedures. Chair Harris provided some background and introduced Michael Kozlowski who provided details of the process and policy objectives – noting they are rigorous and comprehensive. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Discussion and questions followed. There was a suggestion for an amendment to add language for periodic reviews. There were other suggestions to add reference to the legislation in the resolution. The language would be added for the full Board vote. **The committee voted unanimous approval with the amendments.**

    b. New Programs
        i. Gerontology – Graduate Certificate – Central CSU. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Gates introduced the

item and presented Provost Carl Lovitt and colleague. Dr. Lovitt added details and background. Prof. Andreoletti provided further information on need and statistics. There were a few questions that were addressed. **The vote was taken and unanimously approved.**

ii. Masters in Education in Literacy and Language Arts Program – MSED – Western CSU. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Gates introduced the program and Provost Missy Alexander. Provost Alexander provided an overview of all three programs being considered and introduced colleagues. She noted they were a redesign and not completely new. The first MSED was then described in detail, also mentioning the partnering with local schools. **The vote was taken and unanimously approved.**

iii. Master of Arts in Teaching: Secondary Education – MAT – Western CSU. **The motion to approve was made by N. Cohen, seconded by L. DeNardis**. Details were provided noting this was a replacement and much better version of a former MAT, again partnering with school systems. **The vote was taken and unanimously approved.**

iv. Masters in Education Special Education Program (K-12) – MSED – Western CSU. **The motion to approve was made by N. Cohen, seconded by L. DeNardis.** Details were provided noting it was similar to the others, also noting the high need area. **The vote was taken and unanimously approved.**

v. The Sixth Year TESOL Program was Withdrawn.

c. Centers and Institutes Reports

i. Eastern CSU – Center for Early Childhood Education. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Upon request, a full list of all Centers and Institutes with review dates was distributed by Arthur Poole. Dr. Gates gave introductory remarks and introduced Provost Dimitrios Pachis who introduced Julia DeLapp, the Center Director. Dr. Pachis provided background noting the more comprehensive report submitted. He commented on the far-reaching impact, income, grants and accomplishments. Additional details were provided on research being done. **The vote was taken and unanimously approved**.

ii. Southern CSU. Dr. Gates noted Southern's four Centers. She also noted all reports on Centers were reviewed very carefully. She introduced Provost Ellen Durnin.

1. Center for Adaptive Technology. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Durnin pointed out the request for a name change and noted the success of the Center. She mentioned expansion to the community as well as other institutions. Questions were addressed. **The vote was taken and unanimously approved.**

2. Center for Environmental Literacy. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Provost Durnin provided details. The budget and the value of the Center were discussed.. There was a general suggestion to look at Centers that are similar and

ways to consolidate. **The vote was taken and unanimously approved.**

3. Research Center on Computing and Society. **A motion to approve was made by L. DeNardis, seconded by N. Cohen.** Provost Durnin provided details and noted the name change. Questions were addressed, and discussion on "value" versus "ethics" in the title**. tDr. DeNardis asked that the name be reconsidered. The vote was taken and unanimously approved.**

4. Discontinuation of the Center for Community and School Action Research. Provost Durnin explained the reasons for discontinuation. **A motion to approve discontinuation was made by N. Cohen, seconded by L. DeNardis and unanimously approved.**

Regent Harris mentioned the idea at some point to have a Center with involvement with more than one institution. She also asked that the policy on Centers be presented for discussion at an upcoming Committee meeting.

iii. Western CSU – Center for Excellence in Learning and Teaching. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.** Dr. Gates gave introductory remarks and introduced Provost Missy Alexander and Director Leslie Lindenauer. Dr. Alexander noted it was a modest Center that did great work with high value and was influential in cross-disciplinary situations. **The vote was taken and unanimously approved.**

4. Information Items
   a. Below Threshold Items. The two following below-threshold items were noted.
      i. Environmental Health Science Minor – Eastern CSU
      ii. Cybersecurity Certificate – Charter Oak SC

   b. Academic Calendar. Dr. Gates noted the work of the committee and introduced co-chair, Jacquie Swanson. She provided details of the process and work being done, noting they were working on a five-year calendar but because of time constraints they needed to expedite the first year, 2017-18. Dr. Adair remarked on a few concerns. Ms. Swanson noted the concerns and that the committee had considered them, however, contract constraints precluded changing them for this year.

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** The meeting adjourned at 11:18 a.m.

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Environmental Science: Biology Option leading to an Associate of Science degree at Naugatuck Valley Community College effective January 1, 2017.

A True Copy:

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

ITEM
Termination of a program in Environmental Science: Biology Option leading to an Associate of Science (A.S.) degree at Naugatuck Valley Community College, effective January 1, 2017.

BACKGROUND
Summary
The Environmental Science: Biology Option program has the same curriculum as the Environmental Science program. Since the degrees are superfluous, the Biology Option is no longer needed.

Rationale
The Environmental Science: Biology Option program has the same curriculum as the Environmental Science program. Accompanying this discontinuation is the discontinuation of the Environmental Science: Environmental Systems Option. With the discontinuation of the Environmental Science: Environmental Systems Option, the Environmental Science: Biology Option is not needed for differentiation. All students can be moved into the Environmental Science degree with no impact on advancement to graduation.

Phase Out/Teach Out Strategy
No Phase Out Strategy is necessary since all students in the program will be moved into the Environmental Science degree program, which has the same curriculum.

Resources
Not applicable.

11/9/2016 – Academic Council
11/18/2016 – BOR Academic & Student Affairs Committee
12/8/2016 – 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: Naugatuck Valley Community College	Date of Submission to BOR Office:
Discontinued Program: Environmental Science, Biology Option AS Degree CIP: 15.0507 DHE# (if available): Accreditation Date: 1993 Phase Out /Teach Out Period none Expected Date of Program Termination Fall, 2016	

Program Characteristics
Name of Program: Environmental Science, Biology Option
Degree: Title of Award *(e.g. Master of Arts)* AS
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: STEM, Waterbury Campus		
Institutional Contact for this Proposal: Cynthia Donaldson	Title: Professor, Program Coordinator	Tel.: 203-596-8703 e-mail: cdonaldson@nv.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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

The Environmental Science: Biology Option has the same curriculum as the Environmental Science degree. Accompanying this discontinuation is the discontinuation of the Environmental Science: Systems Option. With the discontinuation of the Environmental Science: Systems Option, the Environmental Science: Biology Option is not needed for differentiation. All students can be moved into the Environmental Science degree with no impact on advancement to graduation.

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.)

None. All students will be moved into the Environmental Science degree program, which has the same exact curriculum.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Environmental Science: Environmental Systems Option leading to an Associate of Science degree at Naugatuck Valley Community College effective January 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 Environmental Science: Environmental Systems Option leading to an Associate of Science (A.S.) degree at Naugatuck Valley Community College, effective January 1, 2017.

BACKGROUND
Summary
The Environmental Science: Environmental Systems Option program has suffered from low enrollment leading to an inability to offer program courses. Additionally, the minimum qualification for positions in the field has become a Bachelor's degree. Students are better served by completing the Environmental Science A.S. program which acts as a transfer degree.

Rationale
      The enrollment in the Environmental Systems Option has been very low the past five years and there have been zero graduations in that time frame (see chart in Resource section below). Because enrollment has been low, many of the program courses have not been offered in 10+ years.
      The minimum qualifications of positions in industry this program was designed to fill have shifted to a Bachelor's degree. Thus, students are best served by fulfilling requirements to transfer to a Bachelor's degree program to earn the minimum credential. Note, the Bureau of Labor Statistics suggests an increase in Environmental Technician positions over the next ten years; however, these positions are field sampling technicians and not technicians that support a manufacturing company as this degree was meant to produce.
      The shift in minimum qualifications for industrial positions to a Bachelor's degree explains the decrease in enrollment in the program. Students have elected to enroll in the Environmental Science program that transfers to a four-year university. Thus, the Environmental Science: Environmental Systems Option program is no longer viable.

Phase Out/Teach Out Strategy
There will be no Phase Out. Students will be moved into the Environmental Science program. All students have been informed of and have agreed to the change.

Resources

Environmental Science: Environmental Systems Option A.S. Enrollment and Graduations the past five years.

	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015
Enrollment	11	8	0	5	4
Graduations	0	0	0	0	0

11/9/2016 – Academic Council
11/18/2016 – BOR Academic & Student Affairs Committee
12/8/2016 – 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: Naugatuck Valley Community College	Date of Submission to BOR Office:

Discontinued Program: Environmental Science, Environmental Systems Option AS Degree   CIP: 15.0507   DHE# (if available):   Accreditation Date: 1993

Phase Out /Teach Out Period none   Expected Date of Program Termination Fall, 2016

Program Characteristics

Name of Program: Environmental Science, Environmental Systems Option

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

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: STEM, Waterbury Campus

Institutional Contact for this Proposal: Cynthia Donaldson	Title: Professor, Program Coordinator	Tel.: 203-596-8703 e-mail: cdonaldson@nv.edu

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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

The current Naugatuck Valley Community College Environmental Science Degree Program is the result of two merged programs. In the early 1990s, Connecticut merged its community and technical college systems. Mattatuck Community College had an environmental science degree program with a biology focus. Waterbury State Technical College had an Industrial Environmental Management degree with a manufacturing compliance focus. Following the merger, the Environmental Science Degree was housed in the Math/ Science Division while the Industrial Environmental Management degree was housed in the Technology Division. In the mid 1990s the Industrial Environmental Management degree was relocated to the Math/Science Division. The two degree programs were merged into one degree with two options: Biology and Systems. Each option retained the focus of the degree from which they were derived. Later adjustments in the program included the requirement of CHE 121 and 122, General Inorganic Chemistry I and II, in place of the one semester CHE 111, Concepts of Chemistry, for the Systems option and the addition of BIO 121 and 122, General Biology I and II, as options in the Biology focus. Both of these additions improved transferability for the students to four year schools. Two years ago, the Math / Science Division was merged with the Engineering Technologies Division to form the STEM Division.

There has been a trend towards transfer to four year schools. Students in the Biology option tended to be traditional students who intended to transfer. Many students in the Systems option were adult learners who had previous training in other areas, but had acquired environmental compliance responsibilities in their jobs. Graduates could work as technicians in consulting, manufacturing or as inspectors at the Connecticut Department of Environmental Protection. Entry into those professions now requires a minimum of a Bachelors Degree. Therefore, the focus for all students is now towards transferability.

The climate for both manufacturing in Connecticut and for working in the environmental field has changed since the last program review. Based on input from our Advisory Committee members, employment in a Connecticut manufacturing facility for an Associate Degree environmental technician is now practically non-existent. Most area positions now require a Bachelors Degree as a minimum for employment.

The Bureau of Labor Statistics Occupational Outlook Handout for 2012 projects a 20 percent increase in job opportunities for Environmental Technicians, which require an AS minimum, and Environmental Scientists and Engineers, which require a BS minimum, across the nation during the next ten years. While 20% sounds like a significant number, this translates into approximately 7000 jobs nationwide. Most of the Technician positions would be in field sampling as opposed to manufacturing.

There is quite a bit of discussion in the press concerning "Green Jobs". This is somewhat misleading since it often refers not to new jobs, but the greening of existing jobs such as the construction trades. Areas such as energy efficiency (LEED (Leadership in Energy and Environmental Design) Certification) and water management should see the highest demands. However, with no standardization of credentials, it is difficult to map curriculum to meet these needs. Given our local outlook, it is most useful at this time for NVCC graduates to apply their AS credits towards a BS degree. We will continue communications with the water supply industry to monitor their employment needs for potential Associate degree level opportunities.

The Systems option was focused on waste management in manufacturing operations. Many students in the option had previous training in other areas, but had acquired environmental compliance responsibilities in their jobs. Graduates could work as technicians in consulting, manufacturing or as inspectors at the Connecticut Department of Environmental Protection. Since entry into those professions now requires a minimum of a Bachelors Degree. The narrowly focused Systems option is no longer a viable route to employment for graduates.

The Systems option has a sequence of required courses to complete the degree program. Those courses and the dates of

when they were last offered are:

ENV 160 Environmental Measurements - last ran in Spring 2007 with 13 students, offered but did not run in Spring 2005 and 2009

ENV 205 Foundations of Environmental Chemistry – last ran Spring 2000 with 11 students

ENV 230 Environmental Control Processes – last ran Fall 2003

ENV 235 Waste Minimization and Treatment – last ran Spring 1999 with 13 students

ENV 270 Environmental Project – last ran 1999 with 9 students

Many of the required courses have not been run in more than ten years due to a lack of students. It is impossible for a student to graduate with this option unless multiple course substitutions are processed. Since the minimum standard for work in the field is now a Bachelors Degree, students would be best served by streamlining the program into one degree track that focuses on transfer preparation.

The data for the Environmental Science, Systems Option for the past five years:

	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015
Enrollment	11	8	0	5	4
Graduations	0	0	0	0	0

As of Fall 2013, the program was not accepting new students. All continuing students have been informed that the Systems option cannot be completed due courses not being run as described above.

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.)

None. All students will be moved into the Environmental Science degree program. All students have been informed of this.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Civil Engineering Technology leading to a Bachelor of Science degree at Central Connecticut State University with a phase out period until June 30, 2018.

A True Copy:

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

ITEM
Termination of the Civil Engineering Technology program leading to a Bachelor of Science at CCSU, with a phase out period until June 30, 2018

BACKGROUND
Summary
CCSU began transitioning from offering a BS in Civil Engineering Technology to a BS in Civil Engineering in 2009. Industry standards, at least in CT, has moved towards requiring the BS in Civil Engineering over the Civil Engineering Technology. Admission to the program was completely closed as of Fall 2012. One student is remaining in the program. This student is near completion of the program.

Rationale
The BS in Civil Engineering Technology degree is no longer relevant for the industry. The desired degree is a BS in Civil Engineering.

Phase Out/Teach Out Strategy
CCSU has an established and an ABET accredited BS in Civil Engineering, which begin accepting students for the fall 2009 semester. Admission to the Civil Engineering Technology program was suspend for first time students in fall 2010 and for transfer students in 2012. The proposed end date will allow the last student more than sufficient time to complete the program.

Resources
No effect on resources. All resources for the Civil Engineering Technology program were transitioned to the Civil Engineering program.

11/9/2016 – Academic Council
11/18/2016 – BOR Academic & Student Affairs Committee
12/8/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office: 10/6/16

Discontinued Program: Civil Engineering Technology   CIP: 150201   DHE# (if available): 13269 Accreditation Date: 5/12/97

Phase Out /Teach Out Period   2 years   Expected Date of Program Termination June 30, 2018

Program Characteristics

Name of Program: Civil Engineering Technology

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

Certificate: *(specify type and level)*

Modality of Program: x On ground   Online   Combined

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

Institutional Contact for this Proposal: Faris Malhas	Title: **Dean**	Tel.: 860-832-1800 e-mail: fmalhas@ccsu.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The CCSU Department of Engineering will be phasing-out the Civil Engineering Technology program over the next few years and transitioning to the Civil Engineering program. The Department suspended first year students admissions to the Civil Engineering Technology program after Fall 2010, and suspended transfer students admissions after Fall 2012. Prospective students considering a civil engineering career should explore the CCSU Civil Engineering program, and refer to the CE program information found on the web site.

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 currently one student remaining in the program. The courses needed to complete the program are courses that are still regularly offered as part of other engineering programs offered by the school. There is no issue with the student completing the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Educational Studies leading to a Master of Science degree at Central Connecticut State University with a phase out period until May 30, 2019.

A True Copy:

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

ITEM
Termination of MS program in Educational Studies at Central Connecticut State University, with a phase out period until May 2019.

BACKGROUND
Summary
Discontinuation of this program is specifically linked to modifications of the MS in Educational Leadership program within the Department of Educational Leadership, Policy and Instructional Technology and the School of Education and Professional Studies at CCSU. In that plan, the program strands currently within the MS in Educational Studies are moved and consolidated within the new MS in Teacher Leadership program, along with the former MS in Educational Leadership. The concept paper and associated documentation for that modification provide detail and evidence in support of that programmatic innovation and consolidation. State priorities for workforce preparation will not be adversely impacted by this modification, nor will additional resources be required for implementation. The plan is designed to consolidate and maximize the efficiency of the allocation of faculty resources within the institutional unit, and to offer a program that more effectively meets the workforce needs of educational professionals seeking a graduate degree.

Rationale
Based upon the modifications to the MS in Educational Leadership, the MS in Educational Studies is no longer necessary.

Phase Out/Teach Out Strategy
We will allow and encourage current students to change to the newly designed program. For those who prefer to stay in Educational Studies, our Phase Out/Teach Out strategy will be to identify the core requirements from the old program (the MS in Educational Studies) and to identify which students still require those courses. We will design a schedule that will accommodate all students in fulfilling these requirements within an 18 month period. For students who are unable to enroll in these courses, appropriate substitutions or independent studies will be offered.

Resources
All full-time faculty who taught in the MS in Educational Studies will teach in the new MS in Teacher Leadership program.

11/9/2016 – Academic Council
11/18/2016 – BOR Academic & Student Affairs Committee
12/8/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION	
Institution: Central Connecticut State University	Date of Submission to BOR Office:

Discontinued Program: MS in Educational Studies   CIP: 13.0901   DHE# (if available): 00046   Accreditation Date: 1976
Phase Out /Teach Out Period Spring 2017-Fall 2018   Expected Date of Program Termination May 2019

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

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

Institutional Contact for this Proposal: Sheldon Watson/Maria Mongillo	Title: Associate Professor/Assistant Professor	Tel.: 860.832.2576/860.832.2133 e-mail: watsonshl@ccsu.edu/maria.boeke.mongillo@ccsu.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*
BOR Sequence Number (to be assigned): Log of BOR Steps Towards Discontinuation Approval:
Resolution number for BOR Approval: Date of Approval: Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The M.S. in Educational Studies is being phased out due to (a) related academic improvement described below. This improvement is based on the work over the past two years with the Masters redesign. As part of this redesign the Educational Studies program is being integrated into the new program, the MS in Teacher Leadership. This reconceptualization began with the dissolution of the Teacher Education department within the School of Education and Professional Studies. Faculty teaching courses in Educational Studies and Secondary Education were moved to the Department of Educational Ledership. Since this transition, the department has been renamed the Department of Educational Leadership, Policy, and Instructional Technology. In the Fall of 2014 a curriculum committee comprised of faculty from all programs that offer Masters degrees was convened. Their work in program improvement resulted in the current model we are submitting for approval. In Spring 2016 our 5-year program evaluation was submitted to an outside evaluator for suggestions for further improvement. This evaluator validated that the revised MS design was viable and timely.

Discontinuation of this program is specifically linked to modifications of the MS in Educational Leadership program within the Department of Educational Leadership, Policy and Instructional Technology and the School of Education and Professional Studies at CCSU. In that plan, the program strands currently within the MS in Educational Studies are moved and consolidated within the new MS in Teacher Leadership program, along with the former MS in Educational Leadership. The concept paper and associated documentation for that modification provide detail and evidence in support of that programmatic innovation and consolidation. State priorities for workforce preparation will not be adversely impacted by this modification, nor will additional resources be required for implementation. The plan is designed to consolidate and maximize the efficiency of the allocation of faculty resources within the institutional unit, and to offer a program that more effectively meets the workforce needs of educational professionals seeking a graduate degree.

The proposed MS in Teacher Leadership will integrate the two existing strands of the MS in Educational Studies within the MS in Educational Leadership. The overall program shift is to a single MS degree (Teacher Leadership) with three strands:

1. Teacher leadership
2. Secondary education
3. Educational policy studies

Across all strands we have identified common courses that will be required of all students regardless of degree pathway. Each strand then has its own unique core content as well as electives. Content area electives are required/recommended for most strands. The Teacher Leadership strand includes an additional 6 credit hours for students in Jamaica due to specifications of the Jamaican Ministry of Education. Finally, all of our campus strands incorporate a common 6-credit capstone course sequence that will explore advanced applications of program content. This component will provide a culminating performance experience that will lead to direct impact on student learning in the field. All modifications are accomplished through a combination of reorganization and minor revisions of existing courses.

Graduates of the MS in Teacher Leadership strands will be highly employable for multiple positions including teacher leader, instructional specialists or coaches, department chairs, or central office personnel. As mentioned earlier, as the role of the school administrator has become more occupied with teacher evaluation, other instructional leader tasks are being delegated to teacher leaders. The CT State Department of Education offers funding for instructional coaches in Alliance and Priority school districts, and provides training sessions for school districts looking to utilize them effectively. The U.S. Bureau of Labor Statistics estimates that the national growth rate among instructional coordinators (which would encompass teacher leaders) will be 7% between 2014 and 2024, maintaining and expanding upon current numbers. Anecdotally, it has been observed

within our programs that increasing numbers of students in the Sixth Year Certificate program in Educational Administration are coming into the program holding these teacher leader positions, or are obtaining such positions during their time in the program. A Master's degree is the degree most associated with such positions. Having such a degree with a concentration in teacher leadership itself would enhance the qualifications of teachers to move into such roles. We have also observed increasing numbers of instructional coaching positions posted on CT REAP, an educational hiring website. These jobs are inclusive of instructional coaching, subject area specialist, and central office job openings in a wide variety of school districts, serving many types of students in different locations. As our proposed MS program is the only one like it in the state, graduates will have an advantage in securing these positions.

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.)

For the past 5 years the Educational Studies MS program has experienced a steady decline in enrollment. Currently, there are only 14 students enrolled in the program. We will allow and encourage current students to change to the newly designed program. For those who prefer to stay in Educational Studies, our Phase Out/Teach Out strategy will be to identify the core requirements from the old program (the MS in Educational Studies) and to identify which students still require those courses. We will design a schedule that will accommodate all students in fulfilling these requirements within an 18 month period. For students who are unable to enroll in these courses, appropriate substitutions or independent studies will be offered so the students can complete the program within the 6 year time limit common to all graduate programs at CCSU. In the Spring of 2017 a letter will go forward from the Chair's office to advise students of these new requirements. They will be encouraged to meet with their academic advisor to modify their planned programs appropriately. Advisors will be informed of the appropriate substitutions to appropriately advise their students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of a program in Surgical Technology leading to an Associate of Science degree at Housatonic Community College.

A True Copy:

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

ITEM
Licensure and accreditation of a program in Surgical Technology leading to an Associate of Science degree at Housatonic Community College

BACKGROUND

<u>Summary</u>
The Surgical Technology program will also offer education leading to employment paying a living wage with only two years of training. It can be considered part of a scaffolding of programs for entry-level, developmental-level students from the non-degree Sterile Processing or EMT certification, to Surgical Technology, to a two- or four-year nursing degree.

<u>Need for the Program</u>
As baby boomers age, there will be an increased need for qualified operating room professionals in all areas: hospitals, surgical clinics, physician-operated surgical settings, etc. Most of the Surgical Technology programs in CT are closing: Bridgeport Hospital School of Nursing graduated its final class in May of 2016. Manchester Community College also graduated their final class in May 2016.. The statewide Technical High School system has recently announced that these facilities also are closing their programs. The U. S. Bureau of Labor Statistics estimates that employment of Surgical Technologists is nationally projected to grow 30% from 2012 to 2022. The CT Department of Labor website states an increase of 26.5% by 2022.

The Surgical Technology Program is succeeding in its present location at Bridgeport Hospital School of Nursing, with a population of students drawn from the Bridgeport area; keeping this viable program intact by moving it to HCC will keep this valuable educational opportunity in the same geographic area, where it is most needed.

<u>Curriculum</u>
The total number of credits for the degree is 62: 22 are General Education, 34 are specifically created for the Surgical Technology program, and 6 are shared between the Surgical Technology and Medical Assisting programs. The courses designated "clinical experience I and II" as well as the last five weeks of "operating room skills seminar" are all conducted off-campus in various clinical settings. Each Surgical Technology student must have a minimum of 120 cases in which they act as first or second scrub, and these cases must span a variety of settings: general surgery plus at least five different surgical specialties. A minimum of 640 hours must be spent in the clinical lab in order to meet accreditation standards.

SURGICAL TECHNOLOGY ASSOCIATES DEGREE

Freshman		**Credits**
Gen Ed WRCX	ENG*E101Composition	3
Gen Ed QUAX	Choose one course in Quantitative Reasoning[1]	3
MED*E125	Medical Terminology	3
CSA*E105	Introduction to Software Applications	3
Gen Ed SCKX	BIO*E119 Human Biology for Allied Health	4
Gen Ed WRIX	ENG*E102 Literature & Composition *or* ENG*E202 Technical Writing	3
Gen Ed SOPX	Choose one course in Social Phenomena & Understanding II [2]	3
SUR*E110	OR Techniques	4
SUR*E111	OR Skills Seminar	4
SUR*E109	Microbiology for Surgical Technology	2
Sophomore		
Gen Ed SOCX	PSY*E111 General Psychology I	3

SUR*E211	Clinical Experience I	6
SUR*E213	Surgical Procedures I	3
SUR*E215	Surgical Technology Pharmacology	3
Gen Ed AESX	Choose one course in Aesthetic Dimensions of Humankind	3
SUR*E212	Clinical Experience II	6
SUR*E214	Surgical Procedures II	3
SUR*E250	Advanced Seminar in Surgical Technology	3
Total Program Credits		**62**

Bridgeport Hospital and affiliated hospitals will continue to serve as clinical sites for the Surgical Technology students, and will continue to have a need for graduates of this program to staff their surgical centers.

Students
The current program at Bridgeport Hospital School of Nursing accepts about 20 students each year, and graduates about 15. Over 80% of these graduates have jobs within six months of completing the program. It is anticipated that the new program at HCC will have about the same number of students as BHSN, so that sufficient clinical sites can be assured for training purposes.

This degree will be terminal; it is not expected that the graduates will transfer to a four-year institution, since a four-year Surgical Technology program does not exist in CT at this time. The Surgical Technology program will offer education leading to employment paying a living wage with only two years of training. Average annual statewide salary for Surgical Technologists is $55,000. Once the student has passed the exam to become a Certified Surgical Technologist, he or she becomes employable in all 50 states.

Faculty
This is an accredited program, which means that continuing accreditation requires an adequate budget, dedicated space, textbooks and other resources in the library, and teachers who meet very specific qualifications. The College would be required to a full-time Program Director who is sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program. The program also requires a full-time Clinical Coordinator, who is responsible for the organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program. In addition, the program would hire sufficient clinical educational assistants to supervise students at their surgical clinical placements.

Learning Resources
Housatonic Community College has/will provide adequate learning resources to support the program, including library and research materials, laboratory space (see below) and equipment/materiel that is needed for work-based experiential learning that will be required both for completion of clinicals and in the workplace.

Facilities
Beyond classroom space for "typical courses," the Surgical Technology program would need a Surgical Technology Laboratory that enables the critical education and training concept: the more the lab looks like and is run like a real OR the better prepared the students will be to enter clinicals. The operating room laboratory needs the general Ability to run two mock surgical procedures concurrently and atorage area that also serves as a mock sterile supply room

Housatonic is currently remodeling Lafayette Hall, and a new room specifically designed to accommodate Surgical Technology could be incorporated into these plans. No additional funds will be required to modify the plans, since the building process is still in an early phase. The hospital will also donate accumulated supplies currently in storage at BHSN

to HCC. Housatonic Community College will also be gaining a Sterile Processing Program, which is closely aligned to the Surgical Technology Program at Bridgeport Hospital School of Nursing. Space, equipment, staff, etc. would be shared by these two programs, since they are closely related disciplines, and one feeds into the other in a very natural way.

Fiscal Note
The program is projected to generate revenues of $152,820 in Year 1, and $249,060 in Years 2 and 3. Program expenses are projected to be $220,936 in Year 1, and $250,939 in Years 2 and 3. As described above, a program director and clinical coordinator must be hired, as well as support staff (e.g., Clinical Educational Assistants). Bridgeport Hospital has agreed to a workforce partnership in which part of these costs will be shared, at least until the program can be transferred from one institution to another. Bridgeport Hospital School of Nursing has also offered to donate all the current equipment now being used by the Surgical Technology program to HCC, which will greatly reduce start-up costs.

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

The proposal for the Surgical Technology program at Housatonic Community College has been reviewed and approved through the campus curriculum development process, has been judged as financially feasible by the Dean of Administration and Institutional Effectiveness, and approved/endorsed by President Paul Broadie II. The CSCU Academic Council has endorsed the proposal for submission to the Academic and Student Affairs committee of the Connecticut Board of Regents for Higher Education.

Accreditation:
The current program at Bridgeport Hospital School of Nursing is accredited by the Commission on Accreditation of Allied Health Education Programs. If this program is approved, the program will essentially be transferred to HCC from BHSN, and accreditation would be transferred with it.
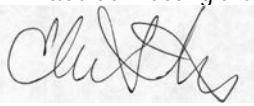
11/9/2016 – Academic Council
11/18/2016 – BOR Academic & Student Affairs Committee
12/8/2016 – Board of Regents

SECTION 1: GENERAL INFORMATION	
Institution: Housatonic Community College	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: Accredited in 2012

Program Characteristics	**Program Credit Distribution**
Name of Program/Certificate: Surgical Technology Degree: Title of Award *(e.g. Master of Arts)* Associates of Science Certificate: *(specify type and level)* Anticipated Program Initiation Date: Fall 2017 Anticipated Date of First Graduation: May 2019 Modality of Program: On ground Online XX Combined If "Combined", % of fully online courses? Up to 50%, as student chooses. Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 62	# Cr in Program Core Courses: 22 (6 restricted selections) # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 40 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 62 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 28

TAP:

Will this program be a part of the CSCU Transfer & Articulation Program (TAP)? Yes ___ No **XX**

Has this program been endorsed by the General Education Committee as meeting the CSCU general education

competencies? Yes ___ No **XX**   _____Elizabeth Steeves_____

                Signature of Gen Ed

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

Suggested CIP Code No. *(optional)*   Title of CIP Code

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: 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: Math-Science Dept.

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Accreditation of Allied Health Education Programs
- If program prepares graduates eligibility to state/professional license, please identify: Taking the National Certification Examination is a pre-requisite for graduation from the program; a passing score on the exam is required for student to become a Certified Surgical Technologist.

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

Institutional Contact for this Proposal: Sandra Barnes	Title: Professor	Tel.: 203-332-5107 e-mail: Sbarnes@hcc.commnet.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

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[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.

Log of BOR Steps Towards Program Approval:

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

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 population served by Housatonic Community College has many needs; finding fulfilling employment paying a livable wage is a major hurdle which many residents of Bridgeport struggle to clear. The Surgical Technology Program offers a pathway to a steady paycheck in the field of Allied Health that is constantly changing and increasing in complexity. Many students struggle with the more challenging sciences such as Anatomy and Physiology and Microbiology, effectively blocking them from seeking a future as a Registered Nurse. The science pre-requisites of the Surgical Technology Program, while still rigorous, are more tailored to the specific needs of the job. For many students less emphasis on theory and more emphasis in concrete skills enables them to master the tasks required to be excellent Surgical Technologists. One of the missions of HCC is to "empower all individuals to develop to their full potential", and this degree fits that goal perfectly. The Surgical Technology Program is succeeding in its present location at Bridgeport Hospital School of Nursing, with a population of students drawn from the Bridgeport area; keeping this viable program intact by moving it to HCC will keep this valuable educational opportunity in the same geographic area, where it is most needed.

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 population currently being served by Bridgeport Hospital School of Nursing will continue to have access to this program if it is moved to Housatonic Community College, since these two facilities are both located in Bridgeport. A long collaboration already exists between these two entities. Bridgeport Hospital and affiliated hospitals will continue to serve as clinical sites for the Surgical Technology students, and will continue to have a need for graduates of this program to staff their surgical centers. As baby boomers age, there will be an increased need for qualified operating room professionals in all areas: hospitals, surgical clinics, physician-operated surgical settings, etc. Surgical Technologists play an important role in health care by their specialized training, which enables them to work in the operating and surgical settings, freeing Registered Nurses for other tasks. Surgical Technologists are a cost-effective way to staff the operating suite. The Surgical Technology program will also offer education leading to employment paying a living wage with only two years of training. It can be considered part of a scaffolding of programs for entry-level, developmental-level students from the non-degree Sterile Processing or EMT certification, to Surgical Technology, to a two- or four-year nursing degree.*

- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources)* and of its distinctive character and/or location? *As stated above, a long collaboration exists between Housatonic Community College and Bridgeport Hospital. The two institutions work well together to the benefit of HCC, Bridgeport Hospital and the larger Bridgeport community. Bridgeport Hospital School of Nursing is moving its program to the University of Bridgeport in part because the facility where the nursing school is located is old and would be difficult and costly to repair. Housatonic is in the midst of constructing a major addition to Lafayette Hall, and upgrading the existing space. It is the perfect time to customize a space to simulate an operating room and sterile processing suite, to house this very specialized program. Housatonic, until recently, was a feeder school for Bridgeport Hospital School of Nursing, leaving a large population of pre-nursing students with fewer options for entering the health-science field. In addition to the student body, we have a strong math-science department with faculty that are capable of teaching the specialized biology, math and some of the medical courses required for Surgical Technology.*

- 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) This degree will be terminal; it is not expected that the graduates will transfer to a four-year institution, since a four-year Surgical Technology program does not exist in CT at this time. However, some of the General Education pre-requisites could be used towards a Registered Nursing degree; while the specialized Surgical Technologist credits would not transfer into nursing, students with the desire to move forward would have an excellent way of funding their further education by working in the field of Surgical Technology and pursuing their nursing program during their non-working hours.*

- Please indicate what similar programs exist in other institutions within your constituent unit [2], and how unnecessary duplication is being avoided. *Most of the Surgical Technology programs in CT are closing: Bridgeport Hospital School of Nursing graduated its final class in May of 2016. Manchester Community College also graduated their final class in May 2016.. The statewide Technical High School system has recently announced that these facilities also are closing their programs. This is being driven by the accrediting body for Surgical Technology, the Commission on Accreditation of Allied Health Education Programs, which has announced that all sponsoring institutions should award a minimum of an Associate's Degree by August 1, 2021. While Naugatuck Valley Community College has expressed interest in starting a Surgical Technology Associate Degree, these service areas do not overlap.*

- Please provide a description/analysis of employment prospects for graduates of this proposed program *The U. S. Bureau of Labor Statistics estimates that employment of Surgical Technologists is nationally projected to grow 30% from 2012 to 2022. The CT Department of Labor website states an increase of 26.5% by 2022. Average annual statewide salary for Surgical Technologists is $55,000. Once the student has passed the exam to become a Certified Surgical Technologist, he or she becomes employable in all 50 states.*

Cost Effectiveness and Availability of Adequate Resources

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

The current program at Bridgeport Hospital School of Nursing takes about 20 students each year, and graduates about 15. Over 80% of these graduates have jobs within six months of completing the program. It is anticipated that the new program at HCC will have about the same number of students as BHSN, so that sufficient clinical sites can be assured for training purposes. Housatonic is currently remodeling Lafayette Hall, and a new room specifically designed to accommodate Surgical Technology could be incorporated into these plans. No additional funds will be required to modify the plans, since the building process is still in an early phase. Bridgeport Hospital School of Nursing has offered to donate all the current equipment now being used by the Surgical Technology program to HCC, which will greatly reduce start-up costs. The hospital will also donate accumulated supplies currently in storage at BHSN to HCC.

This is an accredited program, which means that continuing accreditation requires an adequate budget, dedicated space, textbooks and other resources in the library, and teachers who meet very specific qualifications. A program director and clinical coordinator must be hired, as well as support staff. Bridgeport Hospital has agreed to a workforce partnership in which part of these costs will be shared, at least until the program can be transferred from one institution to another.

While this is the only degreed program that is the subject of this application, Housatonic Community College will also be gaining a Sterile Processing Program, which is closely aligned to the Surgical Technology Program at Bridgeport Hospital School of Nursing. This program will be offered as continuing education, and, since it is only a three-week program, multiple classes could be offered in the course of a year. (Currently Bridgeport Hospital School of Nursing offers this program four times per year, with an average class size of 8 to 12 students.) It is anticipated that student fees for this program can partially mitigate the cost of the degree program. Space, equipment, staff, etc. would be shared by these two programs, since they are closely related disciplines, and one feeds into the other in a very natural way. Since many Sterile Processing graduates express interest in Surgical Technology, the population of students graduating from Sterile Processing would serve as a pool from which Surgical Technology candidates could be drawn.

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[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)*

1. Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care. Assessment: Successful completion of preparatory courses such as Biology for Allied Health, Medical Terminology, and Microbiology for Surgical Technology.

2. Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience. Assessment: Successful completion of Surgical Technology Pharmacology course.

3. Demonstrate safe practice in the role of Surgical Technologist. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.

4. Display competence in technical skills and aseptic technique in the perioperative environment. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.

5. Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.

6. Organize the intraoperative environment efficiently as a member of the surgical team. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.

7. Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist. Assessment: Passing score on the Surgical Technology certification exam.

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)*

Per ARC-STSA accreditation, we must have a program director and clinical coordinator. The following are the responsibilities and qualifications for those positions as outlined in the Standards Interpretive Guide through ARC- STSA.

1. Program Director:

The sponsor must appoint a full-time Program Director. Full time is defined as the usual and customary time commitment required by the institution for faculty members in equivalent positions in other health educational activities. Under this definition, the Program Director should be sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program.

a) Responsibilities

The Program Director must be responsible for all aspects of the program, including the organization, administration, continuous review, planning, development, and general effectiveness of the program. Newly appointed Program Directors should participate in an ARC/STSA sponsored Accreditation Fundamentals for Educators workshop within one year of their appointment. Surgical Technology (2013). The Program Director should pursue ongoing formal training designed to maintain and upgrade his/her professional, instructional, and administrative capabilities. The Program Director should participate in an ARC/STSA sponsored accreditation workshop at least once every five years. Responsibilities may also include didactic and laboratory instruction (in

addition to clinical instruction) and direction and guidance of clinical instructors. The Program Director is also responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

b) Qualifications

The program director must:

1) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).

2) have a minimum total of five years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past ten years.

3) possess an Associate's Degree or greater.

4) possess proficiency in instructional methodology, curriculum design, and program planning.

Persons approved as program directors under previous Standards will continue to be approved in that position at that institution. Program Director should possess experience/training as an educator.

Associate degree should have concentration in surgical technology.

2. Clinical Coordinator:

a) Responsibilities

The Clinical Coordinator must be responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program. Responsibilities may include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors. The Clinical Coordinator should pursue ongoing formal training designed to maintain and upgrade his/her professional, instructional, and administrative capabilities. The Clinical Coordinator is also responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

b) Qualifications

The Clinical Coordinator must:

 1) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).

2) have a minimum total of three years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.

Persons approved as Clinical Coordinators under previous Standards will continue to be

approved in that position at that institution. The Program Director may also serve as Clinical Coordinator.

3. Didactic/Clinical Faculty and/or Instructional Staff

a) Responsibilities

The instructional staff must be responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

b) Qualifications

1) Faculty must be qualified by education and experience, and must be effective in teaching the subjects assigned.

2) Faculty with instructional responsibilities in core surgical technology courses must:

(a) possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission on Certifying Agencies (NCCA).

(b) have a minimum total of two years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.

Persons approved as didactic/clinical faculty and/or instructional staff under previous Standards will continue to be approved in that position at that institution. Core surgical technology courses include the components of Surgical Technology fundamentals and practice. Examples of non-core courses include Medical Terminology, Pharmacology, Pathophysiology, Anatomy and Physiology, Microbiology, and other general education courses not specific to surgical technology.

The didactic/clinical faculty with instructional responsibilities in core surgical technology courses should pursue ongoing formal training designed to maintain and upgrade professional and instructional capabilities.

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? Two: One Program Director and one Clinical Coordinator, who will also serve as faculty for most of the Surgical Technology-specific courses.
What percentage of the credits in the program will they teach? About 50%
What percent of credits in the program will be taught by adjunct faculty? Up to 50%
Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program They are specified above (See #3: Didactic/Clinical Faculty/Instructional Staff, plus existing adjunct faculty for non-specific Surgical Technology courses.

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) Recommended Surgical Technology Laboratory Needs/Surgical Technology Laboratory Needs Critical education and training concept: the more the lab looks like and is run like a real OR the better prepared the students will be to enter clinicals.

General Ability to run two mock surgical procedures concurrently

Storage area that also serves as a mock sterile supply room

Access to a "flash" sterilizer OR (minimum)

1 OR space with a functional overhead light

1 fully functional OR table with routine attachments: armboards

ob-gyn lithotomy attachments

kidney position attachments

shoulder braces

foot board

 safety strap

3 sets of OR bed sheets, lifters and pillow cases

2 rolling chairs

4 IV poles

1 anesthesia machine (need not be functional)

1 electrocautery machine (need not be functional)

3 Mayo stands

3 Back tables

2 Kick buckets

3 Ring stands

2 Linen hampers

1 Transportation gurney (may be shared with OR) If only one OR table, 1 other table on which manikins can be placed

2 manikins for mock surgery at least one must be anatomically capable of being draped for lithotomy and orthopedic procedures

Access to fully operational laparoscopic equipment Instruments

2 complete laparotomy sets

OB/GYN instrument set with instruments for abdominal hysterectomy,

vaginal hysterectomy,

D & C,

C-section

Basic orthopedic instrument set

Basic GU instrument set that includes TURP instruments

GI instruments

Various general surgery instrumentation for procedures such as thyroidectomy, trach, etc.

Laparoscopic instrumentation with scopes, cameras, light cords, etc.

Adequate supply of accessory supplies suction tubing electrocautery knives hemostats etc. for peel pack delivery light handle covers

Supplies (secure unused items from the OR to build the sterile supply area)

Initially one appendectomy model or similar per student for clinical readiness exams + 10 for practice in lab (after first year keep clinical readiness models for practice and buy one per student)

One basic pack per student for clinical readiness + 6 for practice (make students refold packs for practice and keep the first year's packs for clinical readiness for the following years practice (buy one per student per year after that)

Sponges Dressings Tape Grounding pads Prep trays Foley catheter trays Syringes of different sizes and types

Needles of different sizes and types Knife blades Wide assortment of suture (mock procedures are performed as

realistically as possible) • Empty but properly labeled medicine bottles (all local anesthetic agents, some anesthesia drugs, IV set ups, emergency drugs) [Place sign where ever these are kept stating that these are NOT real medications] Access to samples of supplies related to specialty areas (ex. Cast materials) Gowns Masks Hair covers Gloves (sterile and non-sterile) Sharps containers Biohazardous waste boxes and liners (samples) Sterilization wrappers Peel Packs Tape Sample biologic and other sterilization indicators

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**		
MED*E125 (Medical Terminology)	1		3			
SUR*E109 (Microbiology for ST)*	1	MAT100up, MED*E125, BIO*E119	2			
SUR*E110 (OR Techniques)*	1, 3	MAT100up, MED*E125, BIO*E119	4			
SUR*E111 (OR Skills Seminar)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119	4			
SUR*E211 (Clinical Experience I)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109	6			
SUR*E213 (Surgical Procedures I)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109	3			
SUR*E215 (ST Pharmacology)*	2	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109	3			
SUR*E212 (Clinical Experience II)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109, SUR*E211, SUR*E213, SUR*E215	6			
SUR*E214 (Surgical Procedures II)*	1, 3, 4, 5, 6	MAT100up, MED*E125, BIO*E119,	3			

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

		SUR*E110, SUR*E111, SUR*E109, SUR*E211, SUR*E213, SUR*E215			
SUR*E250 (Advanced Seminar in ST)*	1, 2, 3, 4, 5, 6, 7	MAT100up, MED*E125, BIO*E119, SUR*E110, SUR*E111, SUR*E109, SUR*E211, SUR*E213, SUR*E215	3		

Core Course Prerequisites			Elective Courses in the Field		
None - No Prerequisites to the Core Courses					

Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*			
English*E101 (Composition)	3		
Math 100 or up	3		
CSA*E105 (Computer Science)	3		
BIO*E119 (Human Biology for Allied Health)	4		
English*E102 (Literature and Composition)	3		
Social Phenomena II (suggest a foreign language)	3		
PSY*E111 (General Psychology)	3		
Fine Arts/Humanities Elective	3		

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

The total number of credits for the degree is 62: 22 are General Education, 34 are specifically created for the Surgical Technology program, and 6 are shared between Surgical Technology and Medical Technology. For the first semester of this two-year program, the student is designated as a "Pre-Surgical Technology" major, and takes General Education courses plus the two courses that are shared with the Medical Assisting Program. During the first semester students must apply and be accepted into the Surgical Technology Program in order to begin their training as Surgical Technologists in the spring of the first year. Those students who are not selected for the Surgical Technology Program could consider continuing on into Medical Assisting or General Studies. Some students may opt to consider Sterile Processing, a non-degree program. Sterile Processing makes students stronger and more likely to succeed should they decide to pursue the Surgical Technology program in the future.

Since the goal of the program is to create professionals who can work in the extremely demanding area of the operating room, much of their training is done in actual operating rooms or surgical centers. The courses designated "clinical experience I and II" as well as the last five weeks of "operating room skills seminar" are all conducted off-campus in various clinical settings. Each Surgical Technology student must have a minimum of 120 cases in which they act as first or second scrub, and these cases must span a variety of settings: general surgery plus at least five different surgical specialties. A minimum of 640 hours must be spent in the clinical lab in order to meet accreditation standards. At the very end of the program the Surgical Technology Certification exam is given. While passing the certification exam is not required to graduate from the program, sitting for the exam is mandatory for all students enrolled in an accredited program. Most students who do not pass on the first attempt continue to try until they are successful, since it is difficult to find a job without this credential.

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
Program Director – To Be Hired	Associate's Degree or higher	Possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission of Certifying Agencies (NCCA). Have a minimum total of five years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past ten years. Possess proficiency in instructional methodology, curriculum design, and program planning.	Responsible for all aspects of the program, including the organization, administration, continuous review, planning, development, and general effectiveness of the program. Responsibilities also include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors. The Program Director is responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.
Clinical Coordinator – To Be Hired		Possess a credential in the field of surgical technology through a national certification program that is accredited by the National Commission of Certifying Agencies (NCCA). Have a minimum total of three years of experience, either in the operating room scrub role or as an instructor in surgical technology, or a combination of both, within the past five years.	Responsible for organization, administration, continuous review, planning, development, and general effectiveness of clinical experiences for students enrolled in the surgical technology program. Responsibilities may also include didactic and laboratory instruction (in addition to clinical instruction) and direction and guidance of clinical instructors. The Clinical Coordinator is responsible for directing, evaluating and reporting student progress toward course objectives and for the periodic review and updating of course material.

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: <u>Math-Science Department</u>

Name of Program/Certificate: <u>Surgical Technology</u>

Briefly state the rationale for the program: *The skills developed in a Surgical Technology program are essential for delivering cost effective surgical care in our community. As the only current site of this training listed by the CT Office of Higher Education, Bridgeport Hospital School of Nursing is home to a thriving Surgical Technology certificate program. The Bridgeport Hospital School of Nursing will be closing in 2017, and the Surgical Technology program at BHSN will graduate its last class in May of 2016, in preparation for the closing of this location. Manchester Community College has a Surgical Technology Associate's Degree, but this program may be closing once the current class graduates in May of 2016. The Hospital has approached HCC to facilitate moving this necessary program to our campus. Housatonic Community College is currently remodeling Lafayette Hall, and has the space to bring this program to its campus and begin offering this degree. HCC and BHSN have been partners in offering an associate's degree in nursing to BHSN graduates since 1984, so a collaboration between these two entities has already been established to their mutual benefit, and the benefit of the community they serve.*

What is the Program Objective? <u>The goal of this program is to prepare safe, competent entry-level surgical technologists in the cognitive, psychomotor, and affective learning domains. Graduates will qualify to become certified through the National Board of Surgical Technology and Surgical Assisting (NBSTSA) examination.</u>

What are the Program outcomes?

1. Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care. Assessment: Successful completion of preparatory courses such as Biology for Allied Health, Medical Terminology, and Microbiology for Surgical Technology.
2. Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience. Assessment: Successful completion of Surgical Technology Pharmacology course.
3. Demonstrate safe practice in the role of Surgical Technologist. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.
4. Display competence in technical skills and aseptic technique in the perioperative environment. Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.
5. Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.
6. Organize the intraoperative environment efficiently as a member of the surgical team. Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.
7. Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist. Assessment: Passing score on the Surgical Technology certification exam.

Is there a minimum of 15 credits of 200 level courses included in the program (applies to AS/AA programs only)?
XX Yes ☐ **No**

Have Curriculum Committee and Senate approved any new courses that are part of this program? XX Yes ☐
No _____

Are changes acceptable under the existing articulation agreements? ☐ **Yes** ☐ **No** <u>This program is not designed to transfer to a four-year institution, so no articulation agreements exist.</u>

Will there be a change in the total Program/Certificate credits? ☐ **Yes** XX **No** _____

If Yes, state previous total credit requirement: _____

Credit requirement: <u>62</u>

ON THE ACCOMPANYING FORM, PLEASE TYPE THE NEW PROGRAM/CERTIFICATE (as you want it to appear in the catalog). INCLUDE ANY NECESSARY FOOTNOTES. PLEASE FOLLOW THE SAMPLE THAT HAS BEEN PROVIDED FOR YOU. DO NOT INCLUDE THE SAMPLE WITH YOUR SUBMITTED FORM.

APPROVAL

Departmental: _____ Date: _____
        (Chairperson's Signature)

Curriculum: _____ Date: _____
        (Chairperson's Signature)

SURGICAL TECHNOLOGY ASSOCIATES DEGREE

Freshman		Credits
Gen Ed WRCX	ENG*E101Composition	3
Gen Ed QUAX	Choose one course in Quantitative Reasoning[1]	3
MED*E125	Medical Terminology	3
CSA*E105	Introduction to Software Applications	3
Gen Ed SCKX	BIO*E119 Human Biology for Allied Health	4
Gen Ed WRIX	ENG*E102 Literature & Composition *or* ENG*E202 Technical Writing	3
Gen Ed SOPX	Choose one course in Social Phenomena & Understanding II [2]	3
SUR*E110	OR Techniques	4
SUR*E111	OR Skills Seminar	4
SUR*E109	Microbiology for Surgical Technology	2
Sophomore		
Gen Ed SOCX	PSY*E111 General Psychology I	3
SUR*E211	Clinical Experience I	6
SUR*E213	Surgical Procedures I	3
SUR*E215	Surgical Technology Pharmacology	3
Gen Ed AESX	Choose one course in Aesthetic Dimensions of Humankind	3
SUR*E212	Clinical Experience II	6
SUR*E214	Surgical Procedures II	3
SUR*E250	Advanced Seminar in Surgical Technology	3
Total Program Credits		**62**

Footnotes:

[1] Suggest Math 104 (Quantitative Reasoning) or Math 137 (Intermediate Algebra)

[2] Suggest a Foreign Language

Course Descriptions
New Courses for Surgical Technology Program at HCC

List of courses, course description, names, & hours per week

Spring First Year

SUR*E109: Microbiology for Surgical Technologists - 2 hours per week (2 credits)

This course will give a broad overview of general and clinical microbiology necessary for the surgical technologist. It will emphasize the importance of sterile technique and infection control in the operating room while covering basic information such as bacterial staining, microscopy, how bacteria can be cultivated and identified in the laboratory, the most significant human pathogens and how the immune system responds to them. Pre-requisites BIO*E119, ENG*E101, both with C+ or better. Co-requisite to SUR*E110 and SUR*E111.

SUR*E110: Operating Room Techniques - 4 hours per week (4 credits)

This course is a theoretical introduction to the roles and responsibilities of the surgical technologist, the healthcare team, and the surgical environment. The course teaches basic principles of aseptic technique, fundamentals of surgical technology, and patient care concepts. This course incorporates surgical scrub, gowning, gloving, case preparation, patient care and safety. This course prepares students for entry level into the surgical environment. Pre-requisites Math 100 up, MED*E125 & BIO*E119, all with C+ or higher. Co-requisite SUR*E109, SUR*E111.

SUR*E111: Operating Room Skills Seminar - 2 hours per week for 10 weeks plus 19.5 hours per week for 5 weeks (4 credits)

The seminar provides the students with the opportunity to practice with supervision, the skills, techniques, standards, and principles that are taught in Operating Room Technique, SUR*E110. This course prepares students for the clinical experience by teaching them the care and handling of surgical supplies, instruments, suture materials, and surgical drapes using hands-on skills, simulation, and mock surgical procedures. This seminar is not only an introduction to the operating room environment but includes a 5 week clinical rotation.

After passing a seminar skills competency, students will have a clinical rotation as a member of the surgical team under direct supervision. The rotation gives the student the opportunity to build on didactic and clinical skills learned in the seminar. It focuses on minimally complex and specialty surgical procedures and takes place in a clinical facility. This rotation is 19.5 hours per week over the last 5 weeks of SUR*E111. Pre-requisites Math 100 up, MED*E125 & BIO*E119, all with C+ or better. Co-requisite SUR*E109 & SUR*E110.

Fall Second Year

SUR*E211: Clinical Experience I - 19.5 hours per week (6.5 hours, 3 days per week for 15 weeks) (6 credits)

      This experience gives the student the opportunity to build on didactic and clinical skills learned in the classroom as a member of the surgical team under direct supervision. It focuses on moderately complex and specialty surgical procedures and takes place in a clinical facility. This course is 19.5 hours per week over 15 weeks in the fall. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110 & SUR*E111, all with C+ or better. Co-requisite to SUR*E213 & SUR*E215.

SUR*E213: Surgical Procedures I - 3 hours per week (3 credits)

      This course includes a review of relevant anatomy and pathophysiology, diagnostic procedures, and surgical interventions for surgical procedures in the following areas: general surgery, obstetrical/gynecological surgery, urological surgery, minor orthopaedic surgery, ear, nose, and throat surgery, oral, maxillary, facial surgeries, reconstructive plastic surgery, and burn surgery. Laproscopic, robotic, pediatric, simulation, and endoscopic procedures are integrated into this course. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110, & SUR*E111, all with C+ or better. Co-requisite to SUR*E211 & SUR*E215.

SUR*E215: Surgical Technology Pharmacology - 3 hours per week (3 credits)

      This course provides the student for the safe care and handling of medications and solutions used during surgery. Students are provided with an introduction to pharmacology, principles of anesthesia, administration and medication that are commonly used in the surgical environment. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110 & SUR*E111, all with C+ or better. Co-requisite to SUR*E211 & SUR*E213.

Spring Second Year

SUR*E212: Clinical Experience II - 19.5 hours per week (6.5 hours, 3 days per week for 15 weeks) (6 credits)

      This experience gives the student the opportunity to build on didactic and clinical skills learned in the classroom as a member of the surgical team under direct supervision. It focuses on complex and specialty surgical procedures and takes place in a clinical facility. This course is 19.5 hours per week over 15 weeks in the spring. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR *E109, SUR*E110, SUR*E111, SUR*E211, SUR*E213 & SUR*E215, all with C+ or better. Co-requisite to SUR*E214 & SUR*E250.

SUR*E214: Surgical Procedures II - 3 hours per week (3 credits)

      This course includes a review of relevant anatomy and pathophysiology, diagnostic procedures, and surgical interventions for surgical procedures in the following areas: major orthopaedic surgery, neurological surgery, ophthalmology surgery, peripheral vascular surgery, cardiothoracic surgery, emergency trauma surgery, bioterrorism, and donor/procurement surgery. Laproscopic, navigation, robotic, pediatric, simulation, and endoscopic procedures are integrated into this course. Pre-requisites Math 100 up, MED*E125, BIO*E119,

SUR*E109, SUR*E110, SUR*E111, SUR*E211, SUR*E213 & SUR*E215, all with C+ or better. Co-requisite to SUR*E212 & SUR*E250.

SUR*E250: Advanced Seminar for the Surgical Technologist - 3 hours per week (3 credits)

   This course includes effective career seeking skills, interview techniques, resume preparation, circulating surgical technologist, professional membership, and certification. Advanced skills such as vital sign monitoring, urinary catheterization, and surgical skin preparation are also introduced. This course reviews the objectives of the National Certification Examination for Surgical Technologist. The purpose is to prepare students to pass the Certification of Surgical Technologists that is often required for employment as a surgical technologist. Pre-requisites Math 100 up, MED*E125, BIO*E119, SUR*E109, SUR*E110, SUR*E111, SUR*E211, SUR*E213 & SUR*E215, all with C+ or better. Co-requisite to SUR*E212 & SUR*E214.

SURGICAL TECHNOLOGY ASSOCIATES DEGREE
PROPOSED CURRICULUM
HOUSATONIC COMMUNITY COLLEGE

Year One	Fall (Pre-Surgical Technology)			Spring (Students Accepted into Surgical Technology Program)			
Course No.	Course Name	Gen. Ed.	Cred.	Course No.	Course Name	Gen. Ed.	Cred.
ENG*E101	Composition	WRCX	3	ENG*E102 or ENG*E202	Lit. & Comp. or Technical Writing	WRIX	3
MAT 100 up	Quantitative Reasoning Elective[1]	QUAX	3		Social Phenomena &	SOPX	3
MED*E125	Medical Terminology	--	3		Understanding II[2]		
CSA*E105	Intro to Computer Applications	C	3	SUR *E109	Microbiology for ST	--	2
BIO*E119	Human Bio for Allied Health	SCKX & ETHX	4	SUR*E110	OR Techniques	--	4
				SUR*E111	OR Skills Seminar	--	4
		Total	**16**			**Total**	**16**

Year Two	Fall			Spring			
Course No.	Course Name	Gen. Ed.	Cred.	Course No.	Course Name	Gen. Ed.	Cred.
PSY*E111	Gen. Psychology	SOCX	3		Aesthetic Dimensions of Humankind Elective	AESX	3
SUR*E211	Clinical Experience I	--	6	SUR*E212	Clinical Experience II	--	6
SUR*E213	Surgical Procedures I	--	3	SUR*E214	Surg. Procedures II	--	3
SUR*E215	Surgical Tech. Pharmacology	--	3	SUR*E250	Adv. Sem. in ST	--	3
		Total	**15**			**Total**	**15**
					Total Credits in Degree:		**62**

[1] Suggest Math 104 (Quantitative Reasoning) or Math 137 (Intermediate Algebra)
[2] Suggest a Foreign Language

Codes for General Education Core, effective Fall 2017: WRCX is Written Communication I; QUAX is Quantitative Reasoning; C is Computer Competency; SCKX is Scientific Knowledge & Understanding; ETHX is Ethical Dimensions of Humankind; WRIX is Written Communication II; SOCX is Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology); SOPX is Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology); AESX is Aesthetic Dimensions of Humankind.

Connecticut Board of Regents for Higher Education
APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Housatonic Community College

Date _____

Proposed Program Surgical Technology

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*	50		50		50	
Continuing *(students progressing to credential)*			20		20	
Headcount Enrollment	50	0	70	0	70	0
Total Estimated FTE per Year	50		70		70	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$146,580		$230,340		$230,340	
Program-Specific Fees	$6,240		$18,720		$18,720	
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$152,820		$249,060		$249,060	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	1	$110,366	1	$110,366	1	$110,366
Faculty *(Full-time, total for program)*	1	$107,070	1	$107,070	1	$107,070
Faculty *(Part-time -total for program)*						
Support Staff				$30,000		$30,000
Library Resources Program		$500		$500		$500
Equipment *(List as needed)*		$1,000		$1,000		$1,000
Other (e.g. student services)		$2,000		$2,000		$2,000
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$220,936		$250,936		$250,936

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

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

Please provide any necessary annotations:

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Theater Arts leading to an Associate of Arts degree at Capital Community College for a period of three years until May 30, 3020.

A True Copy:

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

ITEM
Licensure of a program in Theater Arts leading to an Associate of Arts degree at Capital
Community College for a period of three years until May 2020.

BACKGROUND
Summary
Capital Community College (CCC) proposes a Theater Arts Degree Program that aligns with its
mission to offer Associate Degrees to prepare individuals for careers and for transfer into
baccalaureate programs and its vision to make the college "an integral part of Hartford's cultural
and economic district." The proposed degree program will prepare graduates for entry-level
employment in various aspects of theater production, such as stage and production management,
stagecraft (i.e. technical aspects of theater such as lighting, sound, set, costume), as well as
performance. The proposed program will provide General Education and foundational Theater
Arts coursework in accordance with the CSCU Transfer Articulation Policy to provide seamless
transfer to CSU baccalaureate programs. By leveraging partnerships with theater organizations in
downtown Hartford cultivated through our successful place-based education initiative, the
Hartford Heritage Project, the program will engender a unique and substantial integration of
coursework and real-world experience for students in downtown Hartford and recognition of
CCC's commitment to the community.

Need for the Program
We believe that our proposed Theater Arts program will open a strong pathway for students to
transfer to four-year institutions to complete a baccalaureate degree in theater or other majors.
Students may choose this pathway to launch their career in the theater profession or to give them
a strong performing arts foundation that strengthens their communication skills, poise, ability to
work in groups, and more. The degree requirements will be fully aligned with the Transfer and
Articulation Policy to provide seamless transfer to the Connecticut State Universities. Students
who complete an associate degree in our theater program will be prepared to enter the theater
profession in a variety of areas, and these transfer opportunities to baccalaureate programs will
be highly valuable to our students.

Curriculum
Core Courses
THR*101 Introduction to Theater
THR*110 Acting I
THR*112 Voice and Diction
THR*115 Improvisation
THR*120 Stagecraft
THR*2XX Technical Theater
THR*225 Directing
ENG*214 Drama
THR*2XX Internship/Practicum

Learning Outcomes
1. Perform various job responsibilities of live theater production through practical, hands-on,
place-based experience

2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills
3. Develop poise, confidence, and stage presence through formal and/or informal performance
4. Cultivate an aesthetic appreciation of the theater through active engagement with live performance and creative expression
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theater
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society
7. Create community-based theater experiences through collaboration with local theater companies and/or surrounding communities

Students

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	1	2	2	4	2	4
New Students *(first time matriculating)*	4	5	4	5	6	7
Continuing *(students progressing to credential)*	0	0	4	6	5	14
Headcount Enrollment	5	7	10	15	13	25

All of the program's 100-level courses will be open to the entire student population and can be taken to fulfill Humanities and Fine Arts electives. We therefore project a higher enrollment in these courses than the anticipated headcount enrollment for the program.

Faculty
Our plan is to start the program with an existing faculty member serving as program coordinator. In year one, 100% of courses within the degree program will be taught by theater professional adjuncts. In year two, a full time faculty member will be hired to teach 75% of the program courses, while adjunct faculty will teach the other 25% of program courses.

Learning Resources
With the possible exception of a modest budget of about $500 after the first year for items such as props, costumes, set pieces, etc., this program will not require special resources. Students will also have resources available in the library and Academic Success Center.

Facilities
No theater performance space exists at the college. However, our theater partners have state-of-the-art facilities that will be available to us at low cost, most within walking distance of the college. These facilities contain all the characteristics needed to learn how the theater industry works, from the stage itself with all the technology, sound, lighting and backstage areas, to the front of house including sales and marketing functions, to administrative offices, rehearsal spaces and design shops. Our program will immerse students in real, active professional theater atmospheres, giving them a breadth of experience not found in traditional theater arts programs.

Fiscal Note
Engaging an existing faculty member to coordinate the program in year one allows us to get the program off the ground with minimal costs. We expect an increase in costs in year two upon hiring a full time faculty member. By year three, we anticipate breaking even. We believe our recruitment of students, especially those coming out of high schools, will be particularly effective. All four of our local theater partners run high school programs that will strongly promote our program, and hiring a full-time faculty/coordinator in year two will strengthen our efforts to create ties with high schools and magnet schools in the Hartford region.

Facility rental costs are lower than actual costs, resulting in in-kind contributions from our theater partners. We anticipate in-kind contributions in the range of 50-70% of the total cost per year for rental space. These in-kind contributions are not reflected in the budget form.

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

Accreditation:
No external accreditation required.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION

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

Most Recent NEASC Institutional Accreditation Action and Date: Ten Year Accreditation, 2006

Program Characteristics
Name of Program: **Theater Arts**
Degree: Title of Award *(e.g. Master of Arts)* **Associate in Arts**
Certificate: *(specify type and level)* **N/A**
Anticipated Program Initiation Date: **Fall, 2017**
Anticipated Date of First Graduation: **Spring, 2019**
Modality of Program: **X** On ground   Online
   Combined
       If "Combined", % of fully online courses? **N/A**
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **61-62**
	Program Credit Distribution
	# Cr in Program Core Courses: 27
	# Cr of Electives in the Field: 3
	# Cr of Free Electives: **0 Cr**
	# Cr Special Requirements *(include internship, etc.)*: **0**
	# Cr of General Education Courses: **31-32**
	<u>Total # Cr in the Program</u> *(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: **0**

Type of Approval Action Being Sought: Licensure OR   Licensure and Accreditation
Suggested CIP Code No. *(optional)*   Title of CIP Code   CIP Year:

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: Humanities Department / 950 Main St., Hartford, CT

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: Dr. Debbie Thomas	Title: Dean of Academic Affairs	Tel.: (860) 906-5010 e-mail: dthomas@capitalcc.edu

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

BOR Sequence Number (to be assigned):
Approved CIP Code No.   Title of CIP Code
Log of BOR Steps Towards Program Approval:

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

Alignment of Program with Institutional Mission, Role and Scope

The proposed Theater Arts Degree Program aligns with Capital Community College's (CCC) mission to offer Associate Degrees to prepare individuals for careers and for transfer into baccalaureate programs. The proposed degree program will prepare graduates for entry-level employment in various aspects of theater production, such as stage and production management, stagecraft (i.e. technical aspects of theater such as lighting, sound, set, costume), as well as performance. The proposed program will provide General Education and foundational Theater Arts coursework in accordance with the CSCU Transfer Articulation Policy to provide seamless transfer to CSU baccalaureate programs.

CCC's mission and vision emphasize making the college "an integral part of Hartford's cultural and economic district" and "instilling life-changing knowledge" for our "multicultural" population in "a vital urban setting where business, culture and government converge." The proposed Theater Arts Program aligns perfectly with this mission and vision. By leveraging partnerships with theater organizations in downtown Hartford cultivated through our successful place-based education initiative, the Hartford Heritage Project, the program will engender a unique and substantial integration of coursework and real-world experience for students in downtown Hartford and recognition of CCC's commitment to the community.

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

We believe that our proposed Theater Arts program will open a strong pathway for students to transfer to four-year institutions to complete a baccalaureate degree in theater or other majors. Students may choose this pathway to launch their career in the theater profession or to give them a strong performing arts foundation that strengthens their communication skills, poise, ability to work in groups, and more. The degree requirements will be fully aligned with the Transfer and Articulation Policy to provide seamless transfer to the Connecticut State Universities. Students who complete an associate degree in our theater program will be prepared to enter the theater profession in a variety of areas, and these transfer opportunities to baccalaureate programs will be highly valuable to our students.

The theater arts profession contributes significantly to the wellbeing of Connecticut by enriching its culture and providing meaningful opportunities for critical engagement, education, and quality entertainment. Theater is a key factor in place-making efforts to increase the attractiveness of Connecticut cities to visitors and potential residents and has been shown to be a driver of economic activity.

According to a study that Americans for the Arts recently conducted for the Greater Hartford Arts Council, "the arts industry of Greater Hartford generates $230.4 million in economic activity, supports 6,879 local full-time equivalent jobs, [and] delivers $21.4 million in state & local tax revenue." The study finds that Hartford "arts audiences generate an additional $82 million in event-related spending" (https://letsgoarts.org/ArtsImpact). Given that the Bushnell, Hartford Stage, and TheaterWorks comprise the core of arts-related events in the capital city, we may conclude that performing arts venues are vital to the economic health of Hartford, and that similar value may be placed on theater throughout the state.

The degree we are proposing will be a place-based education program that is intimately connected to a variety of professional theaters in Hartford, giving our students immersive and hands-on training that links classroom study with practical experience. A survey of our theater partners in Hartford reveals that graduates from our program will have a competitive advantage in the job market. While many theater jobs do not require a degree, our survey indicates that job candidates with an associate degree have an advantage over those without. According to one partner, "An associates degree in theater studies provides a broad context for incoming theater professionals elevating their contextual understanding of the industry. All things beings equal for two candidates under consideration, the associates degree would tip the scales because of proven commitment to a career path as well as a deeper understanding of the industry." The degree would also facilitate personal connections with theater professionals throughout the state. Another partner said, "I will always hire someone I've had a good experience working with over someone I don't know. [...] Students who graduate from this program will already have developed relationships with multiple theaters in the area. This will at least double their chances of getting work after completing their degree."

Connecticut has approximately 60 performing arts theaters that employ hundreds of full-time staff (e.g. Hartford Stage employs approximately 100, TheaterWorks 15; Bushnell 50; Long Warf 58; Goodspeed 98) and thousands of specialists (depending on the size and specific needs of each show) in a variety of employment areas, including sound, lighting, set design and construction, costume design, education, make-up, dramaturgy, audience development, marketing, development and grant writing, customer service, choreography, acting, directing, carpentry, props, ticketing, stage management, production management, and theater management. Our program will incorporate a multi-faceted approach to theater, giving students an understanding of, and experience in, a variety of roles in the industry. According to our survey of theater partners, this is important because theaters "depend on artists and technicians who can wear several hats during the creation and production of a project. [...] Being able to have a career in theater is dependent on flexibility and versatility. No one has time or money for a one-trick pony."

This degree will also have applications beyond the theater industry. Few courses of study have such varied workforce applications as theater. A theater education centers on hands-on, active, and project-driven learning that develops a high degree of creativity, teamwork, motivation, interpersonal skills, and self-confidence. As a result, many trained theater experts meet Connecticut workforce needs in a variety of cross-over professions, such as education, sound and lighting engineering, production management, interior and workplace design, film production, radio production, broadcasting, and more. Graduates with Theater degrees have presentation and communication skills that are necessary in almost all careers, particularly in business, education, administration, sales and marketing, customer service, government, and hospitality.

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

The proposed Theater Arts program at Capital Community College will be a unique, place-based program of study combining partnerships with Hartford theaters, theater courses taught by qualified working professionals, internships and practicums, use of space in professional theaters, and attendance of live performances on a regular basis. Students will learn theater in all its variety – Tony Award-winning regional theater, off-Broadway style theater, community-engaged ground-up theater, and improv theater. This will be the kind of program that will attract students to do their theater studies at CCC, and many will transfer to CSUs and other four-year colleges.

Capital Community College has many strengths which make it an ideal institution for a theater arts program. No other school in the state is situated in such close proximity to so many vibrant professional theater organizations. Further, Capital has already forged working relationships through the Hartford Heritage Project with most of these theater companies, such as Hartford Stage, Theaterworks, Hartbeat Ensemble and Sea Tea Impov. Most notably, CCC and Hartford Stage developed a "One Play" program in the fall of 2011. One play is chosen each semester and students are able to see the play either for free or for a minimal cost of $5. More than 700 students per year attend One Play. Both Hartford Stage and Theaterworks offer discounted tickets, educational workshops, campus visits, panel discussions with cast and crew, and other opportunities for our students. In short, our students have unprecedented access to modern professional theater.

In addition to the existing partnerships, we have paved the way for new collaborations. The local theater companies have state-of-the-art facilities that will be available to us at low cost, most within walking distance of the college. These facilities contain all the characteristics needed to learn how the theater industry works, from the stage itself with all the technology, sound, lighting and backstage areas, to the front of house including sales and marketing functions, to administrative offices, rehearsal spaces and design shops. Our program will immerse students in real, active professional theater atmospheres, giving them a breadth of experiences not found in traditional theater arts programs.

CCC is also geographically close to many youth theater programs and performing arts oriented secondary schools. These programs and institutions will be conduits for our Theater Arts program as an accessible, low-cost option for students who would like to pursue theater beyond high school. Local programs include Hartbeat Ensemble's Youth Play Institute, Theaterworks's "Make a Scene," Sea Tea Improv's various workshops for youth around such issues as gender, bullying, and trauma, and Hartford Stage's "Breakdancing Shakespeare." These programs draw youth participants from Capital's entire service area.

There are also a number of local schools with an arts focus from which Capital's Theater Arts program will draw, including Greater Hartford Academy of the Arts, R.J. Kinsella Magnet School of Performing Arts, and Classical Magnet School. Furthermore, graduates of this program will be prepared to transfer to any CSU campus, or other local colleges and universities such as CCSU, UConn, Trinity College, and Hartt School (University of Hartford).

Capital offers several strengths in terms of faculty as well. Our Humanities Department faculty have studied place-based pedagogy over the past five years as part of the Hartford Heritage Project, an initiative that brings the city into the classroom and the classroom into the city. The Theater Arts program will be a natural extension of this project. In addition, our current theater courses are taught by working theater professionals from our partner institutions. These professionals will make up most of our teaching faculty in the program and bring their extensive professional experiences directly to students.

Lastly, Capital's existing curriculum provides a strong foundation for the proposed Theater Arts program. Because our program will include a variety of characteristics beyond performance, we have opportunities to draw from other disciplines. For example, Theater Arts will incorporate business management, marketing and music industry courses.

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

The proposed program will be compliant with the CSCU Transfer Articulation Policy (TAP) and will provide seamless transfer of CCC graduates to Central Connecticut State University, Eastern Connecticut State University, Western Connecticut State University, and Southern Connecticut State University, all of which have theater arts baccalaureate programs.

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

Housatonic Community College offers an Associate in Theater Arts, and a Theater Arts Certificate: Performance Track, and Naugatuck Valley Community College offers an Associate in Visual and Performing Arts: Theater degree. The proposed CCC program does not duplicate these programs: (1) these colleges are well outside the Hartford metropolitan district that is served by CCC and therefore would not compete for student populations, and (2) the integration of CCC's theater arts program with theaters in Hartford's theater district will provide an operations emphasis that is distinct from other programs.

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

The Bureau of Labor Statistics, published by the United States Department of Labor, lists Performing Arts Industry as having stable employment. Choice Planner, a database on current job outlooks, provides information on several theater industry positions (e.g. actor, choreographer, set designer, sound engineering technician) and reports "stable growth" in the industry.

Searches on Career Coach, which also compiles data from the Department of Labor, revealed strong prospects for graduates of theater programs in a fifty mile radius of CCC. Because many of these positions do not specifically require a degree, students with an associate degree from our program would have an advantage in attaining entry into these positions. Our students would also be in a strong position to transfer to a four-year program, thus further increasing their employability.

Theater Industry Careers:	# of Jobs w/in 50 miles of CCC	Project growth % over next four years	Starting/Median/Top Annual Salaries
Actor	1,059	+7.9%	$21k/$32k/$87k
Choreographer	165	+13.3%	$28k/$51k/$81k
Director	2,613	+4.3%	$34k/$71k/$154k

Make Up Artist	65	+6.2%	$28k/$47k/$73k
Producer	2,613	+4.3%	$34k/$71k/$154k
Program Director	2,613	+4.3%	$34k/$71k/$154k
Set Designer	206	+3.9%	$26k/$44k/$61k
Related Careers			
Broadcast Tech	773	+4.4%	$20k/$42k/$78k
Radio and TV Announcer	598	+3.0%	$21k/$29k/$60k
Secondary Teacher	26,987	+1.7%	$49k/$76k/$102k
Sound Engineering Technician	457	+3.3%	$26k/$51k/$87k
Postsecondary Teacher	39,704	+7.4%	$41k/$72k/$134k

These data show that the current performing arts career outlook in Connecticut is strong, with a large number of professionals working in the field of theater arts and in related fields. Growth is positive, and salaries are favorable.

We project that job prospects for CCC students will be particularly strong. In our discussion with Hartford Stage Managing Director Mike Stotts, he stated that a partnership with CCC would be an important measure to address serious diversity needs in the theater industry. Organizations such as the League of Resident Theaters (LORT), the Wallace Foundation, and the American Alliance for Theater and Education (AATE) have identified diversification as a priority for the theater industry. These organizations recognize that Theater Arts, as an expression of the human experience, must be representative of all people at all levels of the industry.

LORT's Diversity Task Force was created in 2012 to actively and aggressively address the problem, and in 2014, a comprehensive Diversity Initiative was created to actively recruit people of color, especially in leadership roles. LORT has made their efforts both transparent and public. The initiative includes comprehensive plans for hiring, recruiting, mentorship, and sponsorship.

The Wallace Foundation collaborated with the RAND Institute to outline effective strategies and plans for attracting and retaining audiences. In the 2014 report, "The Road to Results: Effective Practices for Building Arts Audiences," it notes that many institutions serve a particular demographic of white, middle aged or older, well-educated clientele. While many barriers to theater exist for communities outside this demographic, including financial and leisure time constraints, one glaring need is for the programming to be relevant to a more diverse and larger number of people.

Capital Community College is uniquely situated to meet the diversity needs of the theater industry, in Connecticut and beyond. CCC is an urban institution and one of the most ethnically and racially diverse campuses in New England. The institution is 71.6% Black and Latino, and close to half the student population consists of residents of Hartford. CCC also serves a large number of immigrants, representing over 35 countries. Forty-six percent of CCC students are Spanish-speaking, and 12% speak Nepali.

Well-trained and motivated students from CCC should find many opportunities for employment in the theater industry not just because the majority of our students are people of color, but because all CCC students are experienced at working in diverse groups and producing work for audiences reflective of our multicultural society.

Cost Effectiveness and Availability of Adequate Resources

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

See Attached Pro-Forma Budget for the Theater Arts Degree.

The theater arts program is projected to enroll 12 students in the first year, with a plan to grow from there. We anticipate high graduation rates because of the attractiveness of our theater partnerships and job and transfer opportunities.

Because of our relationships with area theater companies, our costs outside of instruction will be quite affordable. We will have access to multiple performance and rehearsal spaces. Cost of such spaces will range from $1,500 to $4,500 for the semester, depending on the space used. These costs are calculated on a full semester's use of performance/rehearsal space by one course section, i.e. if one class meets in the theater space for the entire semester. However, if those spaces were used for only certain portions of a course or select days during the semester, the costs would be considerably lower, calculated on the basis of $75-$100 per hour. In the first year, we anticipate one or two courses using the facilities modestly each semester, with increased usage in years two and three as the program gains momentum.

To begin, all program courses will be taught by adjunct professionals. The program will require the cost of one course release per semester for the program coordinator. An existing faculty member will serve as coordinator on an interim basis until a full-time Theater Arts faculty/coordinator position is created and filled. There will be no additional administrative costs.

Engaging an existing faculty member to coordinate the program in year one allows us to get the program off the ground with minimal costs. We expect an increase in costs in year two upon hiring a full time faculty member. By year three, we anticipate breaking even. We believe our recruitment of students, especially those coming out of high schools, will be particularly effective. All four of our local theater partners run high school programs that will strongly promote our program, and hiring a full-time faculty/coordinator in year two will strengthen our efforts to create ties with high schools and magnet schools in the Hartford region.

Curriculum development may require additional cost since we do not have theater experts on staff currently to develop course outlines.

We will also explore revenue streams from arts foundations and other sources of funding such as grants to support, for example, internships and theatrical production costs.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Overall Learning Goal/Principal Learning Outcome for the Program:

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

1. Perform various job responsibilities of live theater production through practical, hands-on, place-based experience
2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills
3. Develop poise, confidence, and stage presence through formal and/or informal performance
4. Cultivate an aesthetic appreciation of the theater through active engagement with live performance and creative expression
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theater
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society
7. Create community-based theater experiences through collaboration with local theater companies and/or surrounding communities

Assessment methodologies to include written examinations, papers, portfolios, experiential learning supervisory reports and reflective logs/journals, presentations, and performances.

Note: these learning outcomes derive from our survey of baccalaureate programs in the state and recommendations from our professional theater partners.

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)*

We will seek to hire a full-time Theater Arts faculty member to teach theater courses and serve as program coordinator. In consultation with the Humanities Department Chair, this person will be responsible for such duties as hiring adjunct faculty, setting course schedules, advising students, and arranging and overseeing internships and practicums.

As we build the program capacity over the next several years, we will seek to hire a second full-time Theater Arts faculty member to teach a full load of theater courses.

In the interim, the above duties will be performed by current faculty member Kevin Lamkins, Associate Professor of English. Prof Lamkins holds a B.A. from the University of Hartford and an M.S. from Southern Connecticut State University. Prof Lamkins would continue to teach English and would take on the duties of Interim Coordinator of the Theater Arts Degree Program, with the appropriate course release. Prof Lamkins will assume the position of coordinator on a temporary basis until a full-time Theater Arts professor/coordinator is hired.

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

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

0 (our plan is to start the program with an existing faculty member serving as program coordinator for the first year and then to hire a faculty position in Theater Arts)

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

N/A for first year. In year two, a full time faculty member will teach 75% of the program courses (three courses per semester).

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

In year one, 100% of courses within the degree program will be taught by theater professional adjuncts. In year two, after a full time faculty member has been hired, adjunct faculty will teach 25% of program courses.

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

Master's Degree in theater or related field or significant professional experience in the theater industry

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)*

With the possible exception of a modest budget of about $500 after the first year for items such as props, costumes, set pieces, etc., this program will not require special resources. Currently, no theater performance space exists at the college, but because of our professional theater partnerships, we will be able to access venues at low cost (see Cost Effectiveness section above).

Total for Equipment and Software: $500

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

Curriculum

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

Theater Arts Degree Program

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		
THR*101 Intro to Theater	4, 5, 6		3			
THR*110 Acting I	2, 3, 4, 7	ENG 073 or eligibility for ENG 101	3			
THR*112 Voice and Diction	2, 3		3			
THR*115 Improvisation	2, 3		3			
THR*120 Stagecraft	4, 7		3			
THR*2XX Technical Theater	1, 7		3			
THR*225 Directing	2, 7		3			
ENG*214 Drama	4, 5, 6		3			
Internship OR Practicum	1, 2, 4, 7		3			
THR* Elective OR BMG*202 Principles of Management OR BMK*201 Principles of Marketing	2		3			
Core Course Requirements			30	Other Related Requirements		
General Education Courses						
Written Communication (ENG*101 Composition)			3	Social Phenomena II	3	
Written Communication (ENG*102 Literature & Composition)			3	Aesthetic Dimensions I	3	
Quantitative Reasoning			3	Aesthetic Dimensions II	3	
Scientific Reasoning			3-4			
Scientific Knowledge and Understanding			3-4			
Historical Knowledge			3			
Social Phenomena I			3			
						31-32
Total Other Credits Required to Issue Credential*(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						61-62

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.

See above – Curriculum

The Theater Arts Program consists of 61-62 credits (30 program core credits and 31-32 general education credits based on TAP). The program emphasizes a wide range of skills and functions in theater and will be closely partnered with professional theater companies in Hartford. This place-based approach will include the employment of theater professionals as adjunct faculty, practical experience in professional theaters, use of theater space, internships, and the viewing of live theater.

Courses in the theater core will educate students on a variety of topics, including the history of theater, stagecraft, acting, directing, etc. As the TAP Theater Pathway workgroup is currently defining the pathway, we expect to make changes to the proposed curriculum as necessary. Both the theater core and general education courses will conform to TAP requirements.

All of the program's 100-level courses will be open to the entire student population and can be taken to fulfill Humanities and Fine Arts electives. We therefore project a higher enrollment in these courses than the anticipated headcount enrollment for the program.

There will be no special admissions requirements, capstone or special project requirements at this time. Specific arrangements will be made with our theater partners for internships and/or practicums.

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
To be hired	Master's Degree or higher	Theater degree and experience in theater production and teaching	Program Coordinator

CT Board of Regents for Higher Education APPLICATION FOR NEW PROGRAM APPROVAL <u>PRO FORMA</u> [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution	Capital Community College	*Date* 11/1/2016
Proposed Program	Theater Arts Degree	

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	1	2	2	4	2	4
New Students *(first time matriculating)*	4	5	4	5	6	7
Continuing *(students progressing to credential)*	0	0	4	6	5	14
Headcount Enrollment	5	7	10	15	13	25
Total Estimated FTE per Year	6.8		14		20.4	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$15,328	$9,580	$31,576	$21,708	$44,681	$42,650
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*	$3,168		$3,218		$4,751	
Total Annual Program Revenue	$28,076		$56,502		$92,082	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number *(as applicable)*	Expenditure	Number *(as applicable)*	Expenditure
Administration *(Chair or Coordinator)*	1	$14,767				
Faculty *(Full-time, total for program)**			1	$76,250	1	$78,767
Faculty *(Part-time -total for program)*	2	$14,767	1	$7,384	1	$7,384
Support Staff						
Library Resources Program						
Equipment *(List as needed)***		$0		$500		$500
Other (e.g. student services)***		$1,500		$3,000		$4,500
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*						
Total ESTIMATED Expenditures		$31,035		$87,133		$91,151

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

Please provide any necessary annotations:
* Assistant Professor salary plus estimated 48% fringe

**Equipment will include props, set material, and costumes once we introduce performance.

***We will have access to multiple performance and rehearsal spaces. Cost of such spaces will range from $1,500 to $4,500 for the year, depending on the space used. These costs are calculated on a full semester's use of performance/rehearsal space by one course section, i.e. if one class meets in the theater space for the entire semester. However, if those spaces were used for only certain portions of a course or select days during the semester, the costs would be considerably lower, calculated on the basis of $75-$100 per hour. At the start, we anticipate one or two courses using the facilities substantially each semester. Facility rental costs are lower than actual costs, resulting in in-kind contributions from our theater partners. We anticipate in-kind contributions in the range of 50-70% of the total cost per year for rental space.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Musical Theater, modifying courses and changing the degree from a Bachelor of Arts to a Bachelor of Fine Arts at Western Connecticut State University.

A True Copy:

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

ITEM
Program Modification: BA Musical Theatre, to BFA Musical Theatre.

BACKGROUND
Summary
WCSU is seeking accreditation of its theatre programs, to be consistent with the other outstanding programs in the School of Visual and Performing Arts. As part of the preparation, the accrediting body, National Association of Schools of Theatre (NAST) noted that our current BA in Musical Theatre is better described as a BFA. This is a professional program with a liberal arts foundation. Upon review of the electives in theatre that most students already enroll in, we determined that this modification would provide no barriers to degree completion and would better prepare our students to compete for roles in professional theatre companies. The change requires an investment in 7 more credits of instruction, which are easily staffed by our talented adjunct faculty. This change provides clarity for our students and align us with the national standards.

Need for the Program
Musical Theatre is already part of our curriculum and is a strong recruiter for WCSU. In the past few years, WCSU theatre department has increased its national profile and has seen an increase in enrollment with 20% being transfer students. Total students majoring in theatre/musical theatre in 2015-2016 = 115; total students majoring in theatre/musical theatre 2016/2017 = 153. Those interested in Musical Theatre and those not admitted to the program will have a small number of classes that are still open to them. After winning top honors for our musical production of Parade at the Kennedy Center American College Theatre Festival in 2015 as well as gaining wide recognition for our outstanding theatre arts facility, WCSU's reputation as a great performing arts school has also grown. This has resulted in a stronger pool of candidates for this program and for those students not admitted to the musical theatre track, we see many join our production program. We see this as vital to the success of the university.

Curriculum
The existing BA in Musical Theatre is 60 credits. The new program is 77. Ten of the new credits were already electives that most majors enrolled in. The new credits strengthen our dance and voice curriculum, and include an important senior repertoire course to prepare for professional auditions after graduation.

Total Degree Requirements = 120
Musical Theatre Requirements = 77
General Education Requirements = 40
Free electives = 3

The high number of credits in the major is consistent with the recommendations of NAST, and is consistent with our other professional programs in Music, Education, and Nursing.

Students
According to NAST standards, "classes in creative work generally should not exceed 16 students. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 16." We add that keeping this number per cohort insures that all students have ample opportunity to be cast in productions.

The BFA in Musical Theatre is a cohort program. Those admitted to the program will progress from freshman through senior year with occasional additions to the cohort via successful transfer auditions upon space becoming available. Our record of retention in this program since we moved to the cohort model is strong. We expect this to continue since the caliber of our growing Musical Theatre area is attracting a higher quality and disciplined student—in terms of both artistic and scholarly aptitude.

Faculty

No new full-time faculty are required for the new courses. Our adjunct faculty for voice and dance are frequently working professionals, who have had successful Broadway careers. Indeed, we currently have two Tony award winning dancers teaching for us this fall.

Learning Resources

No new learning resources are necessary.
Facilities

No new facilities are necessary.

Fiscal Note

While the cost of instruction is slightly higher for this degree and we do not plan to increase the cohort size, the benefits to our reputation, helps us to recruit students to other degrees.

Review of Documents:
   a)   Campus Review: March 17, 2016
   b)   Campus Budget and Finance: March 7, 2016
   c)   Campus Provost: March 17, 2016
   d)   Academic Council: November 9, 2016
   e)   System Office

Accreditation: NEASC 2012; NAST pending

11/9/2016 – Academic Council
11/18/2016 – BOR Academic & Student Affairs Committee
12/8/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: June 4, 2014

Original Program Characteristics CIP Code No. 500509 Title of CIP Code MUTH CIP Year: 2006 or 2010 Name of Program: Musical Theatre Degree: Title of Award *(e.g. Master of Arts)* **Bachelor of Arts** Certificate: *(specify type and level)* Date Program was Initiated: Oct. 25, 2006 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120	**Original** Program Credit Distribution # Cr in Program Core Courses: 57 # Cr of Electives in the Field: 3 # Cr of Free Electives: 37 # Cr Special Requirements *(include internship, etc.):* 3 Total # Cr in the Program *(sum of all #Cr above)*: 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60

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: Musical Theatre Degree: Title of Award **Bachelor of Fine Arts** Certificate [1]: *(specify type and level)* Program Initiation Date: Spring 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)*: 120 Other:	**Modified** Program Credit Distribution # Cr in Program Core Courses: 77 # Cr of Electives in the Field: # Cr of Free Electives: 3 # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*:120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60**

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

Program Discontinued: BA Musical Theatre   CIP: 500509   DHE# (if available):   Accreditation Date: 2010

Phase Out Period 6 years   Date of Program Termination SP 2023

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Visual and Performing Arts, Westside Campus

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: National Association of Schools of Theatre (NAST), 2017
- 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: Pam McDaniel	Title: Chair, Dept of THR Arts	Tel.: 203-837-8422 e-mail: mcdanielp@wcsu.edu

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[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.

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)	

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[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: Upon application to the National Association of Schools of Theatre (NAST) for program accreditation in 2015, the Commission Action Report requiring a response from the program cited our BA Musical Theatre as 1) "The present structure of the degree seems to indicate a professional orientation" and 2) "consider whether changes to program content and/or title of the degree should be made to assure title/content consistency."

Within a conversation with the agency director and staff, we asked the direct question, "Does this mean that the name of the degree is not correct? If we are to be a Musical Theatre degree, does it have to be a BFA?" the answer was "yes". Our alternative is a BA in Theatre with a Musical Theatre emphasis which would mean reducing our existing curriculum.

When considering the options, our faculty determined that the more appropriate choice would be to move forward with a BFA in Musical Theatre. Our rationale included the following:

1. We already teach, as electives to the program, all but 7 additional semester hours that would be required to convert the degree to a BFA. Those 7 hours will be staffed at the adjunct level.
2. The cost of conversion is nominal.
3. The BA Musical theatre has become a unique feature of our program. We have witnessed growth in all aspects of the program by students wanting to be associated with this specialized degree.
4. With the current growth and interest in the program, the stronger choice is to go forward and move to the BFA rather than diminish the degree by reducing it to a BA Theatre with a Musical Theatre minor or emphasis. This past academic year we had over 90 students apply for the 16 seats available, evidence of the demand for the program.

Once we moved into our new Visual and Performing Arts Center, we are perfectly equipped to handle the technical requirements of production required for Musical Theatre and we have the current faculty to support a BFA program. Our Fall 2015 production of **Parade** received national awards by the Kennedy Center American College Theatre Festival; the most prestigious of which was naming it Most Outstanding Production of a Musical for that year.

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 are over 30 Professional Theatres/Performing Arts Centers in the State of CT. These Theatres/Art Centers specialize in legitimate theatre, musical theatre, dance, opera, and children's theatre to enrich the cultural lives of the Connecticut resident. In addition, the close proximity of New York allows our graduates to fill positions in the Broadway community, regional theatre (all audition in NYC), film, commercials, voice-overs, cruise ship entertainers, radio announcers, news anchors, and books on tape, for example.   WCSU's proposed BFA in Musical Theatre will be the only BFA in Musical Theatre within the liberal arts education in the State of Connecticut. The liberal arts context of our program promotes diversity of skill which not only prepares within the specific field of musical theatre but in addition, prepares them for other potential career options within the industry. In addition, OnStageBlog.com just named WCSU's theatre department in the top 5 theatre BA departments within the nation. The diversity and discipline of this training will not only allow them specialization in Musical Theatre but will also help fill workforce needs in all arts organizations and occupations.   Examples of related occupations that require theater artists, creative thinkers and entrepreneurs would be: artistic directors, producers, agents, casting directors, directors, choreographers, costumers, wardrobe assistants, set designers, theatre teachers, voice teachers, dance teachers, theatre, dance and music critics, film and video editors, multi-media artists and animators, theatre marketers, stage managers, music directors, stage crew, arts management, box office, and sound engineers.

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

The proposed change in curriculum would intensify the professional training necessary to succeed in Musical Theatre. The change from BA to BFA would require these students to take 4 years of Private Voice, rather than 3 years; increase the dance requirement from 3 semesters to 6 semesters; and require BFA MT students to take Audition Techniques as well as adding a Repertory Class (Perfecting their Musical Theatre Audition Songbook)

The faculty (full-time and adjunct Professors) had significant and sustained careers on Broadway, Regional Theatre, Film and Television, and Opera. Many of the Professors continue their professional acting, singing, dancing and directing careers due to the close proximity of New York City. The location also allows the professionally trained students to transition more easily into a career as a working actor. Tim Howard, Professor of Theatre and Coordinator of Musical Theatre was cast in numerous productions by the legendary Harold Prince, three time Tony Award Winner- Jason Robert Brown, and shared the stage with Academy Award Winner, Cloris Leachman. Janelle Robinson (Adjunct Voice Professor) has worked extensively in Regional Theatre as well as appearing as Mrs. Corry in MARY POPPINS on Broadway. Elizabeth Parkinson (adjunct Dance Professor) was featured in numerous Broadway shows including FOSSE and MOVIN' OUT (Drama Desk Award) and worked under the prolific choreographer, Twyla Tharp. Scott Wise (adjunct Dance Professor) was also featured in numerous Broadway shows and won the Tony for his performance in JEROME ROBBINS' BROADWAY.

The new 97 million dollar Visual and Performing Arts Center was well utilized as WCSU's Theatre Program hosted the Region 1 Kennedy Center American College Theatre Festival in January 2016. WCSU has been chosen and agreed to host for the next two years. In addition, WCSU's production of PARADE was chosen to be one of 5 shows (from over 80 entered) to perform at Region 1 KCACTF. Subsequently, it was awarded **14 National Nominations** for its production of PARADE and out of 600 schools entered across the country, **won** the following:
  ➢ MOST OUTSTANDING PRODUCTION OF A MUSICAL
  ➢ MOST OUTSTANDING DIRECTION OF A MUSICAL-Tim Howard
  ➢ MOST OUTSTANDING CHOREOGRAPHY-Tim Howard/Elizabeth Parkinson
  ➢ MOST OUTSTANDING ACTRESS IN A MUSICAL-Shaylen Harger
  ➢ MOST OUTSTANDING ACTOR IN A MUSICAL-Matthew Grasso

Kennedy Center paid for Matthew Grasso, Shaylen Harger and Tim Howard to perform and present at the National Awards ceremony in Washington, D.C. this past April. Tim Howard was also one of 9 working professionals chosen from across the country to mentor the National Musical Theatre finalist at Kennedy Center.

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

The BA Musical Theatre program is currently "By Audition Only" with a maximum cohort of 16 for each fall entry level class and will continue as such under the BFA Musical Theatre. As it will be the only liberal arts BFA Musical Theatre program within the state there are no anticipated transfer agreements for this program.

However, transfer students from the community colleges and/or out of state programs are evaluated on a case by case basis and entry into the program depends (1) upon space being available within their projected graduating class, (2) their audition qualifying them to enter into the program fulfilling the competencies required for placement in the projected graduating class, and (3) the evaluation of their transfer credits to determine the number semesters that would be required for them to complete the program.

In the past few years, WCSU theatre department has increased its national profile and has seen an increase in enrollment with 20% being transfer students. Total students majoring in theatre/musical theatre in 2015-16 = 115; total students majoring in theatre/musical theatre 2016/17 = 153.

There is a commitment to creating agreements with our sister schools to accept general education (GE) requirements and pathway agreements that might include components of the BFA Musical Theatre.

The new dean of Visual and Performing Arts at WCSU has made it a priority to clarify and/or institute transfer agreements between our degree programs and the courses of other 4 year and 2 year institutions. Pathways beyond the GE requirements

will be developed within the near future. The pathways/transfer agreements will include lower division classes such as Acting I, Ballet I, and more.

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

Currently there are no other BFA Musical Theatre Degrees within the liberal arts setting in the State of Connecticut. There is a BFA degree in Musical Theatre at the Hartt School of Music however; this degree is within a Conservatory. University of Connecticut has a BFA in Acting however, no degree in Musical Theatre. The proposed degree change within WCSU's Department of Theatre would give young artists with the desire and talent to pursue a Musical Theatre career an outstanding degree option within the state of CT.

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

In addition to over 30 professional theaters within the State of Connecticut (Goodspeed Opera House, Hartford Stage, Long Warf Theatre, Westport Playhouse and Eugene O'Neil Theatre Center to name just a few) and the proximity of New York City's thriving theatre and TV/Film industry, the WCSU students are able to transition into the theater and TV/Film community with relative ease. This is also aided by the faculty's professional careers and relationships with industry professionals. This past summer 2016, four recent WCSU musical theatre alums or current musical theatre students were cast in BIG RIVER under Howard's direction at Oldcastle Theatre in Vermont. This is one example of how the program is integrating their current students into the professional acting world. The students were able to share the stage with longtime professional equity actors.

In that most Broadway, Off-Broadway and Regional Theatres are cast out of New York City (and Danbury is only a short train ride away) it is necessary to introduce the graduating seniors to NYC "industry professionals" who can make a difference in promoting these students' careers. This past academic year, our Senior Showcase was reimagined as a workshop/mock-audition with NYC Agents and Casting Directors. The new construction of this showcase allowed for feedback on a more personal level from the industry professionals. Several of the graduating Musical Theatre students have received representation by the Ann Wright Talent Agency and one just booked a national tour from Michael Cassara Casting. In addition, the course "Transition Workshop" is now an elective. Under the BFA, this course would become a requirement for the proposed degree change. This course is to bridge the world of Academia with the Professional world of Show Business. The emphasis on this course is to give the students the skills to promote oneself, write cover letters, thank you notes, develop a "web presence", and even have an understanding of how to prepare ones' taxes as a performing artist. With a high ratio of theatre jobs available within Theatre/TV/Film, WCSU's proposed BFA in Musical Theatre would give the students the potential of pursuing their craft with a higher and more specialized skill set.

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

The BFA program will follow the admission/audition requirements that we currently have in place:
1. Students must audition with a prepared ½ minute to minute acting monologue and two contrasting 16 bar vocal pieces (ballad and up-tempo).
2. Student dance skills are evaluated by the dance faculty on ability to learn a short dance phrase taught on the date of the audition.
3. Musical skills are evaluated by a short sight singing, music theory exam given at the audition.

Ratings in these three areas plus evidence of potential academic success are evaluated to select the 16 students admitted into the program each fall.

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

According to NAST standards, "classes in creative work generally should not exceed 16 students. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 16." With this, the BFA in Musical Theatre is a cohort program. Those admitted to the program will progress from freshman through senior year with occasional additions to the cohort via successful transfer auditions upon space becoming available. We anticipate strong retention in the program since the caliber of our growing Musical Theatre area is attracting a higher quality and disciplined student—in terms of both artistic and scholarly aptitude.

At the end of the Sophomore year, our current Sophomore Assessment will be converted to a Sophomore Promotion. We have created a curriculum map for the freshman/sophomore Performance Sequence in Acting/Musical Theatre, thereby, clarifying the competencies that must be met to promote into the upper division performance classes. The Sophomore Promotion rubric can be found in this document under the section detailing the program modification and learning outcomes.

The new BFA Musical Theatre degree would require for the following courses which are now offered as electives. Currently, most BA Musical Theatre students take:

THR 165 Stage Makeup 1SH

THR 204 Musical Theatre History 3SH

THR 370 Cabaret Performance 3SH

THR 389 Audition Techniques 3SH

THR 403 Transition Workshop 1SH

And THR 300 requirements would shift from 5SH to 7SH, an increase of 2SH.

The Dance curriculum would be altered as follows:

Students would continue to take THR 103 Ballet Fundamentals for Musical Theatre 2SH

The following two courses will be dropped:

THR 203 Dance for Musical Theatre I 2SH

THR 303 Dance for Musical Theatre II 2SH

Those two classes will be replaced by classes that delve more thoroughly into major forms of dance utilized in Musical Theatre performance:

THR 207 Dance for Musical Theatre--Jazz 2SH

THR 208 Dance for Musical Theatre--Tap 2SH

THR 209 Dance for Musical Theatre—Modern 2SH

THR 305 Dance Combination Class—1SH (to be repeated for 2 semesters)

The Applied Voice Lessons, MUS 182/183 would shift from 6 semesters to 8 semesters required, an increase of 2SH.

Added to the curriculum, complementing the transition workshop will be the following:

THR 401 Musical Theatre Repertoire—1SH

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)*

- There will be no additional library or facilities required beyond those required with normal growth of the program. Starting in 2006, focus was placed on developing library resources to support the BA Musical Theatre. Lists were made and, over a period of years, resources were concentrated on acquisition of musical scores and other support material until we had acquired the requested items. Our new Visual and Performing Arts Center is fully equipped for the offering of Musical Theatre curriculum.

- There will be no additional resources required to transition the elective courses to required courses in that they are currently being taught on a consistent basis.

- The change to the Dance curriculum will increase the number of semester hours within the curriculum from 6SH to 10SH, a net increase of 4SH.

- The number of hours for Applied Voice will increase from 6SH to 8SH, a net increase of 2SH.

- The addition of the Musical Theatre Repertoire Class will be an increase of 1SH.

The total number of Semester Hours to be covered by additional adjunct faculty over the course of the 4 year program is 7 semester hours.

Other Considerations

With the change in degree title from a BA to a BFA, we align our program with NAST (National Association of Schools of Theatre) accreditation standards. We have applied for accreditation, been evaluated and were requested to adjust the title designation to match the program content. The program will be up for review in March 2017.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2016		First Term, Year 2015		First Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	1		1		2	
New Students	16		12		11	
Returning Students	31		21		25	
ACTUAL Headcount Enrollment	48		34		38	
ACTUAL FTE per Year	48		34		38	
Size of Credentialed Group for Given Year	2*		6		4	

*Please note that the 2016 graduation rate is an anomaly. There were 5 additional students completing the program in 2016: 3 had general education or other requirements to complete in a fifth year, one is continuing to work on a second degree and one failed to apply for graduation. The total number should have been 7 for that year. Additionally, this graduating class reflects the recruitment and retention of a class entering the program prior to our having a full-time musical theatre coordinator. The 2017 graduating class has 10 students on target for graduation in the spring.

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**		
MUS 182/183	1	MT major	8	ENG 107W Intro to Drama	4	3
THR 171 Musical THR workshop	2	MT major	3			
THR 370 Cabaret Performance	2	THR 171	3			
THR 372 Adv. Musical THR workshop	2	THR 171	3			
MUS 108 Music Theory	3	None	2			
MUS 114/115 Sight Singing/Ear Training	3	None	4			
MUS 125/126 Keyboard Competency	3	None	1			
THR 103 Ballet Fundamentals for MT	4	MT major	2			
THR 150 Performance Techniques	4	None	3			
THR 181 Acting I: Character Study	4	None	3			
THR 207 Dance for MT—Jazz	4	MT major	2			
THR 208 Dance for MT—Tap	4	MT major	2			
THR 209 Dance for MT—Modern	4	MT major	2			
THR 260 Voice and Diction	4	THR 150	3			
THR 281 Acting II: Scene Study	4	THR 181	3			
THR 305 Dance Combination Class (2X)	4	MT major	2			
THR 388 Acting III: Period Styles	4	THR 281	3			
THR 100FY Intro to THR Prod Lab	5	None	1			
THR 165 Stage Makeup	5	None	1			
THR 182 Technical Theatre I	5	None	3			
THR 284 Costume Technology	5	None	3			
THR 300 THR Production Lab	5	None	6			
THR 204 Musical Theatre History	6	None	3			
THR 279 History of Theatre	6	None	3			
THR 401 MT Repertoire	6	MT major	1			
THR 389 Audition Techniques	7	SR	3			
THR 403 Transition Workshop	7	SR	1			
THR 490 Senior Portfolio	7	SR	3			
Core Course Prerequisites				**Elective Courses in the Field**		
Audition for entry into the program.				Choose one of the following:		
Sophomore promotion for entry into upper division performance classes.				THR 301 Singing/Dancing for MT	4	3
				THR 402 Special Topics in MT	Varies	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. Vocal production and techniques sufficient to present complete roles in full productions.
2. Vocal interpretation and role preparation skills that enable understanding and performance of roles in a wide variety

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[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

of styles and formats.

3. Musicianship, keyboard competency, and analytic skills.
4. Theatrical skills:
   a. acting competence,
   b. script analysis,
   c. stage movement,
   d. voice and diction for the actor,
   e. auditioning techniques, and
   f. dance competence.
5. Understanding of the basic production elements such as make-up, costume, sets and props, and lighting.
6. Knowledge of the musical theatre canon, along with its history and development within the theatre.
7. Portfolio preparation of musical and non-musical material for auditions and/or graduate school.

The following is a comprehensive curriculum map illustrating how competencies are reinforced throughout the program.

Course	Vocal Production/Technique	Vocal Interpretation/Role Preparation	Musicianship	Acting	Script Analysis	Stage Movement	Voice and Diction	Auditioning Techniques	Dance Skills	Basics of Production	MT/THR Canon	Portfolio Preparation
	1	2	3	4a	4b	4c	4d	4e	4f	5	6	7
MUS 182/3	X		X				X					
THR 171	X	X		X								
THR 370	X	X										
THR 372	X	X		X								
MUS 108			X									
MUS 114/5			X									
MUS 124/6			X									
THR 103						X		X	X			
THR 150						X	X					
THR 181				X	X	X	X	X				
THR 207						X		X	X			
THR 208						X		X	X			
THR 209						X		X	X			
THR 260				X			X					
THR 281				X	X	X	X	X				
THR 305								X	X			

THR 388				X	X	X	X	X				X	X
THR 100				X						X	X		
THR 165											X		
THR 182											X		
THR 284											X		
THR 300	X	X		X	X	X	X	X	X	X	X		
THR 279					X						X		
THR 401		X						X					X
THR 389				X				X			X	X	
THR 403				X				X			X	X	
THR 490		X		X							X	X	
THR 301		X		X		X		X	X		X		
ENG 107					X						X		

The following is a rubric showing the learning outcomes to be assessed in the sophomore promotion:

PERFORMANCE CORE COURSES Learning Outcomes	THR 150 Performance Techniques	THR 260 Voice and Diction	THR 181 Acting I: Character Study	THR 281 Acting II: Scene Study
1. Behaving Truthfully under Imaginary Circumstances				
*Acting on Impulse/In the Moment	X	X	X	X
*Performing Truthfully			X	X
*Creating an Imaginary Character Autobiography			X	X
*Playing a Character within the Context of the play			X	X
*Existing in a Physical Environment				X
*Having an Emotional Core for Characterization			X	X
*Playing the Physical attributes of a Character			X	X
*Understands the Use of the 4th Wall			X	X
2. On Voice				
*Voice Centered in body	X	X	X	X
*Full Resonance of Voice	X	X	X	X
*Using a Personal Vocal Warmup	X	X	X	X
*Has Variety of Vocal Expression	X	X	X	X
*Clear Articulation	X	X	X	X
* Can use IPA for Dialect work and accent reduction		X		X
3. Playing Objectives and Tactics				
*Play an Action			X	X
*Understands Discovery and Events			X	X
*Understands the Arc of Dramatic Action				X

*Can Notate Analysis in Script				X
*Use of Imaginary Other			X	X
4. In the Moment (listening/respondng)				
*Make Contact with partner			X	X
*Can Play the Give and Take of Beat Structure				X
5. Performance is in a Physical Environment				
*Able to Floorplan a scene				X
*Uses props for clarity of physical action				X
6. Body is Physically Responsive and Expressive				
*Body Centered and Free	X	X	X	X
Perform Monologue:			X	X
Scene Work:				X

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Connecticut Board of Regents for Higher Education
APPLICATION FOR NEW PROGRAM APPROVAL **PRO FORMA** [1] **BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS**

Institution	Western Connecticut State University		*Date*	10/11/2016
Proposed Program	BFA Musical Theatre			

A PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time		
Internal Transfers *(from other programs)*	25		25		14	
New Students *(first time matriculating)*	16		16		16	
Continuing *(students progressing in prog.)*			16		32	
Headcount Enrollment	41	0	57	0	62	0
Total Estimated FTE per Year	41		57		62	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	N/A		N/A		N/A	
Program Specific Fees*						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$0		$0		$0	

PROJECTED Expenditures*	Year 1		Year 2		Year 2	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(Full-time, total for program)*						
Faculty *(Part-time -total for program)*		$8,262		$17,020		$17,531
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		$8,262		$17,020		$17,531

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

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

Please provide any necessary annotations

A PROJECTED Enrollment: BFA Musical Theatre replaces BA Musical Theatre. No incremental tuition revenue as projected annual cohort of 16 full time students remains unchanged.
- *Students enrolled in MUS 182 and/or MUS 183 pay an Accompanist Fee of $150 per course. This fee is offset by the UA Accompanist expense and additonal FWLC associated with the with the courses. For Years 1-3, no incremental change. However, the additonal MUS 182/183 courses are added in Year 4.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership leading to a Master of Science degree at Central Connecticut State University including significant modification of courses and changing the title to *Teacher Leadership*

A True Copy:

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

ITEM
Modification of a program in Educational Leadership leading to a Master of Science in Teacher Leadership degree at Central Connecticut State University

BACKGROUND
<u>Summary</u>
Higher education degree programs designed to meet the needs of certified educators in Connecticut must be responsive to three key considerations:
1. Workforce demands and community needs,
2. Connecticut State Department of Education policies and regulations, and,
3. National and regional accreditation requirements of educator preparation programs (EPPs).

This application for modification of the MS degree in Educational Leadership is a direct response to emerging trends in all three areas. The plan is grounded in current research and practice in the profession and will enhance the capacity of the Department of Educational Leadership, Policy and Instructional Technology and the School of Education and Professional Studies at CCSU to more effectively meet the needs of this sphere of the workforce in our state. These changes will place our program at the forefront of development of a cadre of new teacher leaders for Connecticut's schools. Furthermore, this design allows the department to utilize faculty capacity in a more efficient, flexible, and integrated manner. Consideration of long-term needs of both the institution and constituent unit also inform the design. The over-arching modification is a merger and integration of two graduate degree programs; the MS in Educational Leadership and the MS in Educational Studies. This program modification is happening concurrently with a discontinuation of the MS in Educational Studies. The two strands formerly housed under the MS in Educational Studies degree will merge with the MS in Educational Leadership degree, and all three will become strands in a renamed MS in Teacher Leadership.

<u>Need for the Program</u>
This program has been revised with a forward-looking approach. Recently, standards and expectations for educational certification and continuing programs were reformed at the state and national accreditation levels. As these expectations have been finalized, we have included newly required components into our program. Additionally, a major educational initiative in CT over the past several years has been the implementation of new teacher evaluation systems. Only certified administrators can conduct teacher evaluations, so as time is being taken up with evaluation, other instructional leadership tasks are being delegated to teacher leaders, instructional coaches, and department chairs. Our revised program has been designed to give graduates the knowledge and skills necessary to assume responsibility for these types of tasks. To help prospective students to understand the purpose of the program, we propose changing the name of the overall degree and the educational leadership strand to Teacher Leadership. Consistent with evolving professional practice around the country, this should be a branding decision that is appealing to prospective students and employers. Likewise, we propose revising one strand of what is currently our Educational Studies program to reflect current thinking and practice by changing its name to Educational Policy Studies. All of these changes will better meet the workforce needs of early to mid-career educators, and give educational professionals a consistent through-line of degree offerings in the CSCU system from preservice teacher preparation to graduate studies at the EdD level.

Curriculum
As indicated above, this modification will integrate the two existing strands of the MS in Educational Studies within the MS in Educational Leadership. Additionally, the two-strand structure within the existing MS in Educational Leadership is collapsed to accommodate our shift in focus to teacher leadership. Thus the overall program shift is to a single 30 credit MS degree (Teacher Leadership) with three strands:
1. Teacher leadership
2. Secondary education
3. Educational policy studies

Across all strands we have identified 9 credits of common courses that will be required of all students regardless of degree pathway. Each strand then has its own unique core content of 9 credits as well as 6 credits of electives. Content area electives are required/recommended for most strands. Finally, all of our strands incorporate a common 6-credit capstone course sequence that will explore advanced applications of program content. This component will provide a culminating performance experience that will lead to direct impact on student learning in the field. A key point to note is that there is only one course added to these programs that was not in the existing program requirements (EDL 531 Collaboration and Professional Development).

Revised learning outcomes:
Graduate students in the program will:
1. Develop and facilitate learning environments and programs that are responsive to personal, cultural, linguistic, and learning differences.
2. Design, implement, and evaluate instructional programs to promote student learning.
3. Design, implement, and evaluate professional development activities that promote teacher learning.
4. Use evidence-based decision-making to improve student learning.
5. Demonstrate growth in professional self-knowledge by engaging in reflective practice.
6. Apply social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices.
7. Understand, interpret, critique, and apply educational research.

Students
We anticipate the revised MS program in Teacher Leadership will enroll approximately 110 students across the three strands in the first year. However, as our revised program has been designed to better meet career and workforce needs, we expect enrollment to continue to increase in the future.

Faculty
The revised MS program in Teacher Leadership will be taught by existing full-time faculty, as well as part-time faculty as needed. Electives may be taught by faculty in other graduate departments as meets student interests and needs.

Learning Resources
The revised MS program will take full advantage of the learning resources available on campus, including, but not limited to: Elihu Burritt Library digital resources and curriculum laboratory (third floor of library). MS faculty will make use of all supports available through the Instructional Design and Technology Resource Center. Students will benefit from the support of the IT Help Desk and the

Writing Center. Students and faculty will utilize Blackboard Learn features to supplement face-to-face instruction.

Facilities

Students in the revised MS program will benefit from the full range of campus facilities. Courses will be held onsite primarily in Henry Barnard Hall and Social Sciences Hall. Course instruction will be supplemented with Blackboard Learn. The program will also benefit from the Elihu Burritt Library facilities as well as library online resources.

Fiscal Note

CT Board of Regents for Higher Education
Modification of an Accredited Program PRO FORMA 'BUDGET 1/20/12

Institution	CCSU				Date	4/14/16
Proposed Program	Master of Science in Educational Leadership					

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time (1)	Full Time	Part Time (1)	Full Time	Part Time (1)
Internal Transfers (from other programs)	0	0	0	0	0	0
New Students (first time matriculating)	0	12	0	17	0	22
Continuing (students progressing to credential)	0	0	0	9	0	13
Headcount Enrollment	0	12	0	26	0	35
Total Estimated FTE per Year	4		8.67		11.67	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	$0	$64,800	$0	$140,400	$0	$189,000
Program-Specific Fees	$0	$44,280	$0	$95,940	$0	$129,150
Other Rev. (Annotate in text box below)	$0		$0		$0	
Total Annual Program Revenue	$109,080		$236,340		$318,150	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	0.5	$49,332	1	$98,664	1	$98,664
Faculty (Part-time -total for program)	1	$5,367	2	$10,734	2	$10,734
Support Staff	0.2	$15,600	0.2	$15,600	0.25	$19,500
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)		$4,800		$4,800		$4,800
Estimated Indirect Cost (e.g. student services, operations, maintanance)						
Total ESTIMATED Expenditures		$75,099		$129,798		$133,698

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

Please provide any necessary annotatio

{1} Part-Time students include also Summer session

[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.

Review of Documents:
  a) Campus Review—Pending
  b) Campus Budget and Finance
  c) Campus President
  d) Academic Council—Approved 11/9/16

Accreditation:
The revision of the MS program to Teacher Leadership brings the MS in Educational Leadership and the strands of the MS in Educational Studies into a single program that will both comply with the new CAEP Standards for Advanced Preparation Programs and include flexibility to adapt to potential changes in state regulations on masters degrees applied to the continuing certification for teachers.

11/9/2016 – Academic Council
11/18/2016 – BOR Academic & Student Affairs Committee
12/8/2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION	
Institution: Central Connecticut State University	Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date:	

Original Program Characteristics CIP Code No. 13.0401/13.0901 Title of CIP Code Educational Leadership/Educational Studies CIP Year: 2000 or 2010 X Name of Program: MS in Educational Leadership/MS in Educational Studies Degree: Title of Award *(e.g. Master of Arts)* **Master of Science** Certificate: *(specify type and level)* Date Program was Initiated: 1992 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)*: 30	Original Program Credit Distribution (See attached chart) # Cr in Program Core Courses: 18-21 # Cr of Electives in the Field: 0-9 # Cr of Free Electives: 0-3 # Cr Special Requirements *(include internship, etc.)*: **3-6** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **30-36** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **30-36**

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: MS in Teacher Leadership Degree: Title of Award *(e.g. Master of Arts)* **Master of Science** Certificate [1]: *(specify type and level)* Program Initiation Date: August 2017 Modality of Program: On ground Online **X** Combined If "Combined", % of fully online courses? 10% Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 6 # Cr of Free Electives: 0 # Cr Special Requirements *(include internship, etc.)*: **6** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **30** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **27**

If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available):   Accreditation Date: Phase Out Period   Date of Program Termination

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

Other Program Accreditation:
    • If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP/2017
    • If program prepares graduates eligibility to state/professional license, please identify:
        Program graduates may use this degree for purposes of continuing certification as educators.
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

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[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.

Institutional Contact for this Proposal: Sheldon Watson/Maria Mongillo	Title: Associate Professor/Assistant Professor	Tel.: 860.832.2576/860.832.2133 e-mail: watsonshl@ccsu.edu/maria.boeke. mongillo@ccsu.edu

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

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[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)*

Higher education degree programs designed to meet the needs of certified educators in Connecticut must be responsive to three key considerations:

1. Workforce demands and community needs,
2. Connecticut State Department of Education policies and regulations, and,
3. National and regional accreditation requirements of educator preparation programs (EPPs).

This application for modification of the MS degree in Educational Leadership is a direct response to emerging trends in all three areas. The plan is grounded in current research and practice in the profession and will enhance the capacity of the Department of Educational Leadership, Policy and Instructional Technology and the School of Education and Professional Studies at CCSU to more effectively meet the needs of this sphere of the workforce in our state. These changes will place our program at the forefront of development of a cadre of new teacher leaders for Connecticut's schools. Furthermore, this design allows the department to utilize faculty capacity in a more efficient, flexible, and integrated manner. Consideration of long-term needs of both the institution and constituent unit also inform the design. The over-arching modification is a merger and integration of two graduate degree programs; the MS in Educational Leadership and the MS in Educational Studies. Our rationale is developed in further detail below.

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)*

  Students graduating from the revised MS in Teacher Leadership strands will be prepared to serve as teacher leaders, instructional specialists or coaches, department chairs, and central office personnel. Some components of our current programs require revision. The flow of Connecticut educators requiring Masters level degrees remains unchanged, however the structure of these degree programs periodically requires modification to reflect current practice. This proposal addresses such needs in the CCSU programs in question. To update our programs and to ensure they will meet these needs of the current and future CT workforce, we have considered and included a number of important components.

  First, this program has been revised with a forward-looking approach. Recently, standards and expectations for educational certification and continuing programs were reformed at the state and national accreditation levels (see discussion of CAEP below). As these expectations have been finalized, we have included newly required components into our program. For example, we have embedded practicum experiences into the program courses and allowed room for content-based electives, two of the key required components. By including these in the program design, we are ensuring our graduates will have the coursework and experiences necessary to extend their current certifications and maintain existing employment, as well as to be ready for new positions.

  Additionally, a major educational initiative in CT over the past several years has been the implementation of new teacher evaluation systems. To meet part of the requirements for an NCLB waiver, CT developed the System for Educator Evaluation and Development (SEED) which it piloted in 2012. It then expected all districts to use SEED, design a hybrid, or develop their own model to meet the state's guidelines beginning in 2013. While the program is still new, research being conducted by Drs. Mongillo, Lisi, and Rigazio-Digilio of CCSU's Educational Leadership, Policy and Instructional Technology department indicates a major concern with the program is the amount of time it requires leaders to dedicate to evaluation. Only certified administrators can conduct teacher evaluations, so as time is being taken up with evaluation, other instructional leadership tasks are being delegated to teacher leaders, instructional coaches, and department chairs. Our revised program has been designed to give graduates the knowledge and skills necessary to assume responsibility for these types of tasks.

To help prospective students to understand the purpose of the program, we propose changing the name of the overall degree and the educational leadership strand to Teacher Leadership. Consistent with evolving professional practice around the country, this should be a branding decision that is appealing to prospective students and employers. Likewise, we propose revising one strand of what is currently our Educational Studies program to reflect current thinking and practice by changing its name to Educational Policy Studies. This alone may contribute to increased enrollment. However, we have also revised the course requirements of both of these strands to further improve their relevance and marketability. We have broadened the scope of the strands, including an instructional technology course and the capstone course that allows students to produce a wide range of final professional products to demonstrate program understandings and build the specific skills necessary to further their careers. This replaces the traditional thesis or comprehensive exam in the current program, and offers a more relevant and applicable summative learning experience to personnel in non-certified central office positions.

- 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 CCSU campus, being centrally located in New Britain, is a convenient location for graduate students to reach from almost anywhere in Connecticut. This is a key consideration for working teachers in our programs within the Department of Educational Leadership, Policy and Instructional Technology. Additionally, as Connecticut's first teacher-training institution, CCSU's School of Education and Professional Studies (SEPS) has a long-standing reputation as one of the premier sites in the state for career-based learning in the field of education. Faculty within the various departments in SEPS effectively support the ongoing professional development of our students at all levels with a blend of rigor, relevance, and personalization that keeps our students coming back as they continue to move through their careers in education. "Brand loyalty" is a palpable and spoken reality in our programs.

  During the 2014-2015 academic year the MS in Educational Studies, including two strand areas, came to be housed within the Department of Educational Leadership, Policy and Instructional Technology as part of a broader SEPS reorganization effort. Faculty in the department immediately began work on examining opportunities for consolidation and integration across this degree program and the MS in Educational Leadership already within the department. A trend of reduced enrollment within the Educational Studies degree program was also a source of concern. Based upon our collaborative work we developed this plan for moving the strands of that degree program, in a modified format, under the umbrella of the MS in Teacher Leadership (see attached artifacts). This move updates the strands previously in Educational Studies by integrating them with our fairly recently redesigned MS program in Educational Leadership. Shifting the strands to a focus on developing the leadership capacity of teachers promises to increase enrollment by enhancing the relevance to emerging career opportunities discussed above and below. Additionally, the identification of more common courses across the various strands of the MS in Teacher Leadership serves to distribute student enrollment more evenly throughout departmental section offerings. We anticipate an overall impact of offering:

- more consistent enrollment across course sections,
- additional sections of courses with more frequent cycling, and,
- more sections filled to capacity, due to increased enrollment.

The move also brings the strands of the former MS in Educational Studies into a form that will both comply with the new CAEP Standards for Advanced Preparation Programs and include flexibility to adapt to potential changes in state regulations on masters degrees applied to the continuing certification for teachers. Our common courses and capstone experience across all strands will provide valuable assessment data on candidate performance outcomes as well as their respective impact in the field with students in schools. This program will be appealing to a wide variety of early-career teachers. All of this can be accomplished through our reorganization of curriculum and enhanced integration. No additional resources are required.

The existing MS in Educational Leadership is also offered in Jamaica through a long-standing and successful collaboration. This program mirrors the Educational Leadership degree offered on the CCSU campus with the exception of six additional credit hours required by the Jamaican Ministry of Education. Minor revisions to the course of

study of that program are included in this modification so that it remains aligned with the campus program at CCSU. The most significant modification will be the addition of a project-based capstone requirement equivalent to that of our campus programs.

- 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 as these are graduate programs.

- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided
  An exploration of other programs within our constituent unit finds there are no programs designed to result in similar outcomes for students. There are no other institutions offering master's level degrees in teacher leadership. UConn has an MA in educational administration, but their website indicates it is not currently enrolling students. WCSU, ECSU, and UConn all offer master's level degrees in secondary education, but they do not appear to have the leadership focus of our revised degree. Likewise, SCSU offers Classroom Teacher Specialist and Educational Coach program, which mirrors our teacher leadership focus, but it is a 6th year certificate program, rather than a master's level degree. No other institutions in our constituent unit offer master's level degrees in educational foundations or educational policy studies.

  Beyond our constituent unit, Quinnipiac University is the only institution in the state that offers an MS in Teacher Leadership. However, this program is completely online and offers three specific tracks: literacy leadership, mathematics leadership, and program improvement leadership. Our program allows for more flexibility and a variety of course delivery formats, including online, blended learning, and the face to face component many students prefer.

- Please provide a description/analysis of employment prospects for graduates of this proposed program
  Graduates of the MS in Teacher Leadership strands will be highly employable for multiple positions including teacher leader, instructional specialists or coaches, department chairs, or central office personnel. As mentioned earlier, as the role of the school administrator has become more occupied with teacher evaluation, other instructional leader tasks are being delegated to teacher leaders. The CT State Department of Education offers funding for instructional coaches in Alliance and Priority school districts, and provides training sessions for school districts looking to utilize them effectively. The U.S. Bureau of Labor Statistics estimates that the national growth rate among instructional coordinators (which would encompass teacher leaders) will be 7% between 2014 and 2024, maintaining and expanding upon current numbers. Anecdotally, it has been observed within our programs that increasing numbers of students in the Sixth Year Certificate program in Educational Administration are coming into the program holding these teacher leader positions, or are obtaining such positions during their time in the program. A Master's degree is the degree most associated with such positions. Having such a degree with a concentration in teacher leadership itself would enhance the qualifications of teachers to move into such roles. We have also observed increasing numbers of instructional coaching positions posted on CT REAP, an educational hiring website. These jobs are inclusive of instructional coaching, subject area specialist, and central office job openings in a wide variety of school districts, serving many types of students in different locations. As our proposed MS program is the only one like it in the state, graduates will have an advantage in securing these positions.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.*
As indicated above, this modification will integrate the two existing strands of the MS in Educational Studies within the MS in Educational Leadership. Additionally, the two-strand structure within the existing MS in Educational Leadership is collapsed to accommodate our shift in focus to teacher leadership, as well as the variation of the program offered in Jamaica. Thus the overall program shift is to a single MS degree (Teacher Leadership) with three strands:

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

1. Teacher leadership
2. Secondary education
3. Educational policy studies

Across all strands we have identified common courses that will be required of all students regardless of degree pathway. Each strand then has its own unique core content as well as electives. Content area electives are required/recommended for most strands. The Teacher Leadership strand includes an additional 6 credit hours for students in Jamaica due to specifications of the Jamaican Ministry of Education. Finally, all of our campus strands incorporate a common 6-credit capstone course sequence that will explore advanced applications of program content. This component will provide a culminating performance experience that will lead to direct impact on student learning in the field. A key point to note is that there is only one course added to these programs that was not in the existing program requirements (EDL 531 Collaboration and Professional Development). All other changes are accomplished through a combination of reorganization and minor revisions of existing courses. Please see the curriculum details below and attached exhibits for more detail on both the current program structures and the proposed synthesis and revision.

Admissions and graduation requirements are unchanged, with the exception of revised capstone plans for the two strand areas previously housed within the MS in Educational Studies program (referred to above as Secondary Education and Educational Policy Studies). Mode of delivery will be at departmental discretion, consistent with university policies, however we should note that faculty in our department are leaders in the implementation of both hybrid and fully online graduate courses at the CCSU campus. These delivery formats, as well as occasional weekend formats (in our Sixth Year Certificate program) have proven both popular and effective with our students. For example, in the current MS in Educational Leadership two required courses are delivered in a fully online mode (ED 520 and EDT 540) and the capstone seminar sequence (ED 591 and ED 592) is delivered in a hybrid blended learning format.

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

The modified program will utilize existing resources, reorganizing them to serve program needs. No additional institutional support is needed to implement this modification.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2013-2014		First Term, Year 2014-2015		First Term, Year 2015-2016	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students						
Returning Students						
Educational Leadership (campus)						
ACTUAL Headcount Enrollment	49		36		65	
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year	68		74			
Educational Leadership (Jamaica)						
ACTUAL Headcount Enrollment	68		2		35	
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year	68		2		35	
Educational Studies						

ACTUAL Headcount Enrollment	23		18		14	
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year	5		12			
Total Credentialed Group for Given Year	141		88			

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**		
ED 598 Introduction to Research in Education	4,7		3	Must be taken within first 12 credit hours in program.		
EDT 540 Instructional Design and Assessment	1,2,4		3	Must be taken within first 12 credit hours in program.		
1 EPS* graduate level elective	6		3			
ED 591 Curriculum, Instruction and Assessment I	5,6,7	ED 598	3	Capstone experience		
ED 592 Curriculum, Instruction and Assessment II	1,2,3,4	ED 591 ED 598 EDT 540	3	Capstone experience		
Strand 1: Teacher Leadership						
ED 520 Instructional Programs for Diverse Learners	1,2	ED 598	3			
EDL 523 Coaching and Instructional Leadership	2,3,4	ED 598	3			
EDL 531 Collaboration and Professional Development	2,5		3			
Strand 2: Secondary Education						
ED 520 Instructional Programs for Diverse Learners	1,2	ED 598	3			
EDSC 505 Innovation in Secondary Education	1,3		3			
EDSC 556 Instructional Theory and Practice	2,4,5		3			
Strand 3: Educational Policy Studies*				*New proposed designator for current Education Foundations (EDF)		
Three of the following:						
EPS 500 Contemporary Educational Issues	6		3			
EPS 516 School and Society	1,6		3			
EPS 524 Contemporary Theories of Curriculum	1,5,6		3			
EPS 525 History of American Education	6		3			
EPS 528 Comparative and International Education	1,6,7		3			
EPS 535 Special Topics in Educational Policy	Varies		3			
EPS 538 The Politics of Education	6		3			
EPS 583 Sociology of Education	1,5,6		3			

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[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

Core Course Prerequisites	Elective Courses in the Field		
	All strands:		
	Six credit hours of advisor-approved graduate level electives per strand		6
	Teacher Leadership Strand (Jamaica):		
	An additional six credit hours of advisor-approved graduate level electives are required for students in the Teacher Leadership Strand in Jamaica per requirements of the Jamaican Ministry of Education		6
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. Develop and facilitate learning environments and programs that are responsive to personal, cultural, linguistic, and learning differences.
2. Design, implement, and evaluate instructional programs to promote student learning.
3. Design, implement, and evaluate professional development activities that promote teacher learning.
4. Use evidence-based decision-making to improve student learning.
5. Demonstrate growth in professional self-knowledge by engaging in reflective practice.
6. Apply social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices.
7. Understand, interpret, critique, and apply educational research.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

CT Board of Regents for Higher Education

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

Institution	CCSU		Date	4/14/16
Proposed Program	Master of Science in Educational Leadership			

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time {1}	Full Time	Part Time {1}	Full Time	Part Time {1}
Internal Transfers (from other programs)	0	0	0	0	0	0
New Students (first time matriculating)	0	12	0	17	0	22
Continuing (students progressing to credential)	0	0	0	9	0	13
Headcount Enrollment	0	12	0	26	0	35
Total Estimated FTE per Year	4		8.67		11.67	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	$0	$64,800	$0	$140,400	$0	$189,000
Program-Specific Fees	$0	$44,280	$0	$95,940	$0	$129,150
Other Rev. (Annotate in text box below)	$0		$0		$0	
Total Annual Program Revenue	$109,080		$236,340		$318,150	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	0.5	$49,332	1	$98,664	1	$98,664
Faculty (Part-time -total for program)	1	$5,367	2	$10,734	2	$10,734
Support Staff	0.2	$15,600	0.2	$15,600	0.25	$19,500
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)		$4,800		$4,800		$4,800
Estimated Indirect Cost (e.g. student services, operations, maintanance)						
Total ESTIMATED Expenditures		$75,099		$129,798		$133,698

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

Please provide any necessary annotatio

{1} Part-Time students include also Summer session

[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.

Course and Capstone Requirements:

All strands require 9 credits of common core courses, 9 credits in the concentration, 6 electives, and a 6 credit capstone sequence, for a total of 30 credit hours. The candidate's planned program of graduate study requires the following common and strand-specific courses:

Common to all strands

Course		Faculty	PT/FT
ED 598	Introduction to Research in Education	Clark	FT
EDT 540	Instructional Design and Assessment	Sponder	FT
1 EPS graduate level elective		TBA	PT

Strand 1: Concentration in Teacher Leadership*

ED 520	Instructional Programs for Diverse Learners	Watson	FT
EDL 523	Coaching and Instructional Leadership	Rigazio-DiGilio	FT
EDL 531	Collaboration and Professional Development	Sogunro	FT

Strand 2: Concentration in Secondary Education

ED 520	Instructional Programs for Diverse Learners	Watson	FT
EDSC 505	Innovation in Secondary Education	Ayalon	FT
EDSC 556	Instructional Theory and Practice	George	FT

Strand 3: Concentration in Educational Policy Studies

Three courses for nine credits from among the following:

EPS500	Contemporary Educational Issues	Werblow	FT
EPS516	School and Society	Love	FT
EPS524	Contemporary Theories of Curriculum	Gichiru	FT
EPS525	History of American Education	Love	FT
EPS528	Comparative and International Education	Gichiru	FT
EPS535	Special Topics in Educational Policy	TBA	PT
EPS538	The Politics of Education	Love	FT
EPS583	Sociology of Education	Gichiru	FT

Electives (all strands)

Six hours of advisor-approved graduate level electives	TBA	FT/PT

Capstone Plan E (common to all strands)

Action Research project embedded in the following course sequence:

ED 591	Curriculum, Instruction and Assessment I	Watson	FT
ED 592	Curriculum, Instruction and Assessment II	Watson	FT

Total credit hours: 30*

*For candidates in the Teacher Leadership program in Jamaica, note that the Jamaican Ministry of Education has a requirement of 36 credits for a master's degree. This requirement can be met by completing an additional six credits of advisor-approved electives.

Masters Reconfiguration Matrix 9.14.16

M.S. in Teacher Leadership

Program components	Pathway 1 Teacher Leadership	Pathway 2 Secondary Education	Pathway 3 Educational Policy Studies	Credit hours*
Common across pathways (required)	ED 598 Research (3) EDT 540 (3) 1 EPS course (3)	ED 598 Research (3) EDT 540 (3) 1 EPS course (3)	ED 598 Research (3) EDT 540 (3) 1 EPS course (3)	9
Core to the concentration (required)	ED 520 Instr. for Diverse learners EDL 523 Coaching & Instructional Leadership EDL 531 Collaboration and Professional Development (9 total)	ED 520 Instr. for Diverse learners EDSC 505 Innovation in Sec Ed EDSC 556 Inst. Theory/Practice (9 total)	3 EPS courses (9 total)	9
Elective(s)	2 electives (6)	2 electives (6)	2 content area electives (6)	6
Capstone Experience (required)	ED 591-592 Capstone (6)	ED 591-592 Capstone (6)	ED 591-592 Capstone (6)	6
			Total credit hours	30

Note: Practicum for Jamaican students only for an additional 6 credits

Original Program Credit Distribution Matrix

Program Title	MS in Educational Leadership	MS in Educational Studies		Credit Hours
		Strand 1 Educational Studies	Strand 2 Educational Studies with Discipline Specific Specialization	
Program Components	Educational Leadership			
Program Core Courses	EDF 500, 516, 524, 525, 538, or 583 OR ED 515 Professional Ethics and Law for Teachers; ED 598 Research in Education; ED 520 Programs for Diverse Learners; EDT 540 Instructional Design, Assessment, and Data Management; EDL 523 Collaboration, Coaching, and Instructional Leadership; EDL 524 Leadership and the Dynamics of Organizational Change; EDL 555 Leadership for Social Justice	EDTE 598 Research in Education; Choice of 5 of the following: EDF 500 Contemporary Educational Issues; EDF 516 School and Society; EDF 524 Contemporary Theories of Curriculum; EDF 525 History of American Education; EDF 526 Philosophy of Education; EDF 528 Comparative and International Education; EDF 535 Special Topics in Educational Foundations; EDF 528 The Politics of Education; EDF 583 Sociological Foundations of Education	EDTE 598 Research in Education; Choice of 5 of the following: EDF 500 Contemporary Educational Issues; EDF 516 School and Society; EDF 524 Contemporary Theories of Curriculum; EDF 525 History of American Education; EDF 526 Philosophy of Education; EDF 528 Comparative and International Education; EDF 535 Special Topics in Educational Foundations; EDF 528 The Politics of Education; EDF 583 Sociological Foundations of Education	18-21
Electives in the Field	6 credit practicum for Jamaican students only	3 additional EDF courses	3 discipline specialization courses	0-9
Free Electives	3 credits			0-3
Special Requirements	Capstone: Action Research Project in ED 591 Curriculum, Instruction, and Assessment I and ED 592 Curriculum, Instruction, and Assessment II OR Comprehensive exam and 6 elective credits	Capstone: Thesis OR Comprehensive exam and 3 elective credits	Capstone: Thesis OR Comprehensive exam and 3 elective credits	3-6
			Total Credits	30-36

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review

December 8, 2016

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institutions for the 2015-16 academic year.

BE IT FURTHER RESOLVED: That the Board of Regents for Higher Education empower the Academic Council to coordinate the drafting of Guidelines for the Board's Academic Program Review Policy, designed to strengthen and bring greater clarity to the Policy, for the Board's consideration.

A True Copy:

_____

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

ITEM
Consideration of 2015-16 Academic Program Review by the CSCU institutions

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education accept the submission of
academic program reviews by the CSCU institutions for the 2015-16 academic
year.

That the Board of Regents for Higher Education empower the Academic
Council to coordinate the drafting of Guidelines for the Board's Academic
Program Review Policy, designed to strengthen and bring greater clarity to the
Policy, for the Board's consideration.

BACKGROUND
The Board of Regents' Academic Program Review Policy was established by Board Resolution
on August 21, 2014. This Policy mandates that all academic programs undergo a
"comprehensive review" on a periodic basis – at least once every seven years; and established a
process wherein the Board would monitor the institutional review procedures. The first stage of
the monitoring process requires the System Office Provost and Senior Vice President for
Academic and student Affairs to confirm with the institutions' president and chief academic
officer an inventory of academic programs to be reviewed during that particular academic year.
Subsequently, that schedule is to be presented to the Board's Academic and Student Affairs
Committee for its consideration. Upon the Committee's approval, the schedule is to be presented
to the Board for its ratification. At this juncture, in the second stage of the monitoring process,
the results from the academic program review process is herein presented to the Academic and
Student Affairs Committee and subsequently to the Board for its consideration. Pursuant to the
Policy, following the Board's consideration: "If warranted, appropriate action which may
include further study will ensue."

RATIONALE
It is the principal intention of the Policy to ensure the continuous quality improvement of
academic programs. Institutional reviews are conducted through the established faculty-led and
administrative-support process, which might be program-, departmental or campus-based.
Secondarily, the Policy presents a skeletal context for the monitoring process, which is
purposefully designed not to infringe upon faculty authority or institutional management of
academic programs.

The System Office of the Provost revised its template for an End-of-Year Report wherein each
institution could summarily present the results of its academic program review process. The
revision added a provision for the reporting on the assessment of student learning outcomes for
the referenced academic program. The assessment of student learning outcomes is deemed the
most essential element of the review process. The report's revision also stipulated a more
uniform reporting by the institutions, to facilitate the summations of institutional results.

Of the System's more than 1300 certificate and degree offerings, 147 within 133 academic
programs were reviewed, in whole or in part during the 2015-16 academic year. Attached are
summations of key information and data gleaned from the institutions' reports by the System

Office of the Provost for the Committee's and Board's consideration. Highlights of the summations are:

Among the 28 programs subject to external accreditation;
- 13 or 46% programs' accreditation decisions are pending further review,
- 9 or 32% of programs had an internal review at points within the span of their approval status, thus continued;
- 5 or 8% of programs were approved during this review period,
- 1 or 4% of programs was denied approval – that program has been placed on probation

Among the action recommendations derived from internal review:
- 47 or 32% of programs are pending further review
- 38 or 26% of programs will be continued with no or little change
- 20 or 14% of programs will undergo minor changes
- 12 or 8% of programs will undergo moderate changes
- 8 or 5% of programs will undergo substantive change
- 8 or 5% of programs have been or will be terminated

Among the 49 certificate programs reviewed during the 2015-16 cycle:
- 28 or 57% of the programs awarded an average of less than 5 certificates, over the course of three years
- 20 or 41% of the programs awarded 5 to 50 certificates, over the course of three years
- 1 or 2% of the programs awarded more than 50 certificates, over the course of three years

Among the 112 degree programs reviewed during the 2015-16 cycle:
- 34 or 30% of the programs awarded an average of less than 5 degrees, over the course of three years
- 69 or 62% of the programs awarded 5 to 50 degrees, over the course of three years
- 9 or 8% of the programs awarded more than 50 degrees, over the course of three years

OBERVATIONS
It is instructive to note in the second year of the Policy's implementation that facilitating and complying with the execution of the monitoring procedures is still a learning experience for the System Office of the Provost and the CSCU institutions, respectively. Clarifications in the communication and understanding of terminology is a repetitive and on-going process. For instance, the meaning of "external review" is often not comprehended. The large instances of "pending" under "external accreditation status" and "pending further review" under "internal review action recommendation" are due to a lack of understanding as to the designated review period.

Nevertheless, institutional reporting to date demonstrates that the concept of "comprehensive review" is interpreted differently, and often at minimum levels. Moreover, generally speaking, the operationalizations of the academic program review process at CSCU institutions does not advance continuous quality improvement. Apparently, most CSCU institutions continue their practices, established prior to enactment of the Board's Policy, of having few faculty members actively involved in the formal review of academic programs. Clearly, the Policy lacks the leverage to ensure its intention to continuously improve the quality of academic programs.

In its deliberations regarding the submission of the institutions' academic program reviews for 2015-16 academic year, the Academic Council has expressed a desire to play an instrument role in strengthening the Academic Program Review Policy.

It is recommended that the Board afford the Academic Council the opportunity to lead an effort to address the deficiencies of the Academic Program Review Policy through the drafting of an Academic Program Review Policy Manual, with guidance from the staff of the System Office of the Provost.

11/18/16 – BOR-Academic and Student Affairs Committee
12/08/16 – Board of Regents

Connecticut State Colleges & Universities
Academic Program Review
Summation Part One: Reviews' Results & Recommendations
2015-16 Academic Year

Institution	Means of Review			External Accreditation Status				Internal Review's Action Recommendation					
	External	Internal	External & Internal	Approved	Denied	Pending	Continued	Continuation	Minor Revisions	Moderate Revisions	Substantive Change	Pending further Review	Termination
Asnuntuck	0	4	0	0	0	0	0	1	2	0	0	1	0
Capital	0	0	2	0	1	0	1	1	0	1	0	0	0
Gateway	0	27	1	0	0	0	1	10	3	5	8	1	1
Housatonic	0	1	1	1	0	0	0	0	0	0	0	2	0
Manchester	0	4	0	0	0	0	0	0	4	0	0	0	0
Middlesex	0	10	0	0	0	0	0	0	0	4	0	6	0
Naugatuck Valley	0	4	0	0	0	0	0	3	0	0	0	0	1
Northwestern CT	0	2	0	0	0	0	0	0	0	0	0	2	0
Norwalk	0	2	1	1	0	0	0	3	0	0	0	0	0
Quinebaug Valley	0	9	0	0	0	0	0	8	0	0	0	1	0
Three Rivers	0	19	0	0	0	0	0	2	0	1	0	12	4
Tunxis	0	3	3	0	0	0	3	3	3	0	0	0	0
Community Colleges	**0**	**85**	**8**	**2**	**1**	**0**	**5**	**31**	**12**	**11**	**8**	**25**	**6**
Charter Oak	0	6	0	0	0	0	0	6	0	0	0	0	0
Central	8	12	1	1	0	8	0	1	1	0	0	15	2
Eastern	0	2	0	0	0	0	0	0	1	1	0	0	0
Southern	5	2	6	2	0	5	4	0	6	0	0	7	0
Western	0	0	0	0	0	0	0	0	0	0	0	0	0
CSU Universities	**13**	**16**	**7**	**3**	**0**	**13**	**4**	**1**	**8**	**1**	**0**	**22**	**2**
TOTAL	**13**	**107**	**15**	**5**	**1**	**13**	**9**	**38**	**20**	**12**	**8**	**47**	**8**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

regarding

CROSS-REGISTRATION OF STUDENTS in STATE INSTITUTIONS

December 8, 2016

WHEREAS: Previously established Board Policy addresses Cross-Registration Guidelines for Exchange of Students Among Institutions of Public Higher Education, and

WHEREAS: The Board of Regents has approved the establishment of CSCU Transfer Ticket (Transfer and Articulation Program) degree programs, and

WHEREAS: The implementation of the CSCU Transfer Ticket degree programs has disclosed the need for a Policy Statement to facilitate the expedient cross-registration of the System's community college students in courses at a Connecticut State University or Charter Oak State College; therefore, be it

RESOLVED: The policy previously adopted regarding Cross-Registration (formerly 3.10) is now rescinded, and the attached amended policy is hereby adopted.

A True Copy:

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

ITEM
Amend Policy 3.10 adding revised language to address special circumstances of CSCU Pathway Transfer Associate Degree (also known as, Transfer Ticket) students.

BACKGROUND
Previously established Board Policy 3.10 addresses "Cross Registration Guidelines for Exchange of Students Among Institutions of Public Higher Education." First approved in 1973, it is being amended to reflect two subsequent developments: the 2011 Consolidation resulting in Connecticut State Colleges and Universities (CSCU), and the 2012 Transfer and Articulation Policy.

The 2012 Transfer and Articulation Policy requires CSCU Pathway Transfer Associate Degrees to be common to all Community Colleges. In some cases, Colleges are not able to offer a small number of the courses required in pathway. To make those degrees available to students at all the Colleges, students will be guided to other CSCU institutions where the courses can be completed. The 1973 "Cross Registration Guidelines" provides limited opportunities for students to complete courses not available at their home institutions.

RATIONALE
In order for the existing policy to be more effective for CSCU Pathway Transfer Degree students needing to complete course and degree requirements in a timely manner, the policy is being amended to provide more flexibility, convenience, and affordability for those students. The amended policy will remove three barriers that potentially increase both the time and cost of a CSCU Pathway Transfer Degree.

1. The amended policy allows CSCU Pathway Transfer Degree student to initiate cross registration.
2. The amended policy allows CSCU Pathway Transfer Degree students to register for a course at a host Community College or Charter Oak State College concurrently with the host institution's students. CSCU Pathway Transfer Deggree students will register for courses at a State University on a space-available basis.
3. The amended policy extends the tuition and fee benefits to both full-time and part-time CSCU Pathway Transfer Degree students, charging them the tuition rate consistent with their primary institutions.

This amendment applies only to students who have declared a CSCU Pathway Transfer Degree, only to institutions within the CSCU system, and only in cases where the course is required in the declared program and not available in a timely manner at the student's home institution. Other parameters of the current Cross Registration Agreement will continue to apply.

11/9/2016 – Academic Council
11/18/2016 – BOR-Academic and Student Affairs Committee
12/8/2016 – Board of Regents

Cross-Registration

a. **Cross-Registration Guidelines for Exchange of Students Among Institutions of Public Higher Education**

~~The Board of Trustees of Community-Technical Colleges approves~~ The following are guidelines for exchange of students among institutions in the state system of higher education, which will provide an opportunity for students enrolled in a Community College, State University, or the University of Connecticut to benefit significantly by taking a course or courses not available where they are registered but offered at another state institution.

1. Preliminary, informal inquiry should first establish that there is a substantial degree of interest on the part of one or more qualified students enrolled at the home institution in a particular course offered by the host institution but not by the home institution.

2. The host institution, after making accommodation for its own students, will determine the number of vacant student places in the course that could be filled without exceeding the acceptable limit on class size.

3. The home institution will recommend not more than this number of its students to the host institution, which will examine these students' qualifications for taking the course in question.

4. Students admitted to a course or courses will register under the procedures for unclassified students in the host institution, which will issue a transcript record of credit earned after the successful completion of the course.

5. The home institution will accept this credit in transfer under its own procedures, making it a part of the student's record at his or her home institution.

6. Students who have paid the tuition and fees of full-time students at their home institutions shall be exempt from further charges. Copies of their receipted fee bills should be accepted by the host institution in lieu of payment.

7. Part-time students shall not be exempt, but shall pay the tuition and fees required of unclassified students who take the same course at the host institution.

b. **Cross-Registration Guidelines for students enrolled in CSCU Transfer Ticket (TAP) degree programs among the Connecticut State Universities, Charter Oak State College, and the Connecticut Community Colleges.**

An enhanced Cross-Registration Agreement among the CSUs, Charter Oak and the CCs applies in the following situations:
- only to students enrolled in CSCU Transfer Ticket degree programs.

- only to courses required in the student's declared Transfer Ticket degree program. Courses designated as Unrestricted Free Electives are not covered by this enhanced agreement.
- to courses <u>not</u> in the student's home institution's catalog.
- to courses in the student's home institution's catalog but not offered in a timely manner that allows the student to take prerequisites, sequenced courses, or other degree requirements.
- to both full-time and part-time students.

In those stipulated situations, the enhanced Cross-Registration opportunities
1. do not require the student's home institution to ascertain the need and to request accommodations for a student at the host institution; instead, the student is allowed to initiate cross registration
2. allow a student who qualifies for the amended policy to register at a Community College or Charter Oak State College concurrently with the host institution's students and on a space-available basis at a State University
3. provide for TAP students to be charged tuition and fees consistent with the policy of their home institutions

The other parameters of the current Cross-Registration Agreement will apply:
a. students must have met any pre-requisites and other requirements for the course as established by the host institution.
b. the host institution will issue a transcript record of credit earned after the successful completion of the course.

(Adopted January 16, 1973, amended December 8, 2016)