



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, December 4, 2020 at 9:30 a.m.**

**Conducted via Remote Participation**

**Meeting will live stream at: <https://youtu.be/LYPGppR0eTQ>**

1. Approval of Minutes
  - a. October 2, 2020 – *Page 1*
2. Consent Items
  - a. Discontinuations
    - i. Therapeutic Recreation – C2 Certificate – Northwestern CT Community College – *Page 5*
    - ii. Therapeutic Recreation – AS – Northwestern CT Community College – *Page 10*
3. Action Items
  - a. Accreditation of a Licensed Program
    - i. Health Care Administration – MS – Charter Oak State College – *Page 15*
    - ii. Biotechnology – BS – Southern CT State University – *Page 28*
    - iii. Public Utilities Management – AS – Gateway CC and BS in Business Administration – Southern CT State University – *Page 51*
  - b. Modifications
    - i. Accounting – BS – Central CT State University [Addition of a Hybrid Instructional Modality] – *Page 69*
    - ii. Finance – BS – Central CT State University [Addition of a Hybrid Instructional Modality] – *Page 74*
    - iii. Management – BS – Central CT State University [Addition of a Hybrid Instructional Modality] – *Page 79*
    - iv. Management Information Systems – BS – Central CT State University [Addition of a Hybrid Instructional Modality] – *Page 84*
    - v. Marketing – BS – Central CT State University [Addition of a Hybrid Instructional Modality] – *Page 89*
    - vi. Gerontology – Official Certificate Program (OCP) – Central CT State University [Modification of Instructional Modality] – *Page 94*
    - vii. Bilingual/Bicultural Education and TESOL – Residency Program – MS – Southern CT State University [Addition of a Hybrid Instructional Modality] – *Page 97*
  - c. New Programs
    - i. Health Care Administration – AS – Middlesex CC – *Page 100*
    - ii. Human Nutrition – MS – Western CT State University – *Page 111*
  - d. Refund & Course Withdrawal Policy Recommendation – *Page 135*

4. Informational Items

a. Below Threshold

- i. Addition of BMG 210: Organizational Behavior, to the Business Studies Transfer Ticket – *Page 144*
- ii. Health Insurance Customer Service – Certificate – Charter Oak State College [Course substitutions] – *Page 148*
- iii. Business Office Technology (BOT) – Office Support Specialist – Certificate – Manchester CC [Course substitutions] – *Page 151*
- iv. CSCU Business Studies TAP – AA – Manchester CC [Course substitutions] – *Page 154*
- v. Seven AS Degrees and two C2 Certificates – Manchester CC [Course Substitutions] – *Page 157*
  - a) Accounting – C2 Certificate
  - b) Entrepreneurship/Small Business – C2 Certificate
  - c) Accounting and Business Transfer – AS
  - d) Accounting – AS
  - e) Business Administration Career – AS
  - f) Business Administration: Entrepreneurship Option – AS
  - g) Marketing – AS
  - h) Business Office Technology: Office Option – AS
  - i) Business Office Technology: Medical Option – AS

b. Connecticut State Community College Shared Governance Update – *Page 161*



## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – October 2, 2020  
9:30 a.m. – via video conference

#### MINUTES

Regents Present: Aviva Budd, Merle Harris, Holly Howery, Colena Sesanker

Regents Absent: Naomi Cohen

Staff Present: Jane Gates, Kevin Corcoran, Greg DeSantis, Pam Heleen, Ken Klucznik, Pat Ryiz, Mike Stefanowicz

Other Attendees: Shirley Adams (COSC), Missy Alexander (WCSU), Robin Avant (HCC), Kem Barfield (TRCC), Joe Cullen (QVCC), David Dauwalder (CCSU), Amy Feest (TxCC), Trudy Milburn (SCSU), Elisabeth Morel (WCSU), Elsa Núñez (ECSU), Catherine O’Callaghan (WCSU), Bill Salka (ECSU), Fatma Salman (MCC)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

1. Approval of Minutes

a. September 4, 2020

**On a motion by H. Howery and seconded by A. Budd, a vote was taken and the minutes from the September 4, 2020 BOR ASA Committee meeting were approved.**

2. Consent Items

a. Discontinuations

- i. CT Parenting Educator Credential (all 4 levels) – C1 Certificate – Charter Oak State College
- ii. Certificate in Paraprofessional Studies – C2 Certificate - Charter Oak State College
- iii. After School Education Credential – C2 Certificate - Charter Oak State College

**On a motion by A. Budd and seconded by H. Howery, a vote was taken and the consent items were approved.**

### 3. Action Items

#### a. Modifications

##### i. Education: Instructional Technology Option – MS Education – Western CT State University [Modification of Instructional Delivery]

Chair Harris noted that the original BOR Resolution for this agenda item was incorrect. The BOR Resolution was revised to state that WCSU is replacing the on-ground modality for the Education: Instructional Technology Option – MS Education with an online modality. Provost Gates and Provost Alexander confirmed that the on-ground modality in this program will be replaced by a fully online modality.

**On a motion by A. Budd and seconded by H. Howery, a vote was taken to approve the modification to the Western CT State University Education: Instructional Technology Option – MS Education, namely to replace the on-ground modality with an online modality, and the vote to approve the modification was unanimous.**

#### b. Appointment of CSU Professor

##### i. Raouf Mama – Eastern CT State University

**Chair Harris called for a motion to approve the appointment of Dr. Raouf Mama, Eastern CT State University, as a CSU Professor. The motion was moved by H. Howery and seconded by A. Budd.**

Provost Gates stated that, effective October 15, 2020, upon approval by the BOR, Dr. Raouf Mama will become the 12<sup>th</sup> CSU Professor. She noted that the CSU Professor Advisory Committee awarded Dr. Mama an excellent rating in all three categories, Creative Activity, Teaching, and Service. President Núñez and Provost Bill Salka, Eastern CT State University, discussed Dr. Mama's education, professional history, publications, and, awards/honors. With the appointment of Dr. Mama as a CSU Professor, all twelve available slots for CSU Professors will be filled. CSU Professors, once appointed, serve for the duration of their time at their universities.

**Chair Harris called for a vote to approve the appointment of Dr. Raouf Mama, Eastern CT State University, as a CSU Professor and the vote was unanimous.**

#### c. CSCU Accessibility Policy for Electronic Information and Technology

Chair Harris noted that the CSCU Accessibility Policy for Electronic Information and Technology is particularly important for students with disabilities. Federal and State laws require all resources to be accessible for people with disabilities.

**Chair Harris called for a motion to approve the CSCU Accessibility Policy for Electronic Information and Technology. The motion was moved by A. Budd and seconded by H. Howery.**

Provost Gates noted that CSCU is committed to ensuring equal access to information, programs and activities through its information technologies. She enumerated the Federal and State laws that the CSCU Accessibility Policy supports. Kevin Corcoran, Executive Director of Digital Learning, and Elisabeth Morel, Director of Accessibility Services at Western CT State University, presented the CSCU Accessibility Policy for Electronic Information and Technology. Director Corcoran noted CSCU did not have any policies and procedures in place to guide faculty, staff, and administrators for creating accessible digital learning experiences. In January 2019, the CSCU Accessibility Advisory Council was formed, comprised of 40 members representing the 17 CSCU institutions including representation from Faculty, Accessibility Services, and, IT. In addition, individuals with disabilities served

on the Council. The Council concluded that there were no standards to guide faculty, staff, and administrators in support of accessible content. Director Corcoran reiterated Chair Harris' comments that because of Covid, the need for accessible learning is more critical now and the risk of non-compliance is greater. The policy was developed from national best practices and lessons learned from other institutions which had been cited for and settled accessibility violations. The proposed CSCU Accessibility Policy for Electronic Information and Technology was approved by the Accessibility Council, and the Directors of the Disability Council and the Library Council. It was shared with the CEOs and Presidents as well as with the CSCU Academic Council last month. The Accessibility Council has received feedback from some CSCU institutions. Revisions were made and CSCU Legal Affairs has reviewed and approved every iteration of the policy.

Director Corcoran noted that CSCU currently has systems in place to support the compliance and implementation of the policy:

- i. Kaltura is a video streaming system that allows for close captioning of videos;
- ii. Blackboard Ally assists faculty in identifying content that has accessibility shortcomings and provides a path to remediation. Students can download content in an alternate format, for example, text to audio;
- iii. MS Office 365 has built-in tools for checking accessibility; and,
- iv. MS Teams and WebEx are videoconferencing tools with built-in close captioning and recording ability. In addition, MS Teams has live captioning.

Other accessibility resources for faculty, staff and administrators to support the implementation of the policy are: a new website at [accessibility.ct.edu](https://accessibility.ct.edu), a checklist on how to make content more accessible, a compliance companion document, and, potential future HR training modules for annual training in accessibility and compliance. Director Morel commented that the Accessibility Policy will impact all students, including disabled and able-bodied students, resulting in greater student success and retention.

Questions from the Committee included:

- i. *If a faculty member is using non-compliant technology is the institution responsible? How do we monitor usage to ensure that this is not happening?* Response: It is stated in the policy standards that it's up to each campus to implement the policy and customize it. We want to make technology as accessible as possible. There is an exception policy if the technology is inaccessible and it applies to a small group of users. An alternate means of access can be provided for that group.
- ii. *Was this a problem before the pandemic?* Response: Yes. This has been a problem for a long time; but, going online as a result of the pandemic has compounded the issue. As we study more cases and settlements for non-compliance, we are learning what the requirements are, where the legal threshold is, and what our responsibilities are. We are continuing to change as we get more information.

**Chair Harris called for a vote to approve the CSCU Accessibility Policy for Electronic Information and Technology and the vote was unanimous.**

#### 4. Informational Items

##### a. Below Threshold

- i. Education: Instructional Technology Option – MS Education – Western CT State University [Modification]

**On a motion by H. Howery and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 9:59 a.m.**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Therapeutic Recreation (CIP Code: 52.2309 / OHE# 002724) leading to a C2 Certificate at Northwestern Connecticut Community College, effective June 1, 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program in Therapeutic Recreation leading to a C2 Certificate at Northwestern Connecticut Community College, effective June 1, 2022.

**BACKGROUND**

Northwestern Connecticut Community College is recommending the discontinuation of the Therapeutic Recreation C2 Certificate due to low and declining enrollment. Current enrollment is 9 students, down from 12 in 2015.

This program leads to employment that has a low starting pay (\$36,900 with a bachelor's degree) and job availability in this sector is in decline according to Jobs EQ. This makes it difficult to recruit students, especially in a rural area. With other community colleges offering the program, this will "right size" the number of programs offered in on ground and online formats in the State of Connecticut.

Phase out: Two years (4 semesters)

Therapeutic Recreation courses will continue to be offered for the next four semesters and/or any current students can be referred to Manchester Community College or Middlesex Community College to complete their studies. Both Manchester and Middlesex offer Therapeutic Recreation. Manchester offers both the Associate Degree and the Certificate. Middlesex offers the Certificate.

There is no cost associated with closing this program.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this C2 Certificate.

12/04/2020 – BOR -Academic and Student Affairs Committee  
12/17/2020 – Board of Regents



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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Northwestern Connecticut Community College

**Date of Submission to CSCU Office of the Provost:** TBD

**Discontinued Program:** Therapeutic Recreation    **CIP:** 512309    **OHE#:** 002724    **BOR Accreditation Date:**  
**Phase Out /Teach Out Period** Spring 2022    **Expected Date of Program Termination** Spring 2020

**Program Characteristics**

**Name of Program:** Therapeutic Recreation

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

**Degree Certificate:** (specify type and level)

**Stand-Alone Certificate:** (specify type and level) **C2**

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

**Locality of Program:** X On Campus    Off Campus    Both

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

**Institutional Contact for this Proposal:** Dr. Charles Kelly    Title: Associate  
Professor Human Services

**Tel.:** 860-738-6353    **e-mail:**  
[ckelly@nwcc.edu](mailto:ckelly@nwcc.edu)

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

**1. Reason(s) for recommendation to discontinue program:**

Northwestern Connecticut Community College is recommending the discontinuation of the Therapeutic Recreation program due to low and declining enrollment.

**2. Current enrollment: 9 Students (down from 12 in 2015). Please note Cert students are typically concurrently enrolled with AS Degree.**

**3. Degrees granted in this program:**

Spring 2019: 5  
Spring 2018: 11  
Spring 2017: 9  
Spring 2016: 10  
Spring 2015: 2

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

**Phase Out/Teach Out Strategy**

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

**1. Proposed duration of phase-out period:**

Two years (4 semesters)

**2. Specific provisions to enable currently enrolled students to complete the program:**

Therapeutic recreation courses will continue to be offered for the next 4 semesters and/or any current students can be referred to Manchester CC or Middlesex CC to complete their studies.

Both Manchester and Middlesex community colleges offer Therapeutic Recreation. Manchester offers both the Associate Degree and Certificate. Middlesex offers the Certificate only.

**SECTION 3: RESOURCES**

**Close Out**

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

No cost to close. Only instructor in program is an adjunct. We may run some courses low during teach out period but this program never did have healthy numbers per section.

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

This program leads to employment that has a low starting pay (\$36,900 with bachelor's degree) and job availability in this sector is in decline according to Jobs EQ. This makes it difficult to recruit students, especially in a rural as such as Northwestern. With other community colleges offering the program, this will "right size" the number of programs offered in on ground and online formats in the State of Connecticut.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Therapeutic Recreation (CIP Code: 52.2309 / OHE# 000436) leading to an Associate of Science at Northwestern Connecticut Community College, effective June 1, 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program in Therapeutic Recreation leading to an Associate of Science at Northwestern Connecticut Community College, effective June 1, 2022.

**BACKGROUND**

Northwestern Connecticut Community College is recommending the discontinuation of the Therapeutic Recreation Associate of Science due to low and declining enrollment. Current enrollment is 9 students, down from 12 in 2015.

This program leads to employment that has a low starting pay (\$36,900 with a bachelor's degree) and job availability in this sector is in decline according to Jobs EQ. This makes it difficult to recruit students, especially in a rural area. With other community colleges offering the program, this will "right size" the number of programs offered in on ground and online formats in the State of Connecticut.

Phase out: Two years (4 semesters)

Therapeutic Recreation courses will continue to be offered for the next four semesters and/or any current students can be referred to Manchester Community College or Middlesex Community College to complete their studies. Both Manchester and Middlesex offer Therapeutic Recreation. Manchester offers both the Associate Degree and the Certificate. Middlesex offers the Certificate.

There is no cost associated with closing this program.

**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents



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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Northwestern Connecticut Community College  
**Date of Submission to CSCU Office of the Provost:** TBD

**Discontinued Program:** Therapeutic Recreation    **CIP:** 512309    **OHE#:** 000436    **BOR Accreditation Date:**  
**Phase Out /Teach Out Period** Spring 2022    **Expected Date of Program Termination** Spring 2020

**Program Characteristics**

**Name of Program:** Therapeutic Recreation

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

**Degree Certificate:** (specify type and level)

**Stand-Alone Certificate:** (specify type and level)

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

**Locality of Program:** X On Campus    Off Campus    Both

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

**Institutional Contact for this Proposal:** Dr. Charles Kelly    **Title:** Associate Professor Human Services    **Tel.:** 860-738-6353    **e-mail:** [ckelly@nwcc.edu](mailto:ckelly@nwcc.edu)

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

**1. Reason(s) for recommendation to discontinue program:**

Northwestern Connecticut Community College is recommending the discontinuation of the Therapeutic Recreation program due to low and declining enrollment.

**2. Current enrollment: 9 Students (down from 13 in 2015)**

**3. Degrees granted in this program:**

Spring 2019: 3

Spring 2018: 5

Spring 2017: 0

Spring 2016: 2

Spring 2015: 2

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

**Phase Out/Teach Out Strategy**

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

**1. Proposed duration of phase-out period:**

Two years (4 semesters)

**2. Specific provisions to enable currently enrolled students to complete the program:**

Therapeutic recreation courses will continue to be offered for the next 4 semesters and/or any current students can be referred to Manchester CC or Middlesex CC to complete their studies.

Both Manchester and Middlesex community colleges offer Therapeutic Recreation. Manchester offers both the Associate Degree and Certificate. Middlesex offers the Certificate only.

**SECTION 3: RESOURCES**

**Close Out**

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

No cost to close. Only instructor in program is an adjunct. We may run some courses low during teach out period but this program never did have healthy numbers per section.

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

This program leads to employment that has a low starting pay (\$36,900 with bachelor's degree) and job availability in this sector is in decline according to Jobs EQ. This makes it difficult to recruit students, especially in a rural as such as

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

Northwestern. With other community colleges offering the program, this will "right size" the number of programs offered in on ground and online formats in the State of Connecticut.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Accreditation of a Licensed Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a licensed program – Health Care Administration (CIP Code: 51.0701 / OHE# 019349) – leading to a Master of Science at Charter Oak State College, for a period of seven semesters from initial accreditation.

A True Copy:

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

**ITEM**

Accreditation of a licensed program in Health Care Administration leading to a Master of Science at Charter Oak State College for a period of seven semesters.

**BACKGROUND**

The program was approved in 2017, but COSC delayed the start of the program until spring 2020. 26 students are enrolled in the program. COSC is seeking early accreditation of the program and will return after 7 semesters to request continued accreditation. There is strong interest in the program, including from a number of veterans. However, in order for veterans to be able to use Veterans Benefits to pay for the program, it needs to be accredited. COSC is marketing the program both within CT and nationally. There is also interest in a dual degree program with the proposed MS in Health Care Administration and the MS in Health Informatics.

**PERFORMANCE INDICATORS**Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 2: 31.7

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: N/A

Difference: N/A

Cost Effectiveness

Total Revenue generated by program during its Year 3: N/A

Total Expenditures apportioned to program in its Year 3: N/A

Difference: N/A

**RECOMMENDATION**

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

12/04/2020– BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Charter Oak State College	<b>Date of Submission to CSCU Office of the Provost:</b> 9/18/2020
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> 2016	
<b>Program Characteristics</b> Name of Program: Health Care Administration Degree: Title of Award (e.g. Master of Arts) <b>Master of Science</b> Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Semester Date Program was Initiated: January 21, 2020 Year 3 – 7 <sup>th</sup> Semester Date: August 24, 2020 *Start of 3 <sup>rd</sup> Semester Date of First Graduation: Spring 2022 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	<b>Program Credit Distribution</b> # Credits in General Education: N/A # Credits in Program Core: 36 # Credits of Electives in the Field: N/A # Credits of Other Electives: N/A # Cr Special Requirements (include internship, etc.): N/A  <u>Total # Cr in the Program</u> (sum of all #Cr above): 36 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
<b>Date of BOR Approval:</b> <b>CIP:</b> <b>OHE#:</b>	
<b>Institutional Contact for this Proposal:</b> Shirley M. Adams	<b>Title:</b> Provost  <b>Tel.:</b> 860-515-3836 <b>e-mail:</b> <a href="mailto:sadams@charteroak.edu">sadams@charteroak.edu</a>
<b>Dr. Brooke Palkie,</b>	<b>Dir of Health Sciences and Technology Department,</b>  <b>bpalkie@charteroak.edu</b>

**SECTION 2: PERFORMANCE INDICATORS**

**Actual and Projected Enrollment**

Actual and Projected Enrollment	Year 1 2019-20		Year 2 2020-21		Year 3 2021-22	
	Fall Part Time	Spring Part Time (actual)	Fall Part Time (actual)	Spring Part Time (projected)	Fall Part Time (projected)	Spring Part Time (projected)
Internal Transfers (from other programs)	--	0	0	0	0	0
New Students (first time matriculating)	--	19	13	10	15	10
Continuing (students progressing to credential)	--	0	13	25	30	45
Headcount Enrollment	--	19	26	35	45	50
<b>Total Estimated FTE per Year (PT Heads / 3)</b>	6.3		20.3		31.7	

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

**Student Enrollment**

Projected full-time equivalent (FTE) enrollment for program's Year 3: 31.7

Actual full-time equivalent (FTE) enrollment for program's 7<sup>th</sup> Semester: N/A

*Difference: N/A*

There was a delay in the implementation of the Program initiation. A Program Director was hired August of 2019 and the Program started Spring Semester (January 21, 2020) Term 1 with nineteen (19) students. Fall Semester Term1 (August 24, 2020) has a total of twenty-six (25) enrolled students in the program.

**Cost Effectiveness**

Total Revenue generated by program during its Year 3: N/A

Total Expenditures apportioned to program in its Year 3: N/A

*Difference: N/A*

**Learning Outcomes**

Summarize assessment of student learning outcomes at end of program's Year 3:

As mentioned above, the Programs initiation was Spring (January) 2020.

The overall program best practice Domains were modeled from the Healthcare Leadership Alliance Competency Model. In order to meet the competencies identified, Program Learning Outcomes were assessed and updated to correlate with the best practices identified within the Domains. The program learning outcomes drive the mission and vision of the program and guided the creation of each of the course student learning outcomes. Below you will find the Program Competency Domains, Program Learnings Outcomes, and a course example of the course-level Student Learning Outcomes.

**Domain 1: Communication and Relationship Management**

**Competencies:**

- Relationship Management
- Communication Skills
- Facilitation and Negotiation
- Interpersonal Awareness

**Domain 2: Leadership**

**Competencies:**

- Leadership Skills and Behavior
- Organizational Climate and Culture
- Communicating Vision
- Managing Change
- Innovative Thinking
- Systems Thinking

**Domain 3: Professionalism**

**Competencies:**

- Personal and Professional Accountability (including professional Development)
- Contributions to the Community and Profession
- Ethics

**Domain 4: Knowledge of the Healthcare Environment**

**Competencies:**

- Health Care Personnel
- The Patient's Perspective
- The Community and the Environment
- Health Policy

**Domain 5: Business Knowledge and Skills**

**Competencies:**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
***APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM***

- General Management
- Financial Management
- Human Resource Management
- Organizational Dynamics and Governance
- Strategic Planning and marketing
- Information Management
- Risk Management
- Quality Improvement
- Data Analytics

*\*Modeled from the Healthcare Leadership Alliance (HLA) Competency Model*

**HCA Program Learning Outcomes**

1. Create a strategic plan for health care organizations or entire systems
2. Explain how to recruit, hire, lead and manage a diverse group of staff
3. Explain the role of the administrator in upholding the legal, social, and ethical responsibilities in the healthcare organization as they relate to patient/client rights
4. Develop health care delivery goals and standards to lead organizations in quality care initiatives
5. Assess customer service and client satisfaction for continuous performance improvement
6. Assess economic factors and payment sources that influence health care decisions of the population served
7. Prepare and analyze departmental and organizational budgets
8. Manage financial endeavors for the healthcare organization, including explaining financial and accounting information and the use of that information for short and long-term investment decisions
9. Explain the connection between the regulatory and voluntary accrediting standards and health care policies and procedures
10. Use and analyze clinical informatics to improve clinical performance
11. Analyze what communication, teamwork, and leadership skills make an effective health care organization and develop an implementation plan
12. Analyze global factors affecting the health care industry
13. Use marketing data analysis to develop a plan for growing an organization and creating brand recognition

Each course identifies the Program Learning Outcomes (PLOs) that are covered within that course. Student Learning Outcomes (SLOs) are then identified within each course to identify how the Program Learning Outcomes (PLOs) are met. Each assignment within that specific course are correlated to the Student Learning Outcomes (SLOs) and at what Bloom's Taxonomy Level the Student Learning Outcomes (SLOs) are met at. The M.S. HCA Program has provided three (3) courses since the start of the Program in January 2020 (Spring T1). Here is an example of one of the course structures (HCA505 Legal and Ethical Issues in Healthcare).

**Course: HCA505 Legal and Ethical Issues in Healthcare**

This course provides a framework for analysis of legal and ethical issues in the provision of healthcare. This course is an overview of health law issues and includes the conceptual foundations for societal, institutional and individual dilemmas in healthcare delivery and the legal aspects of clinical and financial decision making. It covers government regulation including legal constraints, liability, negligence, patient rights, confidentiality, as well as, corporate and administrative responsibility.

**Domains:** 3 (Ethics) & 4 (Health Policy)

**Program Learning Outcome (PLO):** #3 Explain the role of the administrator in upholding the legal, social, and ethical responsibilities in the healthcare organization as they relate to patient/client rights

Course-level **Student Learning Outcomes (SLOs)** followed by the indented Bloom's Taxonomy Level:

1. Perform an in-depth search and interpretation of the seven elements of a compliance program and the role of the OIG. (5)
2. Formulate an enterprise-wide compliance-training program. (6)

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3. Demonstrate a working knowledge of the health care employee responsibilities in maintaining compliance in ethics in healthcare. (3)
4. Discuss the elements of the False Claims Act, Anti-Kickback Statute, and Stark Law and formulate how these elements relate to the health care industry. (6)
5. Explain Corporate Integrity Agreements and apply recent litigation in this area. (2)
6. Create policy based on OIG sanction screening standards for hiring new employees, giving staff privileges to physicians and other health care professionals, and developing vendor agreements. (6)
7. Analyze a Board of Director's fiduciary obligations for compliance and how the duty of care may be exercised in overseeing the organization's compliance system. (4)
8. Demonstrate a working knowledge of the components of a health care risk management program by applying the principles to a given incident. (3)
9. Demonstrate a working knowledge of the basic components of the HIPAA privacy and security regulations and promoting interoperability standards. (3)
10. Examine regulations addressing identity theft, including medical identity theft. (4)

The course itself weaves the intended competencies through the course schedule to identify which PLOs and which SLOs are covered, where they are covered, and finally at which Bloom's Taxonomy Level.

#### Course Schedule:

Unit 1					
Week	PLOs	SLOs	Blooms	Readings and Exercises	Assignment(s)
1	3	1	3	<p>The Corporate Compliance Program: Foundations of Healthcare Compliance</p> <p>Topic:</p> <ul style="list-style-type: none"> <li>HIM: Concepts, Principles and Practice, Chapter 10</li> <li>Lectures</li> <li>Required Reading – Primary Resources</li> </ul>	<ul style="list-style-type: none"> <li>Review Getting Started information</li> <li>Review course syllabus</li> <li>Complete required reading assignment</li> <li>Review the lecture material</li> <li>Introduce yourself in discussion forum</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Complete Legal and Ethical Issues Compliance PD Assignment</li> </ul>
2	3	4	6	<p>Fraud, Abuse, and Anti-Kickback Statute</p> <p>Topic:</p> <ul style="list-style-type: none"> <li>HIM: Concepts, Principles and</li> </ul>	<ul style="list-style-type: none"> <li>Complete required reading assignment</li> <li>Review the lecture material</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Complete Stark and Whistleblower Assignment</li> </ul>

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				Practice, Chapter 10 <ul style="list-style-type: none"> <li>Lectures</li> <li>Required Reading – Primary Resources</li> </ul>	
3	3	3	3	EMTALA, ethics and False Claims Act  Topic: <ul style="list-style-type: none"> <li>HIM: Concepts, Principles and Practice, Chapter 10</li> <li>Lectures</li> <li>Required Reading – Primary Resources</li> </ul>	<ul style="list-style-type: none"> <li>Complete required reading assignment</li> <li>Review the lecture material</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Begin Week 4 Audit Program Assignment</li> </ul>
4	3	7	4	Stark Law and Whistleblower  Risk Assessment Addressing Complaints and Mitigating Challenges  Topic: <ul style="list-style-type: none"> <li>HIM: Concepts, Principles and Practice, Chapter 10</li> <li>Lectures</li> <li>Required Reading – Primary Resources</li> </ul>	<ul style="list-style-type: none"> <li>Complete required reading assignment</li> <li>Review the lecture material</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Complete Week 4 Audit Program Assignment</li> </ul>
<b>Unit 2</b>					
<b>Week</b>	<b>PLOs</b>	<b>SLOs</b>	<b>Blooms</b>	<b>Readings and Exercises</b>	<b>Assignment(s)</b>
5	3		5,3	Risk Management:	<ul style="list-style-type: none"> <li>Complete required reading assignment</li> </ul>

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		1, 8		Risk Assessment and the Annual Compliance Plan  Topic: <ul style="list-style-type: none"> <li>HIM: Concepts, Principles and Practice, Chapter 10</li> <li>Lectures</li> <li>Required Reading – Primary Resources</li> </ul>	<ul style="list-style-type: none"> <li>Review the lecture material</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Complete Week 5 Assignment</li> </ul>
<b>Unit 3</b>					
<b>Week</b>	<b>PLOs</b>	<b>SLOs</b>	<b>Blooms</b>	<b>Readings and Exercises</b>	<b>Assignment(s)</b>
6	3	9	6	Health Care Information Privacy and Security: Documentation for Breaches  Topic: <ul style="list-style-type: none"> <li>HIM: Concepts, Principles and Practice, Chapter 10</li> <li>Lectures</li> <li>Required Reading – Primary Resources</li> </ul>	<ul style="list-style-type: none"> <li>Complete required reading assignment</li> <li>Review the lecture material</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Complete Week 6 Contingency Plan Assignment</li> </ul>
7	3	2	6	Health Care Information Privacy and Security Continued: Monitoring and Investigating in an Electronic Environment  Topic: <ul style="list-style-type: none"> <li>HIM:</li> </ul>	<ul style="list-style-type: none"> <li>Complete required reading assignment</li> <li>Review the lecture material</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Complete Week 7 Training Project Assignment</li> </ul>



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				Concepts, Principles and Practice, Chapter 10 <ul style="list-style-type: none"> <li>Lectures</li> <li>Required</li> </ul> Reading – Primary Resources	
<b>Unit 4</b>					
<b>Week</b>	<b>PLOs</b>	<b>SLOs</b>	<b>Blooms</b>	<b>Readings and Exercises</b>	<b>Assignment(s)</b>
8	3	5,6,10	6	Identify Theft and Corporate Compliance Plan  Topic: <ul style="list-style-type: none"> <li>HIM:            Concepts,            Principles and            Practice, Chapter            10  <ul style="list-style-type: none"> <li>Lectures</li> <li>Required</li> </ul> </li> </ul> Reading – Primary Resources	<ul style="list-style-type: none"> <li>Complete required reading assignment</li> <li>Review the lecture material</li> <li>Complete CYU</li> <li>Complete Discussion Board Assignment</li> <li>Complete Week 8 Final Project</li> </ul>
				<b>Final Project: Creation of a Corporate Compliance Plan</b>	

Students must maintain a 3.0 GPA to successfully graduate from the Program. This requirement provides the necessary threshold for identifying successful understanding the Domains, Competencies, and Learning Outcomes established for the program. As identified by the weekly course progression, the Bloom's Levels ladder throughout the course, reaching the highest identified level (as defined within the SLOs) once the content has been introduced.

**SECTION 3: UPDATE OF PROGRAM CHANGES (if any)**

**Curricular and Other Program Changes** *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

The Program was logistically placed under the newly established Health Sciences and Technology Department. This Department incorporates the B.S. Health Information Management Program, B.S. Health Care Administration Program, M.S. Health Care Administration Program, the M.S. Health Informatics Programs, and the associated Certificate Programs (currently only B.S.). This new structure will allow for continued opportunities in dual degrees and the potential for accelerated options. Having a single department will help to better align course builds and offerings, accreditation requirements, monitoring and reporting, and streamlined services. The directors of these

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programs were already working closely together to maintain a cohesive group of program offerings and it became clear that it would make sense to come together formally as a department with a shared strategic plan, shared goals, and a shared work team. This structure is in alignment with the future vision of CAHIIM to have HIM, HI, and HCA programs all accredited by the same accrediting agency. This opens up more opportunities for our students to pursue online dual and accelerated options that make it more appealing to choose and stay with Charter oak through a terminal degree.

All course developers and adjunct faculty have been hired for the M.S. HCA Program. Course development completion includes the first five (5) M.S. HCA courses with another two (2) in current development. The remaining course developments have been scheduled with the faculty hired.

**Other Narrative Background to be Considered Since Approval** (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

Since the initiation of the Health Sciences and Technology Department, dual and pathway degree options are being reviewed. The dual degree would allow a graduate student to double-major in the M.S. HI and M.S. HCA Programs. Additionally, a defined pathway would allow the opportunity for the B.S. Program students to opt to take two (2) graduate course electives, total of six (6) credits, prior to graduation. The following are the two (2) course elective options: HCA510 Advanced Healthcare Finance and HIF530 Healthcare Informatics and Technology. The electives could potentially apply to the M.S. HCA or M.S. HCA programs from the B.S. HIM or the B.S. HCA Programs.

**Compliance with Special Requirements Given at the time of Program Approval** (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

#### Details of Curriculum Changes for a Licensed Program (to be use as needed)

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
HCA505 Legal and Ethical Issues in Healthcare	3		3	HCA605 Management and Supervision in Healthcare	1,2,4,11	3
HCA510 Advanced Healthcare Finance	6,7,8		3	HCA610 Policy and Regulatory Strategies in Healthcare	4,6,9	3
HCA515 Leadership and Strategic Planning in Healthcare	1,2,4,11		3	HCA620 Healthcare Performance Improvement and Quality Management	4,5,12	3
HCA520 Healthcare Marketing	13		3	HCA640 Research Methods in Healthcare	10,11,12	3
HCA525 Community Health Concepts	4,12		3	HCA695 Health Administration Masters Capstone	1-13	3
HIF530 Healthcare Informatics and Technology	10		3			
HCA535 Healthcare Information Governance	3,9,10		3			
<b>Core Course Prerequisites</b>			<b>0</b>	<b>Elective Courses in the Field</b>		<b>0</b>
Passing grade on statistics course from accredited higher-ed or take stats alternative (noncredit bearing)						
Must take HCA640 Research Methods before HCA695 Capstone						

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<b>Total Other Credits Required to Issue Credential</b>				<b>0</b>

**Other Narrative Background Since Licensure Approval** (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

**Learning Outcomes - L.O.** *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

The original intent of the established Learning Outcomes did not change. A few guiding words were modified to correspond with the Bloom's Taxonomy Levels for assessment purposes. One course, HIF530 Healthcare Informatics and Technology, was provided the HIF Prefix (Health Informatics Program). It is a required core course for both graduate programs. Two of the HCA courses (with the HCA Prefix) are also required core courses within the M.S. HI Program. This allows the use of cross-program content that meets industry standards and allows the opportunity for students to double major with three (3) dual courses at a total of nine (9) credits (currently one student has requested to double-major in the M.S. HCA and M.S. HI Programs).

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**SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN**

**Fiscal Impact** – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness  
As explained below, with new programs, it normally takes Charter Oak three years for the program to be in the black because of the high start-up costs if we hire a program director and develop new courses for the program. That is true in this case, as well. The college plans for that in their budgeting.

**Improvement Plan**

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

The college has been marketing the program and has added more virtual events to market the program, along with additional corporate outreach efforts; is developing a process for transitioning students from its undergraduate programs in HCA and HIM to the graduate degree. In addition, the college just completed a New Market Evaluation study which demonstrated that the Masters in HCA is in demand in a number of market areas. The college will be adjusting its marketing to adjust to the findings of the study, while it continues to strengthen its current initiatives.

The college is also seeking accreditation because we are turning away VA students who want to take the program, but can't because it is not listed as being accredited on the OHE website.

**Curricular Change**

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieved, what course of action is planned for improvement of teaching and learning:

**SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES**

*(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)*

Charter Oak State College presumes that each new program will generally sustain losses in its first three years as conservative budgets for operating expenses are afforded. This strategy allows recently developed programs a chance to thrive and adapt with minimal exterior pressure related to enrollment or finances. For the program herein, year 3 represents the initial year where the program does not run a deficit which boosts the strength of the program and the compounding enrollment of the cohorts. There are no concerns on the financial viability of the program.

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**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**  
**Resources and Costs Estimates Form**  
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (2019-20)		Year 2 (2020-21)		Year 3 (2021-22) (In-State rates for FY21)	
	Full Time	Part Time (Spring 2020 only)	Full Time	Part Time (Fall 2020 only)	Full Time	Part Time (Fall & Spring, 95 duplicated heads, 570 credits)
Tuition (do not include internal transfers)	--	54,180	--	74,304	--	--
Program-Specific Fees (college and tech fees)	--	7,752	--	10,608	--	--
Other Revenue (Annotate in narrative)	--	--	--	--	--	--
<b>Actual Program Revenue</b>	--	61,932	--	84,912	--	--
<b>Projected Revenue (at Licensing)</b>	--	52,560	--	87,600	--	332,880
<b>Difference: Actual - Projected</b>	--	9,372	--	(2,688)	--	--

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	.5	94,160	.33	66,226	.33	68,213
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)	Varies	12,070	Varies	38,750	Varies	60,349
Support Staff			.25	17,230	.25	35,494
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)				13,350		14,684
Estimated Indirect Costs (e.g. student services, operations, maintenance)		9,416		9,681		11,839
<b>Total Annual Expenditures</b>		115,646		145,237		190,579

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

*Please provide any necessary annotations below:*

American College of Healthcare Executives: Healthcare Leadership Competencies

<https://www.ache.org/about-ache/resources-and-links/healthcare-leadership-competencies>

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Accreditation

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program in Biotechnology (CIP Code: 26.1201 OHE # 018540) leading to a Bachelor of Science at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Accreditation of a licensed program in Biotechnology leading to a Bachelor of Science at Southern Connecticut State University.

**BACKGROUND**

Per the BOR's Academic Programming Approval policy, a program previously licensed by the Board must submit an Application for Accreditation during its seventh semester if the institution elects to recommend its continuation.

**PERFORMANCE INDICATORS**Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 32

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 30.17

Difference: (1.83)

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$181,790

Total Expenditures apportioned to program in its Year 3: \$29,559

Difference: \$152,231

Learning Outcomes

SCSU has not performed an assessment of only the B.S. Biotechnology majors in the upper level courses since the total number of B.S. Biotech students who have taken these courses is low. Most of the B.S. Biotechnology majors are freshman and sophomores. The department has aggregated assessment data for the entry level courses BIO103 'Biology II' and BIO220 'Genetics' for both Biology and Biotechnology majors, as well as from a faculty assessment of upper level lab reports. These data indicate that the students are meeting the L.O.'s for the department. On average, the B.S. Biotechnology Majors have a higher GPA (3.12) compared to the B.S. Biology majors (2.96).

**PROGRAM CHANGES**

No curricular changes have been made to the program since licensure.

**ADDITIONAL INFORMATION**

There is a growing need for a BioScience workforce in Connecticut. The following statistics were prepared for the Governor's Workforce Council by Peter Dimoulas (SCSU), Christine Broadbridge (SCSU), Dawn Hocevar (BioCT), and David Allon (GWC Bioscience consultant)

- BioScience Workforce in Connecticut
  - The BioScience (or Life Sciences) sector is growing rapidly in Connecticut, with approximately 23,000 employees and 1,300 companies, not including college and university labs.
  - BioScience growth from 2016 (to 2018): 18% increase in number of establishments and 7.2% increase in employment compared with average private sector growth in establishments at 3.1% and employment at 3.3%

- The average annual Life Sciences salary in CT is \$127,000 compared to the general private sector average of \$68,000. Key employers include: Alexion, Arvinas, Biohaven, Boehringer Ingelheim, Jackson Labs, Medtronic, Pfizer, Isoplexis and Sema4.
- While CT has a highly ranked secondary education system, not enough students acquire applied STEM skills and relevant work experience required by Life Sciences companies.
- CT Life Sciences employment could grow by 5,000+ jobs over the next five years.

From 2014-2019, nearly 3,000 students from community colleges to university graduate degree programs graduated in certain Life Sciences majors. With continued growth in the sector, and an average of 500 graduates per year, shortfalls could approach 50%.

The program coordinator, Dr. Edgington, began conversations with faculty in the Biotechnology programs at Capital and Middlesex Community Colleges in the fall of 2019. In light of the proposed merger of the community colleges, which may include a merger of these two programs, we decided to wait to formalize a transfer articulation agreement.

We also examined the TAP pathways in both Biology and Biochemistry. The TAP Associate's degree in Biology provides a seamless transfer into the Biotechnology degree, and so we formalized pathway documents for our four largest feeder institutions (Gateway, Housatonic, Norwalk, and Naugatuck Valley).

### **RECOMMENDATION**

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

12/04/2020 – BOR Academic & Student Affairs Committee  
12/17/2020 – Board of Regents



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR CONTINUED LICENSURE AND ACCREDITATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University		Date of Submission to CSCU Office of the Provost: 10/19/2020
Most Recent NECHE Institutional Accreditation Action and Date: 2018 Progress Report accepted December 2018		
<b>Program Characteristics</b> Name of Program: Biotechnology Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Semester Date Program was Initiated: Fall 2017 Year 3 – 7 <sup>th</sup> Semester Date: Fall 2020 Date of First Graduation: Fall 2019 Modality of Program: On ground      Online x Combined If "Combined", % of fully online courses? 20% Locality of Program: x On Campus      Off Campus      Both	<b>Program Credit Distribution</b> # Credits in General Education: 49 # Credits in Program Core: 52 # Credits of Electives in the Field: 8 # Credits of Other Electives: 8 # Cr Special Requirements (include internship, etc.): 3  <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>119</b>	
Date of BOR Approval: May 10, 2016    CIP: 261201    OHE#: 018540		
<b>Institutional Contact for this Proposal:</b> Dr. Trudy Milburn	Title: Associate Vice President for Academic Affairs	Tel.: (203)392-5761 e-mail: milburnt1@southernct.edu

**SECTION 2: PERFORMANCE INDICATORS**

**Student Enrollment**

Projected full-time equivalent (FTE) enrollment for program's Year 3: 32  
 Actual full-time equivalent (FTE) enrollment for program's 7<sup>th</sup> Semester: 30.17  
*Difference: 1.83*

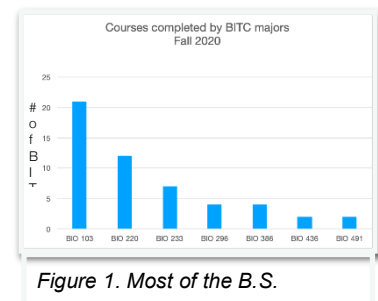
**Cost Effectiveness**

Total Revenue generated by program during its Year 3: \$181,790  
 Total Expenditures apportioned to program in its Year 3: \$29,559  
*Difference: \$152,231*

**Learning Outcomes**

Summarize assessment of student learning outcomes at end of program's Year 3:

We have not performed an assessment of *only* the B.S. Biotech. majors in the upper level courses since the total number of B.S. Biotech students who have taken these courses, is low (*Fig. 1*). Most of the B.S. Biotech. majors are freshman and sophomores (*Fig. 2*). The department has aggregated assessment data for the entry-level courses BIO103 'Biology II' and BIO220 'Genetics' for both Biology and Biotechnology majors, as well as from a faculty assessment of upper level lab reports (*Fig. 3*). These data indicate that the students are meeting the L.O.'s for the department. On average, the B.S. Biotech. Majors have a higher GPA (3.12) compared to the B.S. Biology majors (2.96).



*Figure 1. Most of the B.S.*

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**APPLICATION FOR CONTINUED LICENSURE AND ACCREDITATION**

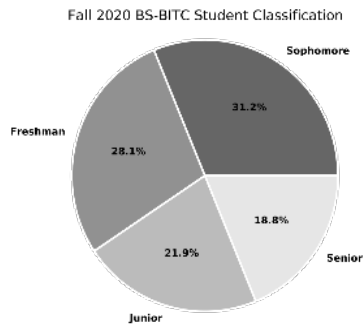


Figure 2. Most of the B.S. Biotech. Majors are Freshman and Sophomores.

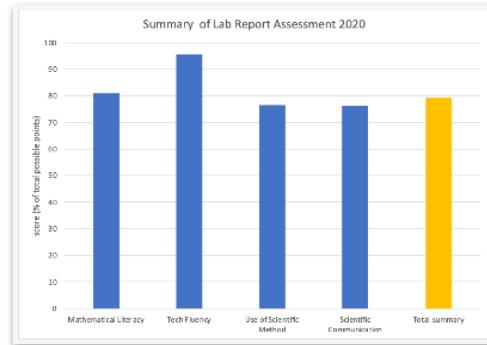


Figure 3. Faculty-scored assessment of multiple upper level course lab reports for Biology & Biotechnology students.

Assessment is also performed for the Howard Hughes Medical Institute's (HHMI) 'SEA-PHAGES' ([seaphages.org](http://seaphages.org)) courses BIO 296 'Genomics I', and BIO386 'Practical Bioinformatics' by HHMI collaborators. 'Genomics I' is a required course for all B.S. Biotech. majors, and 'Practical Bioinformatics' is a 'selective' course. This assessment measures 'project ownership content' (measures the degree of personal ownership and engagement a student feels in relation to the research they have conducted in a specific class), 'project ownership emotion' (measures the degree to which a student has a positive emotive response to the research they have conducted in a specific class), 'self-efficacy' (measures the degree to which a student feels confident in functioning as a scientist), 'science identity' (measures the degree to which a student thinks about her/himself as a scientist), 'scientific community values' (measures the degree to which a student has affinity to the values of the scientific community), and 'networking' (measures the degree to which students are talking about their research in both professional and personal networks). Figure 4 shows that SCSU SEA-PHAGES students who took the Fall 2019 BIO296 'Genomics I' scored above the program average for the HHMI SEA-PHAGES program, which includes over one hundred participating Colleges and Universities across the USA.

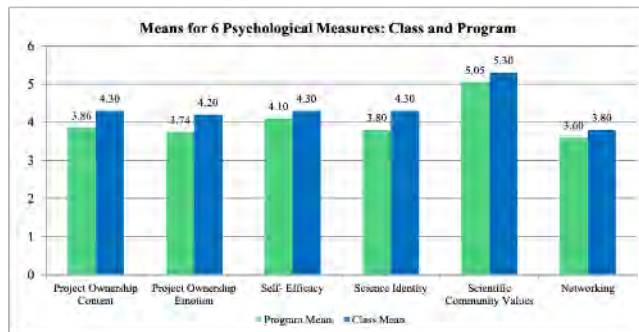


Figure 4. SCSU SEA-PHAGES Assessment from 2019 'Genomics I' course.

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**SECTION 3: UPDATE OF PROGRAM CHANGES (if any)**

**Curricular and Other Program Changes** (Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).

No curricular changes have been made to the program since licensure. The four-year degree map is attached below.

**Other Narrative Background to be Considered Since Approval** (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

**Transfer agreements**

The program coordinator, Dr. Edgington, began conversations with faculty in the Biotechnology programs at Capital and Middlesex Community Colleges in the Fall of 2019. In light of the proposed merger of the community colleges, which may include a merger of these two programs, we decided to wait to formalize a transfer articulation agreement.

We also examined the TAP pathways in both Biology and Biochemistry. The TAP Associate's degree in Biology provides a seamless transfer into the Biotechnology degree, and so we formalized pathway documents for our four largest feeder institutions (Gateway, Housatonic, Norwalk, and Naugatuck Valley). These documents were distributed at a meeting of representatives from Southern and these four community colleges in the Fall of 2019 and are attached at the end of this document.

**Why does CT and CSU need the SCSU B.S. Biotech. Degree?**

***Biotech is growing in New Haven.***

Winchester Partners is renovating a 145,000 square foot building (115 Munson St.) for new biotechnology company lab space. Science Park, a nearby biotechnology 30,000 square foot space is at full capacity. In addition, a second 500,000-square-foot biosciences lab and office tower is being finalized that will be next to Alexion (also ~500,000 sq.ft.). "The 500,000-square-foot biosciences lab and office tower would have an address of 101 College St. It would include incubator space for life-sciences start-ups as well as conventional office and meeting space."

<https://www.newhavenbiz.com/article/game-changer-major-bioscience-incubator-project-planned-for-downtown>

The Yale Daily News recently said, "The 101 College Street project is projected to create a "substantial" number of construction jobs and, when completed, some 700 to 1,000 permanent jobs at all skill levels." <https://yaledailynews.com/blog/2019/09/12/yales-transformation-of-new-haven-an-emerging-biopharma-city/>

***There is a growing need for a BioScience workforce in Connecticut.***

The following statistics were prepared for the Governor's Workforce Council by Peter Dimoulas (SCSU), Christine Broadbridge (SCSU), Dawn Hocevar (BioCT), and David Allon (GWC Bioscience consultant)

**1) BioScience Workforce in Connecticut**

- a) The BioScience (or Life Sciences) sector is growing rapidly in Connecticut, with approximately 23,000 employees and 1,300 companies, not including college and university labs.
- b) BioScience growth from 2016 (to 2018): 18% increase in number of establishments and 7.2% increase in employment compared with average private sector growth in establishments at 3.1% and employment at 3.3%

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- c) The average annual Life Sciences salary in CT is \$127,000 compared to the general private sector average of \$68,000. Key employers include: Alexion, Arvinas, Biohaven, Boehringer Ingelheim, Jackson Labs, Medtronic, Pfizer, Isoplexis and Sema4.
- d) While CT has a highly ranked secondary education system, but not enough students acquire applied STEM skills and relevant work experience required by Life Sciences companies.
- e) CT Life Sciences employment could grow by 5,000+ jobs over the next five years.

**2) What are the supply and demand dynamics for the sector?**

**a) Demand**

- i) Startups require 1-10 employees, mostly scientists, for proof of concept
- ii) Successful startups after 1-2 years require 25+ lab employees
- iii) Maturing startups require 200+ employees
- iv) Mid-size companies require 500+ employees
- v) Large companies 1K+ (Pfizer and BI both have approx. 6K employees) are adding jobs regularly.
- vi) If Yale OCR creates an average of 30 startups/year, the demand for talent would be approx. 300 employees year over year, with some companies failing, and some moving up the chain to maturing and mid-sized employers.
- vii) A mid-size company can hire 50+ employees/year. Mid-size employees in CT such as Arvinas, Sema4, Loxo Oncology, Jackson Laboratory are currently hiring regularly.
- viii) According to a McKinsey Life Sciences study commissioned for the GWC in 2020, there were 750 Life Sciences job openings statewide in 2018.
- ix) Talent categories include:
  - (1) Research Associates
  - (2) Quality Assurance specialists
  - (3) Biostatisticians
  - (4) Clinical trial managers
  - (5) Sr. Scientists
  - (6) CEO, CFO, COO, entrepreneurs

**b) Supply:**

- i) Anecdotal and survey information suggests that many CT Life Sciences companies need not just employees from technical, high school, college, and graduate school, but workers with skills acquired through internships and on-the-job training -- before they are hired. A significant portion of the supply of trained employees, therefore, is limited by the number of internships available, which in turn is limited by a lack of communication between employers and sources.
- ii) From 2014-2019, nearly 3,000 students from community colleges to university graduate degree programs graduated in certain Life Sciences majors. With continued growth in the sector, and an average of 500 graduates per year, shortfalls could approach 50%.

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**Compliance with Special Requirements Given at the time of Program Approval** (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

Southern has devoted resources to the program coordinator, giving him 2 credits of reassigned time per semester to recruit and advise students in the program, and to work on transfer agreements with the community colleges. We are marketing the program through billboard advertisements in eight locations in CT, and a landing page on the university website.

**Details of Curriculum Changes for a Licensed and Accredited Program** *(to be use as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
N/A						
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
N/A						
<b>Total Other Credits Required to Issue Credential</b>						

**Other Narrative Background Since Initial Licensure and Accreditation Approval** (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

Please see the narrative above.

**Learning Outcomes - L.O.** *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

No changes have been made to either the Learning Outcomes or the curriculum since initial licensure.

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**SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN**

**Fiscal Impact** – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

We do not show a negative difference within Cost Effectiveness.

**Improvement Plan**

If negative *Difference(s)* reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

A chart in the appendix shows enrollment data since Fall of 2017 when the program was first offered. We saw our largest new student class in Fall of 2019, with 10 new students enrolling in the Biotechnology (BITC) degree. For Fall 2020, 41 first-time freshmen applicants that indicated interest in the BITC program were admitted to the university; six of those students matriculated this fall into the BITC major, and several deferred. We attribute this to the pandemic. In our financial projections, we assume that we will be able to recruit 10 new students for Fall 2021, which brings us to 35 majors next year, even when taking into account the students that will graduate this year. We plan to continue the marketing strategies mentioned earlier, and to continue reaching out to community college advisors and students.

**Curricular Change**

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieved, what course of action is planned for improvement of teaching and learning:

No curriculum changes are planned at this time. We will continue collecting assessment data in required courses as we start to get more of a critical mass of BITC majors in the upper-level classes, and we will revisit the curriculum at that time, if needed.

**SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES**

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(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

**Resources and Costs Estimates Form**  
(Whole Dollars Only)

PROJECTED Program Revenue	FY2020 Actual		FY2021 Projected & Actual		FY2022 Projected	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	\$179,865	\$27,048	\$234,212	\$34,884	\$308,734	\$20,808
Other Revenue – Registration Fees	\$ 1,925	\$ 715	\$ 2,420	\$ 495	\$ 3,190	\$ 495
<b>Actual Program Revenue</b>		\$209,553		\$272,011		\$333,227
<b>Projected Revenue (at Initial Approval)</b> N/A. Projected Revenue had not been estimated and submitted for FY2020						
<b>Difference: Actual - Projected</b>						

PROJECTED Program Expenditures*	FY2020 Actual		FY2021 Actual & Proj		FY2022 Projected	
	Number	Amount	Number	Amount	Number	Amount
Administration-2 Credits RT Plus 60% FB		\$ 25,050		\$ 25,050		\$ 25,050
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)						
Support Staff						
Graduate Assistants						
Resources Program						
Equipment (List as needed)						
Marketing / Advertising				\$ 5,000		\$ 5,000
Estimated Indirect Costs @ 18%		\$ 4,509		\$ 5,409		\$ 5,409
<b>Total Annual Expenditures</b>		\$ 29,559		\$ 35,459		\$ 35,459
Surplus / (Deficit)		\$ 179,994		\$ 236,552		\$ 297,768

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

*Please provide any necessary annotations below:*

The significant overlap of faculty resources and instrumentation between the Biology degree programs and the B.S. in Biotechnology have kept expenditures low. The expenditures we have made have focused on marketing the program. With continued increases in enrollment, we project the program's revenue will continue to exceed its expenditures. In fact, we project that the \$152,231 surplus in FY 2020 will increase by 32% for the current fiscal year and that the FY 2022 surplus will increase by 37% over FY 2021.





*The Academic Map serves as a suggested course sequence only. Students are not limited to this plan; it is meant to be used as a guide for planning purposes. Projected course offerings are subject to change due to faculty availability and student demand.*

Fall	Credits
LEP Tier 1: INQ 101 Intellectual and Creative Inq.	3
LEP Tier 1: Critical Thinking	3
LEP Tier 2: Natural World II - BIO 102 or BIO 103	4
MAT 100 or MAT 112 or MAT 122	3-4
<b>Total</b>	13-14

Fall	Credits
LEP Tier 1: Multilingual Communication	3
BIO 220 Genetics	4
LEP Tier 1: QR - MAT 122 or MAT 150 or Free Elective	3-4
LEP Tier 2: Natural World I - CHE 120 General Chemistry I	4
<b>Total</b>	13-14

Fall	Credits
LEP Tier 2: Option	3
BIO 296 Genomics I	4
PHY 230 Physics for Scientists and Engineers I	4
CHE 260 Organic Chemistry I	4
<b>Total</b>	15

Fall	Credits
LEP Tier 2: Option	3
BIO 393 Introduction to Bioinformatics	4
BIO 466 or BIO 451	4
CHE 450 or CHE 465 or CHE 458	4
<b>Total</b>	15

Spring	Credits
LEP Tier 1: Technological Fluency	3
LEP Tier 1: Written Communication	3
LEP Tier 2: Natural World II - BIO 102 or BIO 103	4
MAT 112 or MAT 122 or Free Elective	3-4
<b>Total</b>	13-14

Spring	Credits
LEP Tier 2: Option	3
LEP Tier 2: Option	3
BIO 233 General Microbiology	4
CHE 121 General Chemistry II	4
MAT 150 or Free Elective	4
<b>Total</b>	18

Spring	Credits
LEP Tier 2: Option	3
LEP Tier 2: Option	3
BIO 386 or BIO 436 or BIO 467	4
CHE 261 Organic Chemistry II	4
MAT 221 Intermediate Applied Statistics	4
<b>Total</b>	18

Spring	Credits
BIO 491 Seminar in Biotechnology	1
BIO 497 In-Service Training in Biology	3
BIO 396 (LEP Tier 3: Capstone)	4
Free Elective	3
Free Elective	3
<b>Total</b>	14

## Program Notes

Students are required to obtain a C or better in BIO102/103 before advancing to other biology courses.

For more information regarding academic requirements, including the Liberal Education Program (LEP), please visit the program page at <http://catalog.southernct.edu>. Any questions about academic requirements should be directed to an advisor.



# Gateway Community College

## CSCU Transfer Ticket Degree in Biology Studies

### Transfer Pathway into Biotechnology at SCSU

Gateway Course Requirement	Credits	SCSU Course Requirement
ENG 101	3	INQ 101 – First Year Experience
Critical Analysis/Logical Thinking	3	Tier 1 – Critical Thinking (Met by TAP A.S. degree)
Oral Communication	3	Tier 1 – Technology Fluency (Met by TAP A.S. degree)
MAT 186	4	MAT 122 – Precalculus
Any Written Communication II course	3	Tier 1 – Written Communication (ENG 112, Composition)
BIO121/CHE121/PHY121/PHY221	4	BIO 102 - Biology I
BIO122/CHE122/PHY122/PHY222	4	BIO 103 - Biology II
Any Aesthetic Dimensions course	3	Tier 2 – Cultural Expression
Any Social Phenomena course	3	Tier 2 – Social Structure, Conflict and Consensus
Any Historical Knowledge course	3	Tier 2 – Time and Place
CHE 121	4	CHE 120 – General Chemistry I
CHE 122	4	CHE 121 – General Chemistry II
MAT 254	4	MAT 150 – Calculus I
BIO 235	4	BIO 233 – Microbiology
BIO 262	4	BIO 220 – Genetics
CHE 211	4	CHE 260 – Organic Chemistry I
CHE 212	4	CHE 261 – Organic Chemistry II

**Total A.S. degree credits - 61**

**For more information:**  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



# Remaining Biotechnology Requirements at SCSU

SCSU Course title or LEP category	Credits
Tier 2 – American Experience	
Tier 2 – Creative Drive	
Tier 2 – Global Awareness	
Tier 2 – Mind and Body	
Take any 3 of the 4 Tier 2 requirements above	9
BIO 296 – Genomics I	4
BIO 393 – Introduction to Bioinformatics	4
BIO 491 – Seminar in Biotechnology	1
BIO 497 – In-Service Training in Biology	3
Choose 1: BIO 386, BIO 436, or BIO 467	3-4
Choose 1: BIO 466 or BIO 451	4
MAT 221 – Intermediate Applied Statistics	4
PHY 230 – Physics for Scientists and Engineers I	4
Choose 1: CHE 450, CHE 456, or CHE 458	4
BIO 396 – Synthetic Biology: Engineering Life	4
Five electives	15
Total credits at SCSU – 60	

For more information:  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



# Housatonic Community College

## CSCU Transfer Ticket Degree in Biology Studies

### Transfer Pathway into Biotechnology at SCSU

Housatonic Course Requirement	Credits	SCSU Course Requirement
ENG 101	3	INQ 101 – First Year Experience
Social Phenomenon II	3	Tier 1 – Critical Thinking (Met by TAP A.S. degree)
Oral Communication	3	Tier 1 – Technology Fluency (Met by TAP A.S. degree)
MAT 186	4	MAT 122 – Precalculus
Any Written Communication II course	3	Tier 1 – Written Communication (ENG 112, Composition)
BIO121	4	BIO 102 – Biology I
BIO122	4	BIO 103 – Biology II
Any Aesthetic Dimensions course	3	Tier 2 – Cultural Expression
Any Social Phenomena course	3	Tier 2 – Social Structure, Conflict and Consensus
Any Historical Knowledge course	3	Tier 2 – Time and Place
CHE 121	4	CHE 120 – General Chemistry I
CHE 122	4	CHE 121 – General Chemistry II
MAT 254	4	MAT 150 – Calculus I
BIO 235	4	BIO 233 – Microbiology
BIO 211 or BIO 208	4	BIO 200 or BIO 205
CHE 211	4	CHE 260 – Organic Chemistry I
CHE 212	4	CHE 261 – Organic Chemistry II

**Total A.S. degree credits - 61**

**For more information:**  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



# Remaining Biotechnology Requirements at SCSU

SCSU Course title or LEP category	Credits
Tier 2 – American Experience	
Tier 2 – Creative Drive	
Tier 2 – Global Awareness	
Tier 2 – Mind and Body	
Take any 3 of the 4 Tier 2 requirements above	9
BIO 220 – Genetics	4
BIO 296 – Genomics I	4
BIO 393 – Introduction to Bioinformatics	4
BIO 491 – Seminar in Biotechnology	1
BIO 497 – In-Service Training in Biology	3
Choose 1: BIO 386, BIO 436, or BIO 467	3-4
Choose 1: BIO 466 or BIO 451	4
MAT 221 – Intermediate Applied Statistics	4
PHY 230 – Physics for Scientists and Engineers I	4
Choose 1: CHE 450, CHE 456, or CHE 458	4
BIO 396 – Synthetic Biology: Engineering Life	4
Three or four electives	11
Total credits at SCSU – 60	

For more information:  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



# Norwalk Community College

## CSCU Transfer Ticket Degree in Biology Studies

### Transfer Pathway into Biotechnology at SCSU

Norwalk Course Requirement	Credits	SCSU Course Requirement
ENG 101	3	INQ 101 – First Year Experience
Continued Learning & Information Literacy	3	Tier 1 – Critical Thinking (Met by TAP A.S. degree)
Oral Communication	3	Tier 1 – Technology Fluency (Met by TAP A.S. degree)
MAT 186	4	MAT 122 – Precalculus
Any Written Communication II course	3	Tier 1 – Written Communication (ENG 112, Composition)
BIO121	4	BIO 102 – Biology I
BIO122	4	BIO 103 – Biology II
Any Aesthetic Dimensions course	3	Tier 2 – Cultural Expression
Any Social Phenomena course	3	Tier 2 – Social Structure, Conflict and Consensus
Any Historical Knowledge course	3	Tier 2 – Time and Place
CHE 121	4	CHE 120 – General Chemistry I
CHE 122	4	CHE 121 – General Chemistry II
MAT 254	4	MAT 150 – Calculus I
BIO 235	4	BIO 233 – Microbiology
BIO 211 or BIO 272	4	BIO 200 or BIO 0200
CHE 211	4	CHE 260 – Organic Chemistry I
CHE 212	4	CHE 261 – Organic Chemistry II

**Total A.S. degree credits - 61**

**For more information:**  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



# Remaining Biotechnology Requirements at SCSU

SCSU Course title or LEP category	Credits
Tier 2 – American Experience	
Tier 2 – Creative Drive	
Tier 2 – Global Awareness	
Tier 2 – Mind and Body	
Take any 3 of the 4 Tier 2 requirements above	9
BIO 220 – Genetics	4
BIO 296 – Genomics I	4
BIO 393 – Introduction to Bioinformatics	4
BIO 491 – Seminar in Biotechnology	1
BIO 497 – In-Service Training in Biology	3
Choose 1: BIO 386, BIO 436, or BIO 467	3-4
Choose 1: BIO 466 or BIO 451	4
MAT 221 – Intermediate Applied Statistics	4
PHY 230 – Physics for Scientists and Engineers I	4
Choose 1: CHE 450, CHE 456, or CHE 458	4
BIO 396 – Synthetic Biology: Engineering Life	4
Three or four electives	11

**Total credits at SCSU – 60**

For more information:  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



# Naugatuck Valley Community College

## CSCU Transfer Ticket Degree in Biology Studies

### Transfer Pathway into Biotechnology at SCSU

Naugatuck Course Requirement	Credits	SCSU Course Requirement
ENG 101	3	INQ 101 – First Year Experience
Continued Learning & Information Literacy	3	Tier 1 – Critical Thinking (Met by TAP A.S. degree)
Oral Communication	3	Tier 1 – Technology Fluency (Met by TAP A.S. degree)
MAT 186	4	MAT 122 – Precalculus
Any Written Communication II course	3	Tier 1 – Written Communication (ENG 112, Composition)
BIO121	4	BIO 102 – Biology I
BIO122	4	BIO 103 – Biology II
Any Aesthetic Dimensions course	3	Tier 2 – Cultural Expression
Any Social Phenomena course	3	Tier 2 – Social Structure, Conflict and Consensus
Any Historical Knowledge course	3	Tier 2 – Time and Place
CHE 121	4	CHE 120 – General Chemistry I
CHE 122	4	CHE 121 – General Chemistry II
MAT 254	4	MAT 150 – Calculus I
BIO 235	4	BIO 233 – Microbiology
BIO 262	4	BIO 220 – Genetics
CHE 211	4	CHE 260 – Organic Chemistry I
CHE 212	4	CHE 261 – Organic Chemistry II

**Total A.S. degree credits - 61**

For more information:  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



# Remaining Biotechnology Requirements at SCSU

SCSU Course title or LEP category	Credits
Tier 2 – American Experience	
Tier 2 – Creative Drive	
Tier 2 – Global Awareness	
Tier 2 – Mind and Body	
Take any 3 of the 4 Tier 2 requirements above	9
BIO 296 – Genomics I	4
BIO 393 – Introduction to Bioinformatics	4
BIO 491 – Seminar in Biotechnology	1
BIO 497 – In-Service Training in Biology	3
Choose 1: BIO 386, BIO 436, or BIO 467	3-4
Choose 1: BIO 466 or BIO 451	4
MAT 221 – Intermediate Applied Statistics	4
PHY 230 – Physics for Scientists and Engineers I	4
Choose 1: CHE 450, CHE 456, or CHE 458	4
BIO 396 – Synthetic Biology: Engineering Life	4
Five electives	15

**Total credits at SCSU – 60**

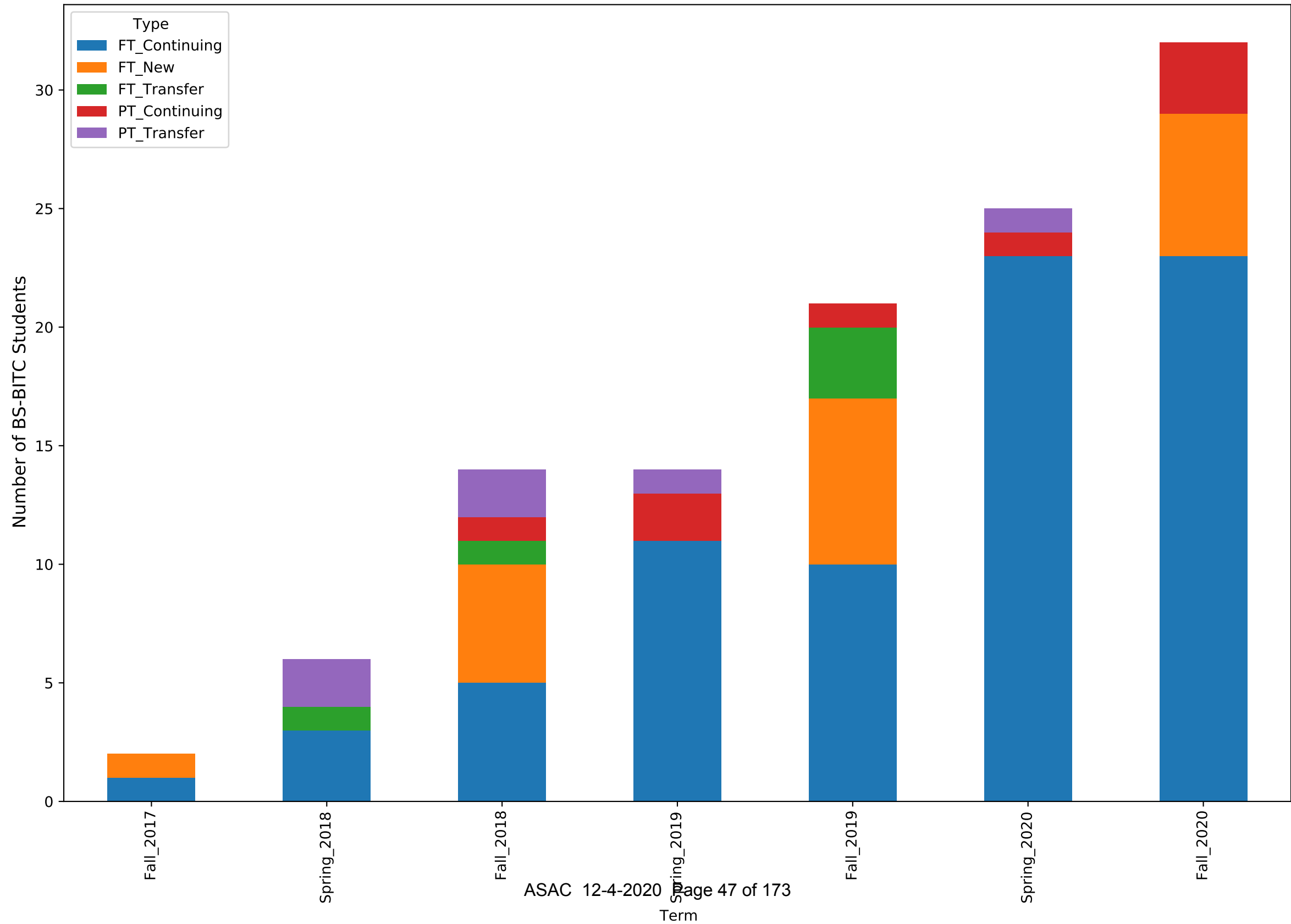
For more information:  
[TransferServices@SouthernCT.edu](mailto:TransferServices@SouthernCT.edu)



Southern Connecticut  
 State University  
 SouthernCT.edu



SCSU BS-BITC Student Enrollment (F'17-F'20)



# MAJOR COURSEWORK TEMPLATE

I: Introductory  
A: Advanced / Intermediate

Course								
Required / Elective	R	E	R	E	R	E	R	E
If elective, % of BMB students taking the course								
<b>1: Energy Is Required By And Transformed In Biological Systems</b>								
1.1 Nature	I	A	I	A	I	A	I	A
1.2 Catalysis	I	A	I	A	I	A	I	A
1.3 Coupling	I	A	I	A	I	A	I	A
<b>2: Macromolecular Structure Determines Function And Regulation</b>								
2.1 Macromolecules	I	A	I	A	I	A	I	A
2.2 Structure	I	A	I	A	I	A	I	A
2.3 Function: Small mol.	I	A	I	A	I	A	I	A
2.4 Function: Interact.	I	A	I	A	I	A	I	A
2.5 Dynamics	I	A	I	A	I	A	I	A
2.6 Regulation	I	A	I	A	I	A	I	A
2.7 Physical basis	I	A	I	A	I	A	I	A
2.8 Measuring S/F	I	A	I	A	I	A	I	A
<b>3: Information Storage And Flow Are Dynamic &amp; Interactive</b>								
3.1 Genomics	I	A	I	A	I	A	I	A
3.2 Central dogma	I	A	I	A	I	A	I	A
3.3 Cell division	I	A	I	A	I	A	I	A
3.4 DNA metabolism	I	A	I	A	I	A	I	A
<b>4: Discovery Requires Objective Measurement, Quantitative Analysis and Clear Communication</b>								
4.1 Process of science	I	A	I	A	I	A	I	A
4.2 Comprehension	I	A	I	A	I	A	I	A
4.3 Community	I	A	I	A	I	A	I	A
<b>Evolution</b>								
1 Significance	I	A	I	A	I	A	I	A
2 Mechanisms	I	A	I	A	I	A	I	A
3 Natural selection	I	A	I	A	I	A	I	A
4 Molecular basis	I	A	I	A	I	A	I	A
<b>Homeostasis</b>								
1 Biological need	I	A	I	A	I	A	I	A
2 Steady state processes	I	A	I	A	I	A	I	A
3 Quantifying	I	A	I	A	I	A	I	A
4 Control mechanisms	I	A	I	A	I	A	I	A
5 Cellular & organismal	I	A	I	A	I	A	I	A
<b>Other</b>								
Communication								
Teamwork								
Labs								
Safety								
Responsible conduct of research								

# MAJOR COURSEWORK TEMPLATE

I: Introductory  
A: Advanced / Intermediate

Course								
Required / Elective	R	E	R	E	R	E	R	E
If elective, % of BMB students taking the course								
<b>1: Energy Is Required By And Transformed In Biological Systems</b>								
1.1 Nature	I	A	I	A	I	A	I	A
1.2 Catalysis	I	A	I	A	I	A	I	A
1.3 Coupling	I	A	I	A	I	A	I	A
<b>2: Macromolecular Structure Determines Function And Regulation</b>								
2.1 Macromolecules	I	A	I	A	I	A	I	A
2.2 Structure	I	A	I	A	I	A	I	A
2.3 Function: Small mol.	I	A	I	A	I	A	I	A
2.4 Function: Interact.	I	A	I	A	I	A	I	A
2.5 Dynamics	I	A	I	A	I	A	I	A
2.6 Regulation	I	A	I	A	I	A	I	A
2.7 Physical basis	I	A	I	A	I	A	I	A
2.8 Measuring S/F	I	A	I	A	I	A	I	A
<b>3: Information Storage And Flow Are Dynamic &amp; Interactive</b>								
3.1 Genomics	I	A	I	A	I	A	I	A
3.2 Central dogma	I	A	I	A	I	A	I	A
3.3 Cell division	I	A	I	A	I	A	I	A
3.4 DNA metabolism	I	A	I	A	I	A	I	A
<b>4: Discovery Requires Objective Measurement, Quantitative Analysis and Clear Communication</b>								
4.1 Process of science	I	A	I	A	I	A	I	A
4.2 Comprehension	I	A	I	A	I	A	I	A
4.3 Community	I	A	I	A	I	A	I	A
<b>Evolution</b>								
1 Significance	I	A	I	A	I	A	I	A
2 Mechanisms	I	A	I	A	I	A	I	A
3 Natural selection	I	A	I	A	I	A	I	A
4 Molecular basis	I	A	I	A	I	A	I	A
<b>Homeostasis</b>								
1 Biological need	I	A	I	A	I	A	I	A
2 Steady state processes	I	A	I	A	I	A	I	A
3 Quantifying	I	A	I	A	I	A	I	A
4 Control mechanisms	I	A	I	A	I	A	I	A
5 Cellular & organismal	I	A	I	A	I	A	I	A
<b>Other</b>								
Communication								
Teamwork								
Labs								
Safety								
Responsible conduct of research								

# MAJOR COURSEWORK TEMPLATE

I: Introductory  
A: Advanced / Intermediate

Course								
Required / Elective	R	E	R	E	R	E	R	E
If elective, % of BMB students taking the course								
<b>1: Energy Is Required By And Transformed In Biological Systems</b>								
1.1 Nature	I	A	I	A	I	A	I	A
1.2 Catalysis	I	A	I	A	I	A	I	A
1.3 Coupling	I	A	I	A	I	A	I	A
<b>2: Macromolecular Structure Determines Function And Regulation</b>								
2.1 Macromolecules	I	A	I	A	I	A	I	A
2.2 Structure	I	A	I	A	I	A	I	A
2.3 Function: Small mol.	I	A	I	A	I	A	I	A
2.4 Function: Interact.	I	A	I	A	I	A	I	A
2.5 Dynamics	I	A	I	A	I	A	I	A
2.6 Regulation	I	A	I	A	I	A	I	A
2.7 Physical basis	I	A	I	A	I	A	I	A
2.8 Measuring S/F	I	A	I	A	I	A	I	A
<b>3: Information Storage And Flow Are Dynamic &amp; Interactive</b>								
3.1 Genomics	I	A	I	A	I	A	I	A
3.2 Central dogma	I	A	I	A	I	A	I	A
3.3 Cell division	I	A	I	A	I	A	I	A
3.4 DNA metabolism	I	A	I	A	I	A	I	A
<b>4: Discovery Requires Objective Measurement, Quantitative Analysis and Clear Communication</b>								
4.1 Process of science	I	A	I	A	I	A	I	A
4.2 Comprehension	I	A	I	A	I	A	I	A
4.3 Community	I	A	I	A	I	A	I	A
<b>Evolution</b>								
1 Significance	I	A	I	A	I	A	I	A
2 Mechanisms	I	A	I	A	I	A	I	A
3 Natural selection	I	A	I	A	I	A	I	A
4 Molecular basis	I	A	I	A	I	A	I	A
<b>Homeostasis</b>								
1 Biological need	I	A	I	A	I	A	I	A
2 Steady state processes	I	A	I	A	I	A	I	A
3 Quantifying	I	A	I	A	I	A	I	A
4 Control mechanisms	I	A	I	A	I	A	I	A
5 Cellular & organismal	I	A	I	A	I	A	I	A
<b>Other</b>								
Communication								
Teamwork								
Labs								
Safety								
Responsible conduct of research								

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Accreditation

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program for a Public Utilities Management pathway provided by Gateway Community College and Southern Connecticut State University through fall 2022, at which time the institutions may return to apply for continued accreditation. The pathway includes an Associate of Science in Public Utilities Management (CIP code: 52.0205 OHE# 018284) at Gateway Community College and a Public Utilities Management specialization within the Bachelor of Science in Business Administration (CIP code: 52.0205 OHE# 018283) at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Accreditation of a licensed program for a Public Utilities Management pathway provided by Gateway Community College and Southern Connecticut State University through fall 2022, at which time the institutions may return to apply for continued accreditation. The pathway includes an Associate of Science in Public Utilities Management at Gateway Community College and a Public Utilities Management specialization within the Bachelor of Science in Business Administration at Southern Connecticut State University.

**BACKGROUND**

Per the BOR's Academic Programming Approval policy, a program previously licensed by the Board must submit an Application for Accreditation during its seventh semester if the institution elects to recommend its continuation.

**PERFORMANCE INDICATORS**

Gateway Community College:

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 5

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 2.8

Difference: (2.20)

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$18,000

Total Expenditures apportioned to program in its Year 3: \$50,424

Difference: (\$32,424)

Southern Connecticut State University:

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: SCSU began accepting students in the program in fall 2019. Thus, we are just beginning the second year of the program. There were no projections for this particular milestone in our original application, but at this point we would expect 8-10 PUM students.

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: SCSU began accepting students in the program in fall 2019. At the beginning of this second year of the program there are currently 9 PUM students.

Difference: 0

Cost Effectiveness

Total Revenue generated by program during its Year 3:

Total Expenditures apportioned to program in its Year 3:

Difference:

Southern began accepting students in the program in Fall 2019. Thus, we are just beginning the second year of the program. At Southern, the program is administered in a very cost-effective manner as well. Dr. Minjae Lee is the Program Coordinator, and he has not received any reassigned time for his duties.

We have hired a part-time retired executive from the utilities industry, James Flynn, who oversees program recruitment, marketing, curricular consulting, and industry relations. In addition, the School of Business has raised over \$375,000 from corporate partners in support of the program. These funds have been used to support student scholarships, experiences, trips, and an Employer Leadership Advisory Board.

### Learning Outcomes

Gateway Community College: In year three, the program featured seven students enrolled in the PUM program. Each of the students is in good academic standing and are on track for graduation in 2021-2022. Two students graduated prior to 2020; one transferred to the BS PUM pathway option in SCSU's School of Business and the other graduate secured employment as a utility manager in a Connecticut water utility

Southern Connecticut State University:

Students enrolled in the PUM program are assessed by School wide learning outcomes. At the end of program's Year 3 (year 1 at Southern Connecticut State University), there were three seniors, two juniors, and one freshman in the program. At the start of year 2 there are 9 students. All students in the program were in good academic standing. All senior students have been in good academic standing, which demonstrates proficiency via application of concepts and demonstration of increasing skill with progression through courses, simulations and projects that build upon concepts covered in the courses, and case studies/portfolio that include concepts and skills from all courses

### **ADDITIONAL INFORMATION**

Gateway Community College is in discussions with Southern Connecticut State University to develop an Articulation Agreement to formalize the seamless transfer of all courses and credits taken at the Gateway to fulfill the requirements of an A.S. Degree in Public Utility Management to B.S. Degree in Business Administration with a specialization in Public Utility Management at Southern Connecticut State University.

Industry demand for PUM graduates, from both the AS and BS levels continues to be strong among utility companies. The following four industry leaders sent letters of support undergirding the needs of the program:

- Mr. Larry Bingaman, President and CEO, South Central Regional Water Authority, New Haven, CT
- Mr. Jeffrey LeMay, Plant Supervisor, Town of South Windsor Water Pollution Control Facility, South Windsor, CT.
- Mr. Gerald McDermott, Board Chair, Connecticut Section of the American Water Works Association, New Haven, CT

In addition the Connecticut legislature on July 8, 2019 approved Public Act 19-150 requiring each CT technical education and career school to collaborate with leaders of the public utility industry, plan and assess workforce needs, and implement curriculum commensurate with these objectives.

### **RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program through fall 2022. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/04/2020 – BOR Academic & Student Affairs Committee

12/17/2020 – Board of Regents



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Gateway Community College/Southern CT State University	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date: GCC: December 2016 SCSU: February 2017	
<b>GCC:</b> <b>Program Characteristics</b> Name of Program: Public Utilities Management Degree: Title of Award (e.g. Master of Arts) <b>Assoc. of Science</b> Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Semester Date Program was Initiated: Fall 2017 Year 3 – 7 <sup>th</sup> Semester Date: Fall 2020 Date of First Graduation: Spring 2020 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses 50 Locality of Program: On Campus Off Campus X Both	<b>Program Credit Distribution</b> # Credits in General Education: 22 # Credits in Program Core: 36 # Credits of Electives in the Field: 3 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.): 0  <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>61</b>
<b>SCSU:</b> <b>Program Characteristics</b> Name of Program: Public Utility Management Degree: Title of Award (e.g. Master of Arts) <b>Bachelors of Science in Business Administration</b> Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Semester Date Program was Initiated: Fall 2017 Year 3 – 7 <sup>th</sup> Semester Date: Fall 2020 Date of First Graduation: Spring 2020 Modality of Program: On ground Online XXX Combined If "Combined", % of fully online courses? 65% Locality of Program: X On Campus Off Campus Both	<b>Program Credit Distribution</b> # Credits in General Education: 49 # Credits in Program Core: 39 # Credits of Electives in the Field: 18 # Credits of Other Electives: 14 # Cr Special Requirements (include internship, etc.): 0  <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Date of BOR Approval: 9/19/17 CIP: 520205 OHE#: 018283	
<b>Institutional Contacts for this Proposal:</b> GCC - Dr. Mark Kosinski; SCSU - Dr. Ellen Durnin	Title: GCC - Academic Dean; SCSU - Dean School of Business Tel.: GCC – 203-285-2077 SCSU – 203-392-5631

**SECTION 2: PERFORMANCE INDICATORS**

<b>GCC Student Enrollment</b> Projected full-time equivalent (FTE) enrollment for program's Year 3: 5.00 Actual full-time equivalent (FTE) enrollment for program's 7 <sup>th</sup> Semester: 2.80 <p style="text-align: right;"><i>Difference: - 2.20</i></p>
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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

**SCSU Student Enrollment**

Projected full-time equivalent (FTE) enrollment for program's Year 3: *SCSU began accepting students in the program in Fall 2019. Thus, we are just beginning the second year of the program. There were no projections for this particular milestone in our original application, but at this point we would expect 8-10 PUM students.*

Actual full-time equivalent (FTE) enrollment for program's 7<sup>th</sup> Semester: *SCSU began accepting students in the program in Fall 2019. At the beginning of this second year of the program there are currently 9 PUM students.*

*Difference: - 0*

Note: In Fall 2020, SCSU admitted 19 students into the PUM program, and all of them were awarded scholarships. Ten of the 19 decided not to attend; we believe that this large number is due to the unusual conditions this year caused by the pandemic. We are following up with each of the students who decided not to attend, to see why they made that decision, and if we can assist them in any way in matriculating into the program.

**GCC Cost Effectiveness**

Total Revenue generated by program during its Year 3: 18,000

Total Expenditures apportioned to program in its Year 3: 50,424

*Difference: (32,424)*

The Public Utilities Management A.S. degree utilizes existing personnel and state-of-the-art classroom and laboratory facilities, making it cost effective and efficient. The Program Coordinator, Professor Wesley L. Winterbottom, P.E., M.B.A., M.S. has been employed at the College since 1994. Prior to joining Gateway, Professor Winterbottom worked for twenty years for the Connecticut Department of Energy and Environmental Protection in an engineering and managerial role overseeing drinking water and water pollution control. The program also utilizes the expertise of four part-time "practitioner" instructors directly from the public utility field. The program combines deep research with real world experience of its practitioners.

Student enrollment consists of both full and part-time students. While the water utility has been the principal driver of this program, electricity, gas, and solar sectors reveal a growing sector of career opportunity for students.

**SCSU Cost Effectiveness**

Total Revenue generated by program during its Year 3:

Total Expenditures apportioned to program in its Year 3:

*Difference:*

Southern began accepting students in the program in Fall 2019. Thus, we are just beginning the second year of the program. At Southern, the program is also administered in a cost-effective manner. Dr. Minjae Lee, the Program Coordinator has not received any reassigned time for his duties. We have hired a part-time retired executive from the utilities industry, James Flynn, who oversees program recruitment, marketing, curricular consulting, and industry relations.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities System Office

#### APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

In addition, the School of Business has raised over \$375,000 from corporate partners in support of the program. These funds have been used to support student scholarships, experiences, trips, and an Employer Leadership Advisory Board.

#### SCSU

At Southern, students enrolled in the PUM program are assessed by school-wide learning outcomes. At the end of program's third year, (Southern's year 1), there were three seniors, two juniors, and one freshman in the program. At the start of year two, there are 9 students. All students have been in good academic standing, which demonstrates proficiency of concepts and demonstration of increasing skill with progression through courses, simulations and projects that build upon concepts covered in the courses.

#### SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

**Curricular and Other Program Changes** *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

#### GCC

For the past twenty years, Gateway Community College has offered accredited certificate programs in Water Management (15 credits) and Clean Water Management (26 credits). These programs have seen successful enrollment and graduation rates. Strategic relationships between Gateway and the Connecticut Department of Public Health, the CT Department of Energy and Environmental Protection Agency have fostered Gateway's success.

In 2014, Gateway was approached by industry leaders from the Regional Water Authority, South Windsor Water Pollution Control, and the Connecticut section of the American Water Works Association. They indicated that career prospects in the utility field would grow significantly in the next years due to an aging workforce, aging infrastructure, and new regulations. The industry will require entry-level skilled labor as well as higher-level management positions.

In keeping with the mission of the Community Colleges, Gateway began researching the career outlook for the public utilities. Information confirmed that this industry will require additional workforce in both skilled labor and management. Since Gateway already had successful certificates in water management and clean water management, developing a program that fit the needs of the utility companies was essential.

In response to the industry statistics for job prospects, in July 2019, the Connecticut public utilities introduced and supported the passage by the Connecticut Legislature of **Public Act 19-150**. This act requires:

***“...the principal of each technical education and career school to meet with members of the business community, representative of electric, gas, water, and wastewater utilities and representatives from state colleges and universities offering courses in public utility management to assess workforce needs and implement curriculum modifications to address those needs.”***

Combining a technical degree from Gateway and a transfer program in Public Utility Management was deemed to fill both needs of the industry. That is when communication between Gateway and Southern CT State University began. The initial goal was twofold--to develop a meaningful A.S. degree for students who wish to enter the public utility field directly after earning their degree and a B.A. degree for training students for a higher-level management degree.

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***APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM***

In 2015, Gateway and Southern presented the first seamless transfer program between a community college and a state university to the Board of Regents. Initial enrollments in the A.S. degree came mostly from students who were already in the existing certificate programs at GCC. Special cohort training was offered to those companies who originally requested the degree and ran successfully. In the fall 2019, a number of students graduated and 19 were accepted into SCSU's Public Utility Program. After a short time, it became clear that the seamless transfer curriculum that was originally developed was not allowing students to maximize their credits. The transfer rate did not meet our original expectations.

In September 2019, Dr. Minjae Lee joined SCSU as a dedicated program coordinator for the Public Utilities Management Program. GCC set out to identify barriers that were limiting this program's effectiveness. The disappointing completion numbers over the past three years have not gone unnoticed. Since working with Dr. Minjae Lee, SCSU's full time professor of Public Utility Management, Gateway has successfully taken steps to create a more structured, educationally coherent two-year degree that carries "seamless transfer" to our partner public university. Like Dr. Lee, our program coordinator, Professor Wesley Winterbottom, and key industry practitioners who also teach in the program, continue to demonstrate enthusiasm, dedication and skill needed to make the PUM program a success.

With additional strategies in place, expectations for spring and fall 2020 were high. GCC has collaborated with area high schools for many years. Our successful Water Management certificates have kept the focus of the PUM program on the water and wastewater industries. Commencing in the spring 2021, with a revamped curriculum and a straight-forward seamless transfer to a B.A. Degree at SCSU, GCC was poised to expand those relationships with area technical and career schools; Bullard-Havens, Eli Whitney, J.M. Wright, Platt Technical and other statewide schools. The focus was to not only be on water and wastewater, but would include electric, gas, as well as solar and wind power, and other sustainable energy opportunities.

Unfortunately, in the spring 2020 semester, the nation was faced with an unprecedented pandemic. While enrollment in the community colleges had decreased overall in the preceding two years, 2020 saw significant enrollment decreases across all community colleges in the state. The fall 2020 semester saw even greater reductions in enrollment.

**Other Narrative Background to be Considered Since Approval** (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

Industry demand for PUM graduates, from both the AS and BS levels continues to be strong among utility companies. The following four industry leaders sent letters of support undergirding the needs of the program:

- Mr. Larry Bingaman, President and CEO, South Central Regional Water Authority, New Haven, CT
- Mr. Jeffrey LeMay, Plant Supervisor, Town of South Windsor Water Pollution Control Facility, South Windsor, CT.
- Mr. Gerald McDermott, Board Chair, Connecticut Section of the American Water Works Association, New Haven, CT

Their letters of support are attached to our proposal.

**Compliance with Special Requirements Given at the time of Program Approval** (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

No special requirements were given at the time of program approval.

**Other Narrative Background Since Licensure Approval** (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

**GCC and SCSU**

Gateway Community College is currently in discussions with Southern CT State University to develop an Articulation Agreement to formalize the seamless transfer of all courses and credits taken at the Gateway to fulfill the requirements of an A.S. Degree in Public Utility Management to Southern's B.S. Degree in Public Utility Management. Connecticut's public utility industries continue to strongly support college level education in utility management; please see the attached letters of support from Gerald McDermot, Board Chair, of the CT Section of the American Water Works Association, Jeff LeMay, Vice-President of the Connecticut Water Pollution Abatement Association and Larry Bingaman, CEO of the Regional Water Authority.

Southern's Dr. Lee meets regularly with Gateway's Prof. Winterbottom to address student issues, curricular and transfer improvements, scheduling coordination and student recruitment for the program. Southern has hosted the Employer Advisory Board meetings twice yearly since the inception of the program to ensure that we are meeting employers' workforce needs. See especially attached letter of support from Regional Water Authority CEO and president Larry Bingaman, who co-chairs the Employer Advisory Board and is a member of Southern's Business Advisory Council.

**Learning Outcomes - L.O.** (Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)

There are no changes in learning outcomes.

**Associate's Degree (GCC)**

1. Describe and apply the operations of public utility management
2. Apply effective written and oral communication skill to articulate opportunities, ideas, and problems identified, as well as appropriate strategic responses across the economic, social, environmental, public and political spheres
3. Formulate team dynamics and working in groups, particularly in relation to the functioning of critical incident response teams
4. Devise and translate ideas into logical steps that utilize resources and establish best practices with colleagues for customers and suppliers/vendors
5. Employ and make use of written documents such as Environmental Protection Agency methods of analysis, internal standard operating procedures, safety rules, policy manuals, and professional journals
6. Analyze and interpret the legal and/or regulatory implications of business and utility management
7. Perform laboratory testing and analysis required for operational control and regulatory compliance.

**Bachelor's Degree (SCSU)**

1. Students will build an interdisciplinary approach to analyzing and criticizing complex business problems in public utility management.
2. Students will think critically in public utility management.
3. Students will be effective communicators in public utility management.
4. Students will apply their knowledge of globalization and diversity to making business decisions in public utility management.

Students will be quantitatively and technologically competent in public utility management

**SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN**



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

**Fiscal Impact** – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

**GCC**

The Public Utility Management program is a site of innovation and creative collaboration between GCC and SCSU. Simply put, it is a collaboration that is unique to the Connecticut system of higher education. Hence corrective steps to address low enrollments and completion must be holistic and comprehensive. Gateway has begun to address a new student recruitment plan that is specific, targeted and early—meaning it is linked to key high school partners in our service area. We believe the program represents a braid which threads together targeted high school recruitment, coupled with industry outreach, and internship support.

**SCSU**

At Southern, we have not had a negative difference within cost effectiveness. In fact, student tuition dollars and financial support from industry partners more than cover the cost of the program. We continue to do fundraising in support of the program to enhance and support career preparation experiences for the students.

**Improvement Plan**

If negative *Difference(s)* reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

**GCC**

- Increase outreach and foster relationships to Connecticut's natural gas and electric utilities including joining the Connecticut Power and Energy Society and other energy related professional organizations
- Implement the requirements of Public Act 19-150.
- With the seamless transfer from GCC to SCSU for PUM students and the recently approved changes to the PUM program, Water Management students now will have all of their Water Management courses count toward a A.S. Degree in PUM from GCC as well as a B.S. in PUM from SCSU.
- Increase outreach to Connecticut's other high schools through joining and participating in the activities of the Connecticut School Counselors Association
- Expand adjunct professors with backgrounds in natural gas and electric utility management
- Modify the program (see below - Curricular Changes) to make is easier for students to do industry internships

**SCSU**

- Expand membership of the Employer Leadership Advisory Board
- Pursue additional funded internship opportunities and experiences for students
- Redeploy scholarship funding to attract and support potential and current students
- Collaborate with Gateway on the initiatives above

**Curricular Change**

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieve, what course of action is planned for improvement of teaching and learning:

**GCC**

The college is in the process of modifying the curriculum of the Public Utility Management program to modifications to:

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
***APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM***

- Remove IDS 106 Critical Thinking in Business
- Add a second Restrictive Elective in its place
- Add three courses to the list of Restricted Electives - WMT 101 Water Treatment and Distribution, WMT 102 Special Topics in Water Treatment, and WMT 103 Special Topics in Water Distribution
- Remove BBG 115 Business Software Applications as an alternative to CSA 135 Spreadsheet Applications; it is no longer being offered.

Additionally:

- BMG 110 Public Utility Management is being modified to embed the CALT and BOR critical thinking skills that were formally embedded in IDS 106 Critical Thinking in Business
- (Note 1): CSA 135 Spreadsheet Applications is being modified to ensure transferability to Southern Connecticut State University as CSC 200 Information Management and Productivity Software

Adding a second Restrictive Elective provides two significant benefits to students:

1. Providing additional opportunities for students to do an internship with a natural gas, electric, drinking water or wastewater utility by taking BBG 294 Business Internship
2. Allows students enrolled in the college's Water Management Certificate of Achievement Program to have all courses count toward a A.S. Public Utility Management degree (and toward a Southern CT State University B.S. Public Utility Management degree should they chose to transfer there)

**SCSU**

- Hired a retired executive to infuse business courses with public utilities content
- Continuously refine transfer pathway for student success
- Hired a full-time faculty member in support of the program
- Hired a program coordinator who is funded employer support
- Refer to the parts marked in red in the attached table below.

**GCC and SCSU**

- In support of the transferability of Gateway Community College's courses to Southern Connecticut State University, the college and the university are initiating the creation of reverse transferability of Gateway courses to Southern. The concept is for a way to be created for Southern Connecticut State University Public Utility Management students to take Gateway Public Utility Management program specific courses that have no comparable offering at Southern Connecticut State University at no charge, saving money by eliminating the need for both institutions to offer similar courses.

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**Connecticut State Colleges & Universities System Office**  
*APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM*

**Associate of Science (A.S.) in Public Utility Management**  
**Gateway Community College**

<b>Current Curriculum</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>GENERAL EDUCATION COURSES</b>		
ENG101	Composition	3
ENG102 or ENG200	Literature and Composition or Advanced Composition	3
MAT 167	Principles of Statistics	3
ECN 102	Microeconomics	3
EVS 114	Environmental Science	4
IDS 106	Critical Thinking - Business	3
BBG 210	Business Communication	3
<b>SUBTOTAL</b>		<b>22</b>
<b>PROGRAM MAJOR COURSES</b>		
BMG 202	Principles of Management	3
BBG 231	Business Law	3
BBG 240	Business Ethics	3
ACC 113	Principles of Fin Accounting	3
ACC 117	Principles of Managerial Accounting	3
BBG115/ CSA135	Business Software Apps/ Spreadsheet Apps	3
ECN 101	Macroeconomics	3
BMG 110	Public Utility Management	3
ENV 110	Environmental Regulations	3
BMG 216	Rates and Revenues	3
BMG 219	Asset & Infrastructure Management	3
BMG 221	Customer Relations	3
<b>SUBTOTAL</b>		<b>36</b>
<b>PUBLIC UTILITY MANAGEMENT RESTRICTED ELECTIVES</b>		
<b>Choice of One</b>		
BBG 294	Business Internship	3
BMK 201	Principles of Marketing	3
QUA 114	Quality Control	3
<b>SUBTOTAL</b>		<b>3</b>
<b>TOTAL</b>		<b>61</b>

**Bachelor of Science (B.S.) in Business Administration with a Specialization in**  
**Public Utility Management Southern CT State University**

Changes are marked in red.

<b>Previous version in 2017</b>		<b>Work-in-progress version</b>		<b>GWCC Course Equivalents</b>
<b>SCSU Courses</b>	<b>Cr Hrs</b>	<b>SCSU Courses</b>	<b>Cr Hrs</b>	
<b>Tier 1 (15 credits)</b>		<b>Tier 1 (18 credits)</b>		



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**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

INQ 101 First Year Experience	0	INQ 101 First Year Experience	3	Transfer student waiver
Critical Thinking	3	Critical Thinking	3	BMG 240
Multilingual Communication	3	Multilingual Communication	3	Transfer student waiver
MAT 120 or 122 Quantitative Reasoning	3	MAT 125 or 150 Quantitative Reasoning	3	
CSC 200 Technological Fluency	3	CSC 200 Technological Fluency	3	CSA 135
ENG 112 Written Communication	3	ENG 112 Written Communication	3	ENG 102, 200
<b>SUBTOTAL</b>	<b>15</b>	<b>SUBTOTAL</b>	<b>18</b>	
<b>Tier 2 (28 credits)</b>		<b>Tier 2 (25 credits)</b>		
ECO 100 Social Structure, Conflict and Consensus	3	ECO 100 Social Structure, Conflict and Consensus	3	ECN 101
ECO 101 Global Awareness	3	ECO 101 Global Awareness	3	ECN 102
Natural World I: Physical Realm	3	Natural World I: Physical Realm	3	EVS 114
Natural World II: Life and Environment	4	Natural World II: Life and Environment	4	
		Select 4 from the list below	12	
American Experience	3	American Experience		
Creative Drive	3	Creative Drive		
Cultural Expression	3	Cultural Expression		
Mind and Body	3	Mind and Body		
Time and Place	3	Time and Place		
<b>SUBTOTAL</b>	<b>43</b>	<b>SUBTOTAL</b>	<b>43</b>	
<b>Tier 3 (3 credits)</b>		<b>Tier 3 (3 credits)</b>		
MGT 460 International Business	3	MGT 460 International Business	3	
<b>SUBTOTAL</b>	<b>46</b>	<b>SUBTOTAL</b>	<b>49</b>	
<b>Business Administration – Common Core (27 credits)</b>		<b>Business Administration – Common Core (27 credits)</b>		
ACC 200 Principles of Accounting	3	ACC 200 Principles of Accounting	3	ACC 113
ACC 210 Managerial Accounting	3	ACC 210 Managerial Accounting	3	ACC 117
ECO 221 Business Statistics	3	ECO 270 Applied Business Statistics	3	
FIN 300 Corporation Finance	3	FIN 300 Corporation Finance	3	
MGT 240 Legal Environment of Business	3	MGT 240 Legal Environment of Business	3	BBG 231
MGT 305 Organizational Behavior	3	MGT 305 Organizational Behavior	3	
MGT 450 Business Policy & Strategy	3	MGT 450 Business Policy & Strategy	3	
MIS 370 Business Information Systems	3	MIS 370 Business Information Systems	3	
MKT 200 Principles of Marketing	3	MKT 200 Principles of Marketing	3	
<b>SUBTOTAL</b>	<b>73</b>	<b>SUBTOTAL</b>	<b>76</b>	
<b>Management – Public Utility Specialization (30 credits)</b>		<b>Management – Public Utility Specialization (30 credits)</b>		
MGT 200 Business Communications	3	MGT 200 Business Communications	3	BBG 210
MGT 300 Management and Organization	3	MGT 300 Management and Organization	3	BMG 202
MGT 385 Human Resource Management	3	MGT 385 Human Resource Management	3	
MGT 400 Values & Conflicts in Managerial Decision Making	3	MGT 400 Values & Conflicts in Managerial Decision Making	3	
<b>Electives:</b>	<b>18</b>	<b>Electives:</b>	<b>18</b>	
<b>Select 6 courses from the list below</b>		<b>Select 6 courses from the list below</b>		

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities System Office

### APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

ACC 401 Pub. Utility Accounting / Government Accounting	ELE 1	ACC 401 Pub. Utility Accounting / Government Accounting	ELE 1	<b>BMG 110</b> <b>BMG 216</b> <b>BMG 219</b> <b>BMG 221</b>
GEO 381 or 460 GIS	ELE 2	GEO 381 or 460 GIS	ELE 2	
MGT 335 Business Law	ELE 3	MGT 335 Business Law	ELE 3	
MGT 395 Energy MGT and Renew. Energy/Green MGT	ELE 4	MGT 395 Energy MGT and Renew. Energy/Green MGT	ELE 4	
MGT 415 Developing Team Managerial Skills	ELE 5	MGT 415 Developing Team Managerial Skills	ELE 5	
MGT 498 Collect. Bargaining & Labor Rel./Negotiations	ELE 6	MGT 498 Collect. Bargaining & Labor Rel./Negotiations	ELE 6	
MIS 398 Bus. Continuity Planning / MIS Special Topics	ELE 7	MIS 398 Bus. Continuity Planning / MIS Special Topics	ELE 7	
MIS 430 Introduction to Project Management	ELE 8	MIS 430 Introduction to Project Management	ELE 8	
MGT or MIS 497 Internship	ELE 9	MGT or MIS 497 Internship	ELE 9	
SUBTOTAL	103	SUBTOTAL	103	
<b>Writing Intensive Courses (W) 3 Required</b>	0	<b>Writing Intensive Courses (W) 3 Required</b>	0	
<b>General Electives: Average credits needed to achieve 120 total</b> Any courses not listed above I.E. ENG 101* QUA 114*	17	<b>General Electives</b> <b>Average credits needed to achieve 120 total</b>	14	<b>MAT 167</b> <b>ENV 110</b> <b>GWCC PUM</b> <b>Restricted</b> <b>Elective</b>
TBD XXX Crisis Management / Risk Management		TBD XXX Crisis Management / Risk Management		
TBD XXX Green Energy and Environmental Sustainability		TBD XXX Green Energy and Environmental Sustainability		
TBD XXX Workforce Safety and Industry Regulatory Codes (ie: OSHA)		TBD XXX Workforce Safety and Industry Regulatory Codes (ie: OSHA)		
<b>Total Credits</b>	<b>120</b>	<b>Total Credits</b>	<b>120</b>	
Program Outline: The 120-credit Bachelor of Science in Management with a specialization in Public Utility Management is designed to give undergraduates a solid management base coupled with an industry specific concentration that will enable them to fill dynamic managerial roles in public utilities. Experience plays a role in the curriculum, through fieldwork conducted under the supervision of an outside agency and the course instructor. During these internships, students directly apply the concepts, knowledge, and skills they've learned through their course of study.				

### Gateway Community College PUM A.S. Degree Seamless Transfer to Southern CT State University PUM B.S. Degree

#### Year 1

Fall - SCSU	Crdt	GCC Course	Crdt
LEP Tier 1: Intellectual/Creative Inquiry - INQ 101	3	ENG 101 Composition	3
Free Elective	3	IDS 106 Critical Thinking in Business	3

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities System Office**

**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

LEP Tier 1: Technological Fluency CSC 200 Info Mngt & Prod Software	3	BBG 115 Business Software Applications or CSA 135 Spreadsheet Applications (See Note 1)	3
LEP Tier 2: Conflict and Consensus - ECO 100	3	ECN 101 Macroeconomics	3
Free Elective	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

<b>Spring - SCSU</b>	<b>Crdt</b>	<b>GCC Course</b>	<b>Crdt</b>
LEP Tier 1: Written Communication ENG 112	3		
LEP Tier 2: Global Awareness - ECO 101	3	ECN 102 Microeconomics	3
MGT 200 Managerial Communication	3	BBG 210 Business Communication	3
ENG 112 Writing Arguments	3	ENG 102 Literature & Composition or ENG 200 Advanced Composition	3
LEP Tier 1: Critical Thinking	3	BMG 240 Business Ethics	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>

**Year 2**

<b>Fall - SCSU</b>	<b>Crdt</b>	<b>GCC Course</b>	<b>Crdt</b>
LEP Tier 1: Quantitative Reasoning - MAT 125 or 150	3 or 4		
LEP Tier 1: Multilingual Communication	3		
MGT 240 Legal Environment of Business	3	BBG 231 Business Law	3
ACC 200 Principles of Financial Accounting	3	ACC 113 Principals of Financial Accounting	3
LEP Tier 2 Option	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>6</b>

<b>Spring - SCSU</b>	<b>Crdt</b>	<b>GCC Course</b>	<b>Crdt</b>
ACC 210 Managerial Accounting	3	ACC 117 Principals of Managerial Accounting	3
ECO 270 Applied Business Statistics*	3		
MKT 200 Principles of Marketing	3		
LEP Tier 2 Option	3		
Free Elective	3	MAT 167 Principles of Statistics	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>6</b>

**Year 3**

<b>Fall - SCSU</b>	<b>Crdt</b>	<b>GCC Course</b>	<b>Crdt</b>
FIN 300 - Corporate Finance	3		
MIS 370 Business Information Systems	3		
MGT 305 Organizational Behavior	3		

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

MGT 300 Management and Organization	3	BMG 202 Principles of Management	3
LEP Tier 2 Option 3 Credit Science	3	EVS 114 Environmental Science w/Lab	4
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>7</b>

<b>Spring - SCSU</b>	<b>Crdt</b>	<b>GCC Course</b>	<b>Crdt</b>
MGT 385 Human Resource Management	3		
Public Utility Mngt Elective Course*	3	BMG 110 Public Utility Management	3
Public Utility Mngt Elective Course*	3	BMG 216 Rates and Revenues	3
LEP Tier 2 Option	3		
LEP Tier 2 Option	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>6</b>

**Year 4**

<b>Fall - SCSU</b>	<b>Crdt</b>	<b>GCC Course</b>	<b>Crdt</b>
MGT 400 Values & Conflicts in Mngt Decision Making	3		
LEP Tier 2 Option	3		
Free Elective	3	ENV 110 Environmental Regulations	3
Public Utility Mngt Elective Course	3	BMG 219 Asset and Infrastructure Mngt	3
Public Utility Mngt Elective Course	3	BMG 221 Customer Relations	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>9</b>

<b>Spring - SCSU</b>	<b>Crdt</b>	<b>GCC Course</b>	<b>Crdt</b>
MGT 450 Business Policy and Strategy Seminar	3		
LEP Tier 3 MGT 460 International Business	3		
Public Utility Mngt Elective Course	3		
Public Utility Mngt Elective Course	3		
Free Elective	3	GCC Restrictive Elective	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>3</b>
<b>GRAND TOTAL</b>	<b>120</b>	<b>GRAND TOTAL</b>	<b>61</b>

Total Other Credits Required to Issue Credential

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

**SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES**

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

GATEWAY COMMUNITY COLLEGE  
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1-2020-21		Year 2-2021-2022		Year 3-2022-2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	7,200	9,000	9,600	14,400	9,600	18,000
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
<b>Actual Program Revenue</b>	7,200	9,000	9,600	14,400	9,600	18,000
<b>Projected Revenue (at Licensing)</b>	6,048	2,280	8,200	12,160	10,200	17,080
<b>Difference: Actual - Projected</b>	1,152	6,720	1,400	2,240	(600)	920

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	.2	35,585	.2	36,285	.2	37,238
Faculty (Part-time, total for program)	1	6,593	2	13,186	2	13,186
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
<b>Total Annual Expenditures</b>		42,178		49,471		50,424

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

Please provide any necessary annotations below:  
SCSU

Resources and Costs Estimates Form - SCSU  
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1-2020-21		Year 2-2021-2022		Year 3-2022-2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	133,956		187,538	12,102	246,141	21,178

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities System Office**  
**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

Program-Specific Fees					
Other Revenue (Annotate in narrative)	125,000		150,000		200,000
<b>Actual Program Revenue</b>	258,956		337,538		446,141
<b>Projected Revenue (at Licensing)</b>					
<b>Difference: Actual - Projected</b>					

<b>PROJECTED Program Expenditures*</b>	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	.5	\$40,030	1	\$82,000	1.5	129,115
Faculty (Part-time, total for program)	.25	5100	.25	5200	2	10,600
Support Staff	.25	12,000	.25	12,000	.5	24,600
Graduate Assistants						
Library Resources Program		500		500		600
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
<b>Total Annual Expenditures</b>		57,630		99,700		164,915

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

*Please provide any necessary annotations below:*  
SCSU

1. Nine full-time students x \$14884 tuition and fees = \$133,956
2. Twelve full time students x \$15,628 (included 5% increase in tuition) = 187,538
3. Three part time students at \$4034 (2 three credit courses per year at 5% tuition increase) = \$12,102
4. Fifteen full-time students x \$16,409 = \$246,141
5. Five part-time students x \$4235 (2 three credit courses per year at 5% tuition increase = \$21,178
6. Faculty salaries were computed using a projected 5% increase per year.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Accounting (CIP Code: 52.0301 / OHE# 00036), specifically the addition of hybrid modality to traditional program delivery – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a degree program in Accounting (CIP Code: 52.0301 / OHE# 00036), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

**BACKGROUND**

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.



**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –*  
***MODIFICATION OF ACCREDITED PROGRAM***

## MODIFICATION OF INSTRUCTIONAL DELIVERY

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> September 23, 2020
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Name of Program: Accounting

Type of Credential (e.g. Associate Degree, Grad Certificate) **Bachelor of Science**

CIP Code Number 520301      Title of CIP Code Accounting      OHE# 00036

**ORIGINAL:** Modality of Program - X On ground      Online      Combined  
If "Combined", % of fully online courses?

**MODIFIED:** Modality of Program - X On ground Online X Combined  
If "Combined", % of fully online courses? 50-99%

***We request to retain our on-ground modality and add the combined (hybrid) modality.***

**Explanation / Justification:** *(Provide a concise rationale for the change request.)*

The CCSU School of Business is requesting approval to deliver this program on ground as well as via a combined (hybrid) format. Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –***

***MODIFICATION OF ACCREDITED PROGRAM***

Connecticut students.

- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

**Fiscal Impact:** (Estimate what financial impact this modification would have upon the Program’s Pro Forma Budget over the course of the next three years.)

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

**Institutional Contact for this Request:**  
**Dr. Joseph Farhat**

**Title: Dean of the School of Business,  
and Professor of Finance**

**Tel.: 860-832-3187**  
**e-mail: josephfarhat@ccsu.edu**

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Finance (CIP Code: 52.0801 / OHE# 02650), specifically the addition of hybrid modality to traditional program delivery – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a degree program in Finance (CIP Code: 52.0801 / OHE# 02650), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

**BACKGROUND**

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

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**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –*  
***MODIFICATION OF ACCREDITED PROGRAM***

## MODIFICATION OF INSTRUCTIONAL DELIVERY

**Institution:** Central Connecticut State University | **Date of Submission to CSCU Office of the Provost:** September 23, 2020

Name of Program: Finance

Type of Credential (e.g. Associate Degree, Grad Certificate) **Bachelor of Science**

CIP Code Number 520801      Title of CIP Code Finance, General

OHE# 02650

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

If "Combined", % of fully online courses?

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

If "Combined", % of fully online courses? 50-99%

***We request to retain our on-ground modality and add the combined (hybrid) modality.***

**Explanation / Justification:** *(Provide a concise rationale for the change request.)*

The CCSU School of Business is requesting approval to deliver this program on ground as well as via a combined (hybrid) format. Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –***

***MODIFICATION OF ACCREDITED PROGRAM***

Connecticut students.

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**Fiscal Impact:** (Estimate what financial impact this modification would have upon the Program’s Pro Forma Budget over the course of the next three years.)

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**Institutional Contact for this Request:**  
**Dr. Joseph Farhat**

**Title: Dean of the School of Business,  
and Professor of Finance**

**Tel.: 860-832-3187**  
**e-mail: josephfarhat@ccsu.edu**

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



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Management (CIP Code: 52.0201 / OHE# 00037), specifically the addition of hybrid modality to traditional program delivery – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a degree program in Management (CIP Code: 52.0201 / OHE# 00037), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

**BACKGROUND**

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**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

## APPLICATION TO MODIFY INSTRUCTIONAL MODALITY—

## ***MODIFICATION OF ACCREDITED PROGRAM***

## MODIFICATION OF INSTRUCTIONAL DELIVERY

**Institution:** Central Connecticut State University      **Date of Submission to CSCU Office of the Provost:** September 23, 2020

Name of Program: Management

Type of Credential (e.g. Associate Degree, Grad Certificate) **Bachelor of Science**

CIP Code Number 520201      Title of CIP Code Business Administration and Management, General

OHE# 00037

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

If "Combined", % of fully online courses?

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

If "Combined", % of fully online courses? 50-99%

***We request to retain our on-ground modality and add the combined (hybrid) modality.***

**Explanation / Justification:** *(Provide a concise rationale for the change request.)*

The CCSU School of Business is requesting approval to deliver this program on ground as well as via a combined (hybrid) format. Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –***

***MODIFICATION OF ACCREDITED PROGRAM***

State World Campus, many of which already offer online Business programs to Connecticut students.

- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

**Fiscal Impact:** (Estimate what financial impact this modification would have upon the Program’s Pro Forma Budget over the course of the next three years.)

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

**Institutional Contact for this Request:**  
**Dr. Joseph Farhat**

**Title: Dean of the School of Business,  
and Professor of Finance**

**Tel.: 860-832-3187  
e-mail: josephfarhat@ccsu.edu**

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Management Information Systems (CIP Code: 52.1201 / OHE# 02380), specifically the addition of hybrid modality to traditional program delivery – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a degree program in Management Information Systems (CIP Code: 52.1201 / OHE# 02380), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

**BACKGROUND**

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents



# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –

### MODIFICATION OF ACCREDITED PROGRAM

Also, please note that your AAUP Conference Workshop Travel Index is...

MODIFICATION OF INSTRUCTIONAL DELIVERY	
<b>Institution:</b> Central Connecticut State University	Date of Submission to CSCU Office of the Provost: September 23, 2020
Name of Program: Management information systems	
Type of Credential (e.g. Associate Degree, Grad Certificate) <b>Bachelor of Science</b>	
CIP Code Number 521201 Title of CIP Code Management Information Systems, General	
OHE# 02380	
<b>ORIGINAL:</b> Modality of Program - X On ground    Online    Combined If "Combined", % of fully online courses?	
<b>MODIFIED:</b> Modality of Program - X On ground    Online    X Combined If "Combined", % of fully online courses? 50-99% <b>We request to retain our on-ground modality and add the combined (hybrid) modality.</b>	
<b>Explanation / Justification:</b> (Provide a concise rationale for the change request.) <p>The CCSU School of Business is requesting approval to deliver this program on ground as well as via a combined (hybrid) format. Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.</p> <p>Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.</p> <p>The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.</p> <p>The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:</p> <p>➤ Hybrid programs will enable us to compete more effectively with our</p>	

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –***

***MODIFICATION OF ACCREDITED PROGRAM***

competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.

- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

**Fiscal Impact:** (Estimate what financial impact this modification would have upon the Program’s Pro Forma Budget over the course of the next three years.)

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

**Institutional Contact for this Request:**  
**Dr. Joseph Farhat**

**Title: Dean of the School of Business, and  
Professor of Finance**

**Tel.: 860-832-3187  
e-mail: josephfarhat@ccsu.edu**

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Marketing (CIP Code: 52.1401 / OHE# 00039), specifically the addition of hybrid modality to traditional program delivery – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a degree program in Marketing (CIP Code: 52.1401 / OHE# 00039), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

**BACKGROUND**

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –*  
***MODIFICATION OF ACCREDITED PROGRAM***

## MODIFICATION OF INSTRUCTIONAL DELIVERY

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> September 23, 2020
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Name of Program: Marketing

Type of Credential (e.g. Associate Degree, Grad Certificate) **Bachelor of Science**

CIP Code Number 521401 Title of CIP Code Marketing/Marketing Management, General

OHE# 00039

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

If "Combined", % of fully online courses?

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

If "Combined", % of fully online courses? 50-99%

**Explanation / Justification:** *(Provide a concise rationale for the change request.)*

The CCSU School of Business is requesting approval to deliver this program on ground as well as via a combined (hybrid) format. Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –***

***MODIFICATION OF ACCREDITED PROGRAM***

State World Campus, many of which already offer online Business programs to Connecticut students.

- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

**Fiscal Impact:** (Estimate what financial impact this modification would have upon the Program’s Pro Forma Budget over the course of the next three years.)

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

**Institutional Contact for this Request:**

**Dr. Joseph Farhat**

**Title: Dean of the School of  
Business, and Professor of Finance**

**Tel.: 860-832-3187**

**e-mail: josephfarhat@ccsu.edu**

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Gerontology (CIP Code: 19.0702 / OHE# 18714), specifically the addition of hybrid modality – leading to a Post-Baccalaureate Certificate at Central Connecticut State University.

A True Copy:

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



**ITEM**

Program modification to a program in Gerontology, specifically the addition of hybrid modality – leading to a Post-Baccalaureate Certificate at Central Connecticut State University.

**BACKGROUND**

Based on a recent market analysis by Hanover Research, most gerontology programs are geared towards working professionals. Offering the hybrid option allows more flexibility for working students. Further, the majority of benchmarked OCPs are offered online; transitioning at least half of our courses to online delivery makes our program more competitive.

Indeed, the transition to online during the pandemic has resulted in a modest uptick in headcount enrollment (increase of 4 students from fall 2019) and has demonstrated the potential of offering more classes online. The hybrid option allows us to offer our core required classes online yet maintain some flexibility for electives and students seeking the on-campus experience and in-person connection.

Offering the hybrid option would hopefully increase enrollment and therefore revenue. No additional instructional expenses are expected, except those driven by increasing enrollments. Currently, most courses have the capacity to accommodate approximately a doubling of enrollment. Program faculty will utilize the current resources and development opportunities available via CCSU's Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –*  
***MODIFICATION OF ACCREDITED PROGRAM***

MODIFICATION OF INSTRUCTIONAL DELIVERY					
<b>Institution:</b> Central Connecticut State University			Date of Submission to CSCU Office of the Provost: October 21, 2020		
Name of Program: <b>Gerontology</b>					
Type of Credential ( <i>e.g. Associate Degree, Grad Certificate</i> ) Official Certificate Program					
CIP Code Number 19.0702		Title of CIP Code Adult Development and Aging		OHE# 18714	
<b>ORIGINAL:</b> Modality of Program - X On ground      Online      Combined If "Combined", % of fully online courses?					
<b>MODIFIED:</b> Modality of Program - X On ground      Online X . Combined If "Combined", % of fully online courses? 50-99% <div style="text-align: center;"><b>We request the onground / hybrid designation.</b></div>					
<b>Explanation / Justification:</b> ( <i>Provide a concise rationale for the change request.</i> )  <p>Based on a recent market analysis by Hanover Research, most gerontology programs are geared towards working professionals. Offering the hybrid option allows more flexibility for working students. Further, the majority of benchmarked OCPs are offered online; transitioning at least half of our courses to online delivery makes our program more competitive.</p> <p>Indeed, the transition to online during the pandemic has resulted in a modest uptick in headcount enrollment (increase of 4 students from Fall 2019) and has demonstrated the potential of offering more classes online. The hybrid option allows us to offer our core required classes online yet maintain some flexibility for electives and students seeking the on-campus experience and in-person connection.</p>					
<b>Fiscal Impact:</b> ( <i>Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.</i> )  <p>Offering the hybrid option would hopefully increase enrollment and therefore revenue. No additional instructional expenses are expected, except those driven by increasing enrollments. Currently, most courses have the capacity to accommodate approximately a doubling of enrollment. Program faculty will utilize the current resources and development opportunities available via CCSU's Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.</p>					
<b>Institutional Contact for this Request:</b> Dr. Carrie Andreoletti		Title: Professor of Psychological Science, Coordinator of Gerontology		Tel.: 860.832.1646 e-mail: andreolettic@ccsu.edu	
<b>Institution's Unit</b> ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) Offering the Program: Ammon College of Liberal Arts and Social Sciences, main campus					

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Bilingual / Bicultural Education and TESOL (CIP Code: 13.0201 / OHE# 000602), specifically the addition of hybrid modality to traditional program delivery – leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a degree program in Bilingual / Bicultural Education and TESOL (CIP Code: 13.0201 / OHE# 000602), specifically the addition of hybrid modality to traditional program delivery, leading to a Master of Science at Southern Connecticut State University.

**BACKGROUND**

In order to attract out of state graduate students, the MS in Bilingual/Multicultural Education and TESOL needs to offer online courses during fall and spring semesters. The program will continue offering on ground classes during summer sessions when teachers from neighboring states can reside on campus or easily travel to SCSU campus. No financial change is expected.

**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

## MODIFICATION OF ACCREDITED PROGRAM

**Institution's Unit** (e.g. School of Business) and **Location** (e.g. main campus) Offering the Program: College of Arts and Sciences, Engleman Hall, New Haven

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health Care Administration (CIP Code: 51.0701 OHE# TBD) – leading to an Associate in Science at Middlesex Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

**ITEM**

Establishment of a new program leading to an Associate of Science in Health Care Administration at Middlesex Community College.

**BACKGROUND**

There is current demand in Health Care Administration in Connecticut with demand at the associated degree level consisting of primarily practice management roles in smaller organizations. A search of Indeed.com for practice manager jobs in Connecticut on 6/1/2020 yielded 60 results. Within these results, 20 postings listed a bachelor's degree as required and 9 listed a bachelor's degree as preferred. Applicants with an associate degree would be eligible for the remaining 31 job openings. One posting listed the CPPM certification as required.

Demand is expected to remain strong long-term. The Bureau of Labor Statistics reports a growth projection for 11-9110 medical and Health Services Managers of 17.6% from 2018-2028. The BLS reports that for physician offices, the demand increases as "offices of physicians utilizes broader team structures which will require increased use of specialized management."

Health Care Administration is a field that combines knowledge of healthcare delivery with business skills. Middlesex Community College offers strong Business and Health Careers programs whose faculty can contribute to delivering a Health Care Administration program. Middlesex Community College is centrally located for those students who would like to take courses in person. Middlesex Community College faculty are experienced in online education which will enable the College to offer this program in an online format to serve those living at a distance as this will be the only associate degree level program in the CSCU system.

CSCU program offerings were queried and no associate degree programs for Health Care Administration currently exist in the system. Western Connecticut State University offers a master's degree. Charter Oak State College offers a bachelor's degree and a master's degree.

The program was developed with consideration of the Charter Oak State College Health Care Administration bachelor's degree program requirements. Middlesex Community College will develop an articulation agreement for students to continue to the bachelor degree level at Charter Oak State College.

**RECOMMENDATION**

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Middlesex Community College	Date of Submission to CSCU Office of the Provost: 10/20/2020	
Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation March 2014		
<b>Program Characteristics</b> Name of Program: Health Care Administration Degree: Title of Award (e.g. Master of Arts) <b>Associate in Science</b> Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus Both	<b>Program Credit Distribution</b> # Credits in General Education: 31 # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 7 # Credits of Other Electives: 33 # Cr Special Requirements (include internship, etc.):  <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>21</b>	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 51.0701      Title of CIP Code Health/Health Care Administration/Management		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:      CIP:      OHE#:      BOR Accreditation Date: Phase Out Period      Date of Program Termination		
Institution's Unit (e.g. School of Business) Health Careers      Location (e.g. main campus) Offering the Program: main campus		
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA</li> <li>If program prepares graduates eligibility to state/professional license, please identify: NA</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Jill Flanigan	Title: Associate Professor and HIM Program Coordinator	Tel.: 860-343-5791 e-mail: jflanigan@mcc.edu

**SECTION 2: PROGRAM PLANNING ASSESSMENT**



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

**Alignment of Program with Institutional Mission, Role and Scope**

*(Provide concise statements)*

Students are at the center of Middlesex Community College. Our mission of caring for our students is reflected in our Health

Career programs where our students achieve their individual goals and become productive, engaged global citizens. Health Care Administration fits into our Health Careers program catalog as another opportunity to develop skilled and engaged members of the healthcare team.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**APPLICATION FOR NEW PROGRAM APPROVAL**

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program (*Succinctly present as much factual evidence and evaluation of stated needs as possible*)

There is current demand in Health Care Administration in Connecticut with demand at the associated degree level consisting of primarily practice management roles in smaller organizations. A search of Indeed.com for practice manager jobs in Connecticut on 6/1/2020 yielded 60 results. Within these results, 20 postings listed a bachelor's degree as required and 9 listed a bachelor's degree as preferred. Applicants with an associate degree would be eligible for the remaining 31 job openings. One posting listed the CPPM certification as required.

Demand is expected to remain strong long-term. The Bureau of Labor Statistics reports a growth projection for 11-9110 medical and Health Services Managers of 17.6% from 2018-2028. The BLS reports that for physician offices, the demand increases as "offices of physicians utilizes broader team structures which will require increased use of specialized management."

- 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?

Health Care Administration is a field that combines knowledge of healthcare delivery with business skills. At Middlesex Community College, we have strong Business and Health Careers programs and faculty who can contribute to delivering a Health Care Administration program. Our campus is centrally located for those students who would like to take courses in person. Our faculty are experienced in online education which will enable us to offer this program in an online format to serve those living at a distance as this will be the only associate degree level program in the CSCU system.

- Equity (eliminating achievement disparities among different ethnic/racial, economic and gender groups) is one of the Board of Regents' Goals. In addition to current institutional efforts already underway, what distinct actions will the proposed program undertake to advance equitable student success?

Students will be encouraged to participate in program orientation and meet regularly with their program advisor to promote success among program students.

Program courses include content addressing disparities among different ethnic/racial, economic and gender groups. For example, the HIM\*113 Healthcare Reimbursement course addresses health inequities and access to care.

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

The program was developed with consideration of the Charter Oak State College Health Care Administration bachelor's degree program requirements. We will develop and articulation agreement for students to continue to the bachelor degree level at Charter Oak State College.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**APPLICATION FOR NEW PROGRAM APPROVAL**

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

CSCU program offerings were queried and no associate degree programs for Health Care Administration currently exist in the system. Western Connecticut State University offers a master's degree. Charter Oak State College offers a bachelor's degree and a master's degree.

**Cost Effectiveness and Availability of Adequate Resources**

*(Complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form below, as well.)*

**Student Recruitment / Student Engagement**

What are the sources for the program's projected enrollments. Describe the marketing, advisement and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved.

This program will be an addition to our Health Careers area of study. The college holds recruitment events and markets specifically for students interested in health careers. Recruiting will include participation in high school visits and career fairs to promote the program.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

A program orientation will be held for new students at the start of the fall and spring semester. Students will have a designated program advisor and a plan for completing the degree program. Students will be encouraged to pursue professional certification as a physician practice manager and to participate in their professional organization.

**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. Describe basic business accounting practices and financial reports
2. Explain corporate governance structures and human resource management in healthcare organizations.
3. Articulate the levels of care, providers, and places of services in the health care system
4. Interpret insurance payment models and manage the physician practice revenue cycle.
5. Interpret regulations and standards to ensure compliance.

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6. Apply health care quality management principle and practices.
7. Engage in provider recruitment and credentialing.

**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)*

Jill Flanigan, Associate Professor and HIM Program Coordinator

Program coordinator must have 5 years of experience in an administrative role in a healthcare organization or equivalent education in Health Care Administration

**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? Program will be taught by existing faculty members; no additional faculty required.

What percentage of the credits in the program will they teach? No additional faculty required.

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

The program relies on existing courses for program and general education requirements and does not add to the demand for adjunct faculty unless course sections need to be added to accommodate a high number of program registrations.

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

Program requirements are courses in Accounting (ACC), Biology (BIO), Business (BBG), Computers (CSA), Economics (ECN), and Health Information Management (HIM) with faculty qualifications defined by those programs.

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## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

**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 Expenditures Projections spreadsheet)*

As an applied business role in the healthcare environment, Health Care Administration requires competencies that exist in our current Health Careers and Business Programs. Courses required for this degree program currently exist in the Business and Health Careers areas of study. New faculty are not required. The program can be taught online and does not require physical space on campus. Existing library collections supporting Business and Health Careers meet the needs of this program. At rollout, there are sufficient seats in existing courses to accommodate adding this program. As the program grows, it may be necessary to add course sections which would be balanced by tuition from the increased enrollment.

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

The Health Care Administration program is a 61-credit Associate in Science Degree. Admission is open without special requirements. A student eligible for college-level English and Math courses can enroll in core program requirements. An internship is not required to complete the program.

**\*Special Requirements** include co-curriculum activities – structured learning activities that complement the formal curriculum – such as internships, innovation activities and community involvement.

**NOTE:** The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

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**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
Benjamin Boutaugh, J.D., Professor	Quinnipiac University	Business	Business Administration Faculty
Jill Flanigan, MLS, MS, RHIT, Associate Professor	Southern Connecticut State University	Health Information Management	HIM Program Coordinator
Donna Hylton, MS., Professor	Central Connecticut State University	Computer Information Technology/Management Information Systems	Program Coordinator of Computer Information Technology and Management Information Systems
Elaine Ippolito, MA, MLS, Assistant Professor	Indiana University	Health Information Management	HIM Faculty
Tad Lincoln, MS, Professor	University of Connecticut	Economics	Economics and Political Science Faculty
Susan Lugli, MBA, Professor	Southern New Hampshire University	Business	Accounting, Business Administration and Marketing Program Coordinator
Patricia Raymond, MS, Professor	Central Connecticut State University	Business	Business Administration & Marketing Faculty
Frank Stellabotte, Ph.D., Associate Professor	Wesleyan University	Biology	Biotechnology and Biochemistry Studies Program Coordinator

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APPLICATION FOR NEW *PROGRAM APPROVAL*  
PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year 2021-2022						Second Year 2022-2023						Third Year 2023-2024					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	4	2	2	3	0	0	5	4	3	5	0	0	6	7	4	8	0	0
Continuing Students progressing to credential	0	0	3	2	0	0	4	5	8	9	0	0	7	14	12	21	0	0
Headcount Enrollment	4	2	5	5	0	0	9	9	11	14	0	0	13	21	16	29	0	0
Total Estimated FTE per Year <sup>1</sup>	11.3						27.6											
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	7,968 (12 cr.)	1,992 (6 cr.)	9,960 (12 cr.)	4,980 (6 cr.)	0	0	17,928 (12 cr.)	8,964 (6 cr.)	21,912 (12 cr.)	13,944 (6 cr.)	0	0	25,896 (12 cr.)	20,916 (6 cr.)	31,872 (12 cr.)	28,884 (6 cr.)	0	0
Tuition from Internal Transfer <sup>2</sup>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program Specific Fees (lab fees, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	\$24,900						\$62,748						\$107,568					

PROJECTED Program Expenditures <sup>3</sup>			
	First Year	Second Year	Third Year
Administration (Chair or Coordinator) <sup>4</sup>	0	0	0
Faculty (Full-time, total for program) <sup>4</sup>	0	0	0
Faculty (Part-time, total for program) <sup>4</sup>	0	0	0
Support Staff ( lab or grad assist, tutor)	0	0	0
Library Resources Program	0	0	0
Equipment (List in narrative)	0	0	0
Other <sup>5</sup>	0	0	0
Estimated Indirect Costs <sup>6</sup>	0	0	0
Total Expenditures per Year	0	0	0

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

1

1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring

2

Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

3

Revenues from all courses students will be taking.

4

Capital outlay costs, instructional spending for research and services, etc. can be excluded.

5

If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

6

e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

7

Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

NOTE: New faculty are not required. The program can be taught online and does not require physical space on campus. Existing library collections supporting Business and Health Careers meet the needs of this program. At rollout, there are sufficient seats in existing courses to accommodate adding this program.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Human Nutrition (CIP Code: 19.0504 OHE# TBD) – leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

**ITEM**

Establishment of a new program leading to a Master of Science in Human Nutrition at Western Connecticut State University.

**BACKGROUND**

The MS in Human Nutrition will enable WCSU undergraduates in the Health Promotion Studies major (200+ students) to move seamlessly into a graduate program, which would prepare them for leadership, entrepreneurial, and/or academic roles in the rapidly growing area of nutrition and wellness. The proposed program would also benefit adults currently working in related fields who hold a bachelor's degree in Nutrition, Exercise Science, Public Health, Education, Psychology, Business, and any science or associated fields by allowing them to advance their skills to assume greater responsibility in their careers or continue onto any number of specialized terminal degrees. Coursework is aligned with the requirements for earning a credential as a Board Certified Nutrition Specialist. This credential is required for licensing as a practicing "Certified Dietitian-Nutritionist" with the state of Connecticut.

This degree focuses on training students in empirically validated and peer-reviewed research-centered advanced study of metabolic physiology, etiology of disease, best-practice assessment, and nutrition-based intervention strategies for treatment and prevention. The rigorous emphasis on evidence-based treatment, participation in peer-reviewed research, and subsequent dissemination of findings are the basis of this program and will be supported by faculty in the department.

As the job demand in healthcare continues to grow due to the aging baby boomer population and new access to medical and public health services through the Affordable Care Act increases, the outlook for job growth in the healthcare industry is strong. With the medical and public health communities continuing to trend toward integrated and preventative healthcare interventions, one of the fastest growing fields in healthcare is nutrition.

The latest Bureau of Labor Statistics analyses expect the demand for nutritionists and dietitians to grow at a rate of 21 % through 2022. Employment for nutritionists and dietitians in physicians' offices, particularly, is expected to grow by 29.2 % over the same period. In addition, elderly and disabled services expect an increase of 63.9 % and careers in nutrition-related outpatient care centers expect employment opportunities to increase 68 %.

The development of an MS in Human Nutrition will provide students at WCSU with advanced training in nutrition through both course work and research – advanced training as most professions encourage at least a master level education. The research areas are varied and will guide students to pursue areas of interest such as community nutrition, diet and behavior change, public health and food policy, and health and wellness. Successful completion of the M.S. in Nutrition will enable students to continue their graduate or professional education or pursue employment in academia, the government, or private industry.

Enrollment in the Human Nutrition program is estimated to begin with a class of approximately 12 students with the goal of maintaining this regular acceptance through years 1 and 2 and increasing to 14 in year 3. As the program grows, WCSU plans to add at least one new full-time faculty member to the department. WCSU has adequate staff and facilities to begin without any financial investment beyond the cost of part-time faculty to take over some undergraduate courses. Analysis of the budget, based on 12-14 students per cohort, shows more than sufficient funds to support this program.

While there is no specific transfer opportunity from another graduate degree, there is potential to create pathways from CC health programs through graduate education. There are no similar programs in existence at any of the current CSU institutions.

**RECOMMENDATION**

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**

SECTION 1: GENERAL INFORMATION		
<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> November 6, 2020	
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> June 4, 2014		
<b>Program Characteristics</b> Name of Program: <b>Human Nutrition</b> Degree: Title of Award <b>Master of Science</b> Degree Certificate: <b>n/a</b> Stand-Alone Certificate: <b>n/a</b> Anticipated Program Initiation Date: <b>2021</b> Anticipated Date of First Graduation: <b>2023</b> Modality of Program: On ground    Online <b>X Combined</b> If "Combined", % of fully online courses? <b>40 – 50%</b> Locality of Program: <b>On Campus</b>	<b>Program Credit Distribution</b> # Credits in General Education: <b>n/a</b> # Credits in Program Core Courses: <b>26</b> # Credits of Electives in the Field: <b>6-9</b> # Credits of Other Electives: # Cr Special Requirements ( <i>include internship, etc.</i> ): <b>6</b>  <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ): <b>38</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>9</b>	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
<b>CIP Code Number</b> <b>19.0504</b> <b>Title of CIP Code</b> <b>Human Nutrition</b>		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: <b>Program Discontinued: N/A</b>		
<b>Institution's Unit:</b> <b>School of Professional Studies</b> <b>Location Offering the Program:</b> <b>Main Campus</b>		
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>If program prepares graduates eligibility to state/professional license, please identify: <b>Board Certified Nutrition Specialist Credential (Optional).</b></li> </ul>		
<b>Institutional Contact for this Proposal:</b> Ethan K. Balk, PhD, RD	<b>Title:</b> Asst. Professor	<b>Tel.:</b> (203) 837-8985 <b>e-mail:</b> balke@wcsu.edu

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role and Scope**

The MS in Human Nutrition aligns with the CSCU mission to “contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs” through research opportunities, expanded career opportunities, offered at a lower cost than the current programs offered in CT. In keeping with WCSU’s commitment to changing lives “by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society” this graduate degree supports opportunities to advance as professionals and leaders in the field of nutrition.

The MS in Human Nutrition will enable WCSU undergraduates in the Health Promotion Studies major (200+ students) to move seamlessly into a graduate program, which would prepare them for leadership, entrepreneurial, and/or academic roles in the rapidly growing area of nutrition and wellness. The proposed program would also benefit adults currently working in related fields who hold a bachelor’s degree in Nutrition, Exercise Science, Public Health, Education, Psychology, Business, and any science or associated fields by allowing them to advance their skills to assume greater responsibility in their careers or continue onto any number of specialized terminal degrees. Coursework is aligned with the requirements for earning a credential as a Board Certified Nutrition Specialist. This credential is required for licensing as a practicing “Certified Dietitian-Nutritionist” with the state of Connecticut. Details of this credential can be found in appendix 1a.

This degree focuses on training students in empirically validated and peer-reviewed research-centered advanced study of metabolic physiology, etiology of disease, best-practice assessment, and nutrition-based intervention strategies for treatment and prevention. The rigorous emphasis on evidence-based treatment, participation in peer-reviewed research, and subsequent dissemination of findings are the basis of this program and will be supported by faculty in the department.

Courses in the program will be scheduled to allow full-time students to graduate after 4 semesters and 6 semesters for part-time students. It is an affordable and economically effective choice for our students. As the program grows, there will be opportunities to expand part-time and hybrid pathways to accommodate even more interested/working students.

**Addressing Identified Needs**

As the job demand in healthcare continues to grow due to the aging baby boomer population and new access to medical and public health services through the Affordable Care Act increase, the outlook for job growth in the healthcare industry is strong. With the medical and public health communities continuing to trend toward integrated and preventative healthcare interventions, one of the fastest growing fields in healthcare is nutrition.

There is an ever-expanding body of research linking diet, physical activity, and quality of life with chronic disease development. The major impacts of such behavior on the current economy has lead schools, corporations, hospitals, and health insurance companies to hire nutrition professionals to educate students, employees, patients, and clients. Indeed, the latest Bureau of Labor Statistics analyses expect the demand for nutritionists and dietitians to grow at a rate of 21 % through 2022 (<https://www.bls.gov/OES/current/oes291031.htm>). Employment for nutritionists and dietitians in physicians’ offices, particularly, is expected to grow by 29.2 % over the same period. In addition, elderly and disabled services expect an increase of 63.9 % and careers in nutrition-related outpatient care centers expect employment opportunities to increase 68 %. (<http://www.publichealthonline.org/nutrition/#context/api/listings/prefilter>).

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**

Top paying States for this occupation:

State	Employment <a href="#">(1)</a>	Employment per thousand jobs	Location quotient <a href="#">(9)</a>	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">California</a>	7,930	0.47	1.04	\$35.61	\$74,060
<a href="#">Alaska</a>	140	0.43	0.96	\$34.23	\$71,210
<a href="#">Connecticut</a>	820	0.49	1.10	\$33.47	\$69,610
<a href="#">Hawaii</a>	290	0.45	1.01	\$33.20	\$69,050
<a href="#">New Jersey</a>	1,860	0.46	1.03	\$33.08	\$68,810

Industry profile for this occupation: <https://www.bls.gov/oes/current/oes291031.htm#st>

(Per the Bureau of Labor Statistics – May 2018)

Industries with the highest levels of employment in this occupation:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">General Medical and Surgical Hospitals</a>	18,540	0.33	\$30.12	\$62,640
<a href="#">Outpatient Care Centers</a>	6,460	0.70	\$32.13	\$66,840
<a href="#">Nursing Care Facilities (Skilled Nursing Facilities)</a>	5,320	0.33	\$28.96	\$60,230
<a href="#">Special Food Services</a>	4,690	0.65	\$29.09	\$60,520
<a href="#">Local Government, excluding schools and hospitals (OES Designation)</a>	4,160	0.08	\$26.15	\$54,390

Industries with the highest concentration of employment in this occupation:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Outpatient Care Centers</a>	6,460	0.70	\$32.13	\$66,840
<a href="#">Special Food Services</a>	4,690	0.65	\$29.09	\$60,520
<a href="#">Specialty (except Psychiatric and Substance Abuse) Hospitals</a>	1,450	0.55	\$30.65	\$63,760
<a href="#">Nursing Care Facilities (Skilled Nursing Facilities)</a>	5,320	0.33	\$28.96	\$60,230
<a href="#">Psychiatric and Substance Abuse Hospitals</a>	800	0.33	\$30.09	\$62,590

Top paying industries for this occupation:

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Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Grantmaking and Giving Services</a>	<a href="#">(8)</a>	<a href="#">(8)</a>	\$35.53	\$73,910
<a href="#">Merchant Wholesalers, Nondurable Goods (4242 and 4246 only)</a>	40	0.01	\$35.39	\$73,610
<a href="#">Federal Executive Branch (OES Designation)</a>	2,380	0.12	\$35.35	\$73,520
<a href="#">Insurance Carriers</a>	100	0.01	\$33.27	\$69,210
<a href="#">Wholesale Electronic Markets and Agents and Brokers</a>	<a href="#">(8)</a>	<a href="#">(8)</a>	\$33.13	\$68,920

The Master of Science in Human Nutrition is built for students with the intent to provide a deeper specialization in nutrition to complement their field of interest. For those students interested in gaining licensure with their state, the program can serve to meet the nutrition course requirement for earning a [Board Certified Nutrition Specialist Credential](#) (CNS). The CNS credential is the gold standard certification for non-dietetic professionals in the field of nutrition. The CNS is the only non-dietetic credential recognized by state nutrition licensure laws (particularly CT, NY, MA, NJ, VT, NH, ME), is listed by the US Government's Department of Labor as an advanced nutrition credential in the definition of the "Dietetics and Nutritionists" profession in its [Occupational Outlook Handbook](#), and is listed by the Centers for Medicare and Medicaid as among those potentially eligible to order therapeutic diets in hospitals. CNSs engage in science-based advanced medical nutrition therapy, research, education, and more, in settings such as clinics, private practice, hospitals and other institutions, industry, academia, and the community. Please see the attachments (1a & 1b) included that details this program's course design to meet the credentialing course requirements.

The development of an MS in Human Nutrition will provide students at WCSU with advanced training in nutrition through both course work and research – advanced training as most professions encourage at least a master level education. The research areas are varied and will guide students to pursue areas of interest such as community nutrition, diet and behavior change, public health and food policy, and health and wellness. Successful completion of the M.S. in Nutrition will enable students to continue their graduate or professional education or pursue employment in academia, the government, or private industry.

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

This program will build on the skills of existing WCSU full- and part -time faculty within our thriving Health Promotion and Exercise Science (HPX) department. Current faculty have the credentials necessary to write the curriculum, and to support advising graduate students. Currently, there is one Registered Dietitian with expertise related to the core course content of the developing master's program. We also have readily available part-time faculty to support additional coursework. The information/curriculum content will utilize the existing classroom/lecture resources (classrooms, desks, and technology) and the online educational platform utilized by the university (currently Blackboard).

In addition, the program is designed to encourage students to supplement their nutrition course work with courses (at least 6 credits), in either the Ansell School of Business or the Department of Nursing. This promotes opportunities for students to engage with interdepartmental faculty and coursework. As this will be the only

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

nutrition-related degree at any of the CSU's, this also encourages students from any of the CSU's to pursue a master's in nutrition to complement their bachelor's degree.

**Equity (eliminating achievement disparities among different ethnic/racial, economic and gender groups) is one of the Board of Regents' Goals. In addition to current institutional efforts already underway, what distinct actions will the proposed program undertake to advance equitable student success?**

The department of Health Promotion and Exercise Science at WCSU is proud to maintain standing as one of the top three most popular majors at the university, which includes a diverse blend of students among ethnic/racial, socioeconomic, gender, and sexual orientation groups that create our current active major total of more than 200 students. As such, our department is devoted to continuing to increase equity among diverse groups through our recruitment, the focus of curriculum through the lens of public health from a transnational perspective, and our inclusion of community-based programming in the Greater Danbury area.

The WCSU student population is diverse and is representative of the diversity of the population in the Danbury, Connecticut area. As published in our department's brand-new accreditation with the Council on Education for Public Health (CEPH), 29.4% of HPS students are black or Hispanic which was slightly higher than the overall WCSU percentage (27.8%). There are higher percentages of female students in the HPS program (58.4%) compared to the overall WCSU student population (53.7%). In addition, the percentage of "first generation" students in the HPS program was higher than the overall WCSU student rate (40.5% compared to 33.9%). This diversity lends itself to learning opportunities in the classroom and to better preparing future health promotion studies practitioners for work with diverse communities.

The proposed Master of Science in Human Nutrition will seek to continue this departmental trend through increased recruitment throughout the diverse populations of Western Connecticut and the Tri-State area. In addition to our focus in deeper attention to minority populations and groups with higher disparities, the proposed program will also be the most affordable MS Nutrition program in the state when compared with all other graduate programs currently offered:

<b>Current Nutrition M.S. Programs in CT</b>	<b>\$ per semester hour</b>	<b>Total \$ 9 credits per semester INSTATE (not including fees)</b>
UConn	\$905	\$8,150
University of New Haven	\$1,880	\$16,920
University of Bridgeport	\$825	\$7,425
University of St. Joseph (online)	\$742	\$6,678
Fairfield University	\$1,000	\$9,000
Sacred Heart University	\$1,105	\$9,950
<b>WCSU (Hybrid)</b>	<b>\$652</b>	<b>\$6,379 INCLUDING FEES</b>

**Describe any transfer agreements with other CSCU institutions that will be instituted as a result of the approval of this program.**

While there is no specific transfer opportunity from another graduate degree, there is potential to create pathways from CC health programs through graduate education. We will pursue this if approved.

**Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided**

There are no similar programs in existence at any of the current CSU institutions.



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**CSCU: APPLICATION FOR NEW PROGRAM APPROVAL**

**Cost Effectiveness and Availability of Adequate Resources**

Enrollment in the Human Nutrition program is estimated to begin with a class of approximately 12 students with the goal of maintaining this regular acceptance through years 1 and 2 and increasing to 14 in year 3. As the program grows, we plan to add at least one new full-time faculty member to the department. We have adequate staff and facilities to begin without any financial investment beyond the cost of part-time faculty to take over some undergraduate courses.

Analysis of the budget based on 12-14 students per cohort, provides more than sufficient funds to support this program. (See budget document for details).

**Student Recruitment / Student Engagement**

Our robust undergraduate degree program provides an obvious pipeline into this program. Indeed, we have a group of students already waiting to enroll in this program when it is approved. In the spring 2018, we surveyed current WCSU HPS undergraduate majors regarding their interest in an M.S. in Human Nutrition program. 42 students responded. When given the description of the master's degree:

- The development of a master's degree in human nutrition will provide students at WCSU with advanced training in nutrition through both course work and research – advanced training as most professions encourage at least a master level education. The research areas are varied and cover areas with an emphasis in the student's area of interest, particularly in community nutrition, diet and behavior change, public health and food policy, and health and wellness as it applies to humans. Successful completion of the M.S. in Nutrition will enable students to continue their graduate or professional education or pursue employment in academia, the government or private industry.

The students were asked, "Based on the description of the MS in Human Nutrition proposal, I am interested in enrolling in this program." Of the 42 respondents, a combined 78.6% of the students stated there were "very interested" (35.71%) or "somewhat interested" (42.86%).

Given that almost 80% of our surveyed majors indicated that they either "very" or "somewhat likely" to enroll in the proposed Master of Science in Human Nutrition, and that we graduate an average of 60-90 majors a year, it appears that there is sufficient demand for a successful program. Our estimated enrollment numbers in the attached budget are conservative. We expect an initial cohort enrollment of 12 FT continuing through Year 2 and increasing to 14 in Year 3.

In addition to support from the current student body, HPX internship preceptors have also reviewed the developing program. Below are two comments of support for the program proposal:

- Michelle Smallidge, RD: Danbury Hospital

"It is a wonderful offering - "value added" - to students looking at research or teaching in the nutrition field; for instance in nutrition research, government policy (CDC and state municipalities), food companies (Kraft, Pepsi), university and/or corporate wellness programs (many large companies/universities have their own) and pharmaceutical entities like Boehringer Ingelheim. A great plan for students to get a hands-on experience, as well. As the field grows with diversity and extensive communication in all areas related to Nutrition and Wellness, the students will benefit from you offering the communications/technology courses.

- Maureen Farrell, RD: Director of Wellness, Regional YMCA

"I think the description is good. I definitely see many WCSU undergraduate students pursuing community health having an interest in this field. A graduate of the program could definitely work in community health and nutrition both in programs and policy. Students often come to me saying they want to be Registered Dietitians. They do not always understand the differences in the programs offered at universities here in CT.

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An individual who is already a registered dietitian and desiring a master's degree could pursue this program for graduate work and it is a great addition to WCSU.

- Stacey McGhie: Boehringer-Ingelheim

“My focus as a preceptor is in wellness programs, some of which include nutrition. Overall, the program sounds great!”

With approval of the program, the HPX department will

- work with both the undergraduate and graduate admissions offices at WCSU to provide information to incoming and current students regarding the curriculum and courses needed for application to the program.
- reach out to our current HPX preceptors and internship sites to provide information about application to the program and provide the approved curriculum for advising students post-graduation with interest in pursuing graduate work in nutrition.
- begin to engage the surrounding CSUs by fostering potential articulation agreements with currently existing programs to develop pathways for students around the state to accumulate the appropriate coursework for program application.

#### **If applicable, what student engagement strategies will be employed to advance student retention and completion in program?**

The proposed program is designed to create an intimate, immersive experience for the graduate student in small cohorts that will meet regularly each semester in their seminar courses to navigate the curriculum together, discuss current and past experiences in the field, design and develop research-related projects, and work to disseminate peer-reviewed findings.

In addition to the relationships built among peers in seminar, the students will also create professional relationships with department and interdepartmental faculty through two strong components of the curriculum that seek to foster student retention and career-driven paths to degree completion: The CNS certification (see attachment 1a) and 1b) and the interdepartmental course design for those students not interested in thesis work. The students can expect a supportive environment to progress through the program with close support through advisement, mentorship through projects, and course participation.

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**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

The MS in Human Nutrition will graduate professionals who can:

1. Demonstrate a mastery level of knowledge in the factual and theoretical foundations in human nutrition
2. Engage in scientifically-based critical thinking regarding current issues in human nutrition
3. Demonstrate an understanding of the scientific process and be able to apply this process to the design and analysis of current research in human nutrition
4. Communicate original research/creative activity effectively via oral and written presentation and examination
5. Develop the skills and knowledge to effectively project a future career/professional plan in the field of nutrition

Student learning outcomes for each of these criteria and assessment methodologies to be used in measuring the outcomes are described next.

1. Demonstrate a mastery level of knowledge in the factual and theoretical foundations in human nutrition

Assessment methodologies include examinations, performance assessments, oral presentations, and written projects, as tied to the course and program objectives.

Relevant courses (course prefix and numbers TBD):

- Metabolism I & II
- Nutrition & Disease
- Nutrition Assessment, Intervention, and Evaluation

2. Engage in scientifically-based critical thinking regarding current issues in human nutrition

Assessment methodologies include examinations, performance assessments, oral presentations, and written projects, research synthesis and discussion as tied to the course and program objectives.

Relevant courses (course prefix and numbers TBD):

- Nutrition & Disease
- Nutrition Assessment, Intervention, and Evaluation
- Micronutrients
- Nutrition Seminar or Exploratory Research & Clinical Review

3. Demonstrate an understanding of the scientific process and be able to apply this process to the design and analysis of current research in human nutrition

Assessment methodologies include examinations, performance assessments, oral presentations, and written projects, research synthesis and discussion as tied to the course and program objectives.

Relevant courses (course prefix and numbers TBD):

- Nutrition & Disease
- Micronutrients
- Nutrition Seminar or Exploratory Research & Clinical Review
- Research and Methodology in Nutrition
- Electives

4. Communicate original research/creative activity effectively via oral and written presentation and examination

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Assessment methodologies include examinations, performance assessments, oral presentations, and written projects, research synthesis and discussion as tied to the course and program objectives.

Relevant courses (course prefix and numbers TBD):

- Nutrition Seminar or Exploratory Research & Clinical Review
- Research and Methodology in Nutrition
- Electives
- Examination and Thesis credits

5. Develop the skills and knowledge to effectively project a future career/professional plan in the field of nutrition

Assessment methodologies include examinations, performance assessments, oral presentations, and written projects, research synthesis and discussion as tied to the course and program objectives.

Relevant courses (course prefix and numbers TBD):

- Nutrition Seminar or Exploratory Research & Clinical Review
- Electives

#### Program Administration

With the mentoring and guidance of the HPX Department Co-chairs, Ethan K. Balk, PhD, RD will assume initial program administration responsibilities. Based on the tasks and person hours associated with each task, a 2 cred reassigned time allocation will be expected for program coordination and administration. FTE load will be reassessed as the program grows.

Program administration will include the overall supervision of day-to-day operations, course evaluation and restructuring, assignment credit load to graduate faculty, and all administrative duties of the graduate program.

#### Faculty

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

The department is equipped to efficiently facilitate the program for 2 years with 1 current full-time faculty and 1-2 new adjunct positions. It is projected that 1 additional FT faculty member will be needed for the second year of the program to cover the undergraduate courses previously taught by Dr. Balk, if there is sufficient enrollment in the MS in Human Nutrition. In addition, as enrollment grows, the department will seek a 2<sup>nd</sup> new line of faculty over years 3-5 to cover the growing cohorts of graduate students and need for graduate level courses. NOTE: There will be no additional hire if the cohorts do not grow.

Qualifications for new faculty: Ph.D. with R.D. or C.N.S. in clinical or community nutrition will be required. Must be licensed (RD or CNS). Track record of published research/creative activity in nutrition and ability to obtain grant funding in the field is preferred. Experience in direct patient care/counseling and/or research/expertise in the treatment/prevention of acute or chronic disease is required.

Rationale: The HPX department already utilizes a large number of part-time adjunct faculty and 7 full-time to teach our popular undergraduate program which houses 4 different options of study (Allied Health, Community Health, Wellness Management, and Holistic Health Studies). There is, however, only 1 qualified full-time faculty in our current HPX faculty qualified to teach the new program. An additional faculty member is needed to provide diversity of perspectives on the curriculum and better support the overall operations of the program.

Recruiting an additional faculty member with training and experience in the field of nutrition will add expertise to our department in this very popular area of study, bringing recent research and models to curriculum development and training.

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

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**What percent of credits in the program will be taught by adjunct faculty?** 50%

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

Minimal qualifications of such adjunct faculty are:

Ph.D. in a field of nutrition. Licensed in the state as a Registered Dietitian (or capability to apply for licensure upon hire) and/or a Certified Nutrition Specialist – Health Professional or Scholar. Highest preference will be given to those currently working in the field, with previous undergraduate and/or graduate teaching/advising experience. Such faculty can provide the best supervision and training to our graduate students.

**Special Resources**

Resources required to begin the graduate program are already available at WCSU through library collections and access to various databases. Assessment materials and online resources will be allocated to the new graduate program with no immediate budgetary ramifications.

Resources that would facilitate recruitment and retention particularly for those students interested in thesis work and publication would require new lab and assessment equipment.

There will be a need for strategic marketing plans to create a presence for the program on relevant websites and through outreach activities such as direct marketing, promotion to employers, professional conferences, and coordination.

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**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
Ethan K. Balk, PhD, RD: Asst Professor	The Ohio State University	Obesity and Chronic Disease Management, Treatment, and Prevention	Currently teaching these undergraduate courses. HPS Undergraduate Core Courses: HPX 200, 270, 370/371, 470 HPX Electives: HPX 100, 203, 205, 207, 398 Undergraduate Advisor  Upon degree approval: Teaching will be at the graduate level, with reassigned time for Degree Coordination, Graduate Advisor
Melissa Dalton, MS, RD	New York Medical College	Clinical Nutrition	HPX 205 Online
To be hired in year two if there is sufficient enrollment.	PhD and RD or CNS	Varied	Teach graduate courses, advise graduate students

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**PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)**

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	12						12						14					
Continuing Students progressing to credential			12				11		23				11		25			
Headcount Enrollment	12		12				23		23				25		25			
Total Estimated FTE per Year <sup>1</sup>	9.0						18.2						19.7					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$45,600		\$45,600				\$90,022		\$90,022				\$100,775		\$100,775			
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$91,200						\$180,044						\$201,550					
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations, and maintenance.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) <sup>4</sup>	\$10,932		\$24,436		\$25,168													
Faculty (Full-time, total for program) <sup>4</sup>			\$109,962*		\$116,155*													
Faculty (Part-time, total for program) <sup>4</sup>	\$49,194		\$56,300		\$55,081													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>	TBD																	
Estimated Indirect Costs <sup>6</sup>	TBD																	
Total Expenditures per Year	\$60,126		\$190,698		\$196,404													

\*New positions will only be filled if there is sufficient enrollment. Both positions would support both graduate and undergraduate programs.





**ATTACHMENT 1a:**

**Certified Nutrition Specialist Credential**

- Considered “The Gold Standard” for Advanced Nutrition Professionals
  - Certified Nutrition Specialists (CNSs) are advanced nutrition professionals. CNSs engage in science-based advanced medical nutrition therapy, research, education, and more, in settings such as clinics, private practice, hospitals and other institutions, industry, academia, and the community.
- Education Requirements (**All met with MS in Human Nutrition coursework and pre-reqs**)
  - The candidate must:
    - Masters of Science or Doctoral degree in the field of nutrition or a related healthcare or science field (e.g. PA, MPH, Biochemistry), from a United States regionally accredited college or university, or its foreign equivalent; Doctoral degree in a field of clinical healthcare (including, but not limited to, MD/DO\*, DC, DDS, Doctor of Nursing, ND, PharmD) from a United States regionally accredited college or university, or its foreign equivalent.
  - And have completed the following minimum for-credit coursework:
    - Nutrition (minimum of 9 semester credit hours). Examples of such course topics include but are not limited to: therapeutic nutrition, nutrition assessment, developmental nutrition, micro nutrients, macro nutrients, functional nutrition, nutrient depletion & drug/herb interactions, dietary supplements, nutritional disorders, pharmacology, and biomedical science courses that involve nutrition-related metabolic systems.
    - Biochemistry (minimum of 6 semester credit hours)
    - Physiology or Anatomy/Physiology (minimum of 3 semester credit hours)
    - Clinical or Life Sciences (minimum of 12 additional semester credit hours). These courses may be prerequisites for the above courses and include, but are not limited to: biology, micro-biology, chemistry, organic chemistry, botany or nutrition.
- Clinical Experience → **Self-Driven practicum (See “CNS Supervised Practice Experience Handbook”)**
  - With guidance from the graduate student’s WCSU advisor, the student will self-drive the process of locating and securing supervisors
    - This requires
      - Submitting the CNS Supervisor Approval Form to the CNS Board
      - Developing an Experience plan with the supervisor
      - Completing 1,000 supervised hours
      - Submitting the CNS Candidate Report to the CNS Board for approval
      - Submitting the CNS SPE Tracking Tool to the CNS Board for approval





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- The candidate must complete 1,000 hours of documented supervised practice experience in nutrition in accordance with the following:
  - A. Supervisor Qualifications:
    - The following individuals may serve as a supervisor, provided they have the equivalent of a minimum of three full-time years of clinical experience in nutrition care. Must meet at least one of the following criteria:
      - ---Certified Nutrition Specialist;
      - ---Holder of a Master of Science or Doctoral Degree in the field of nutrition with a state license or certification; or
      - ---MD or other doctoral-level licensed professional whose scope of practice includes nutrition and has training in nutrition.
    - Supervisor(s) must be approved by the BCNS Credentials Council. The Supervisor Approval Request Form must be submitted to the BCNS Credentials Council.
    - Supervisors may not be related to or married to their supervisee(s).
  - B. Structure of the Supervised Experience:
    - 1,000 hours supervised practice experience must include minimum hours in each of the following categories:
      - ---Nutrition assessment (minimum 200 hours)
      - ---Nutrition intervention, education, counseling, or management (minimum 200 hours)
      - ---Nutrition monitoring or evaluation (minimum 200 hours)
      - ---The remaining hours may be in any of the above categories
    - The Supervisor must:
      - ---Meet at regularly scheduled sessions with the supervisee;
      - ---Verify completion of the supervised program; and
      - ---Submit the Practice Experience Supervisor's Report for approval by the BCNS Credentials Council.
    - A variety of experience with multiple supervisors and settings may be combined to achieve the 1,000 hours.
  - C. Supervised practice experience setting may be any that facilitates the above requirements, including but not limited to:
    - ---Internship, residency, or clinical rotation
    - ---Clinical practice
    - ---Institutional setting
    - ---Community setting
  - The supervised practice experience may be completed after passing the Certification Examination for Nutrition Specialists<sup>SM</sup>, however the candidate will not be awarded, and may not use, the CNS credential until the supervised experience is completed and approved.



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*of* NUTRITION SPECIALISTS<sup>SM</sup>

**ATTACHMENT 1b:**

**CNS Supervised Practice Experience Handbook  
For Candidates & Supervisors**

**November 2018**



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### About the CNS Supervised Practice Experience Program (SPE)

1. Satisfactory completion of the CNS Supervised Practice Experience is essential to being awarded the CNS credential. The program is structured to ensure each candidate obtains the in-depth knowledge and skills expected of an advanced-level nutrition professional while maintaining the flexibility required to achieve individual career goals. As such, candidates are responsible for tailoring their own supervised experience based on all program requirements outlined herein as well as locating supervisors that meet the qualifications outlined below.
2. Although the Supervised Experience Program may be completed before or after passing the BCNS Certifying Examination, it is important to note that historically those who have completed the practice experience perform better on the examination than those who have not. The CNS credential will not be awarded until the completed experience has been approved by the BCNS credentials council
3. The CNS Supervised Practice Experience consists of 1,000 hours of supervised practice in clinical nutrition care in the following nutrition categories in accordance with CNS Supervised Practice Experience Competencies. Work done in each of the categories must address the competencies outlined in Appendix A.

**Category A:** Nutrition assessment (minimum 200 hours)

**Category B:** Nutrition intervention, education, counseling, or management (minimum 200 hours)

**Category C:** Nutrition monitoring or evaluation (minimum 200 hours).

Remaining 400 hours may be in any of the above categories

**See “Appendix A: CNS Supervised Practice Experience Competencies” for a complete listing of all competencies that must be met for each category.**

4. The supervised experience may be obtained entirely or partly from:
  - a. Internship, residency or clinical rotation
  - b. Clinical practice setting
  - c. Community setting
  - d. Institutional setting
  - e. Home health care setting

Up to 250 hours may be obtained from:

- f. Practicum as part of a master’s or doctoral degree program

5. In order to address the required competencies, the 1,000 hours may come from multiple venues and supervisors. Supervisors may supervise a candidate in multiple settings, and candidates may work with multiple supervisors. Each supervisor must meet the eligibility requirements and be approved by the BCNS prior to supervising candidates for eligible practice hours.

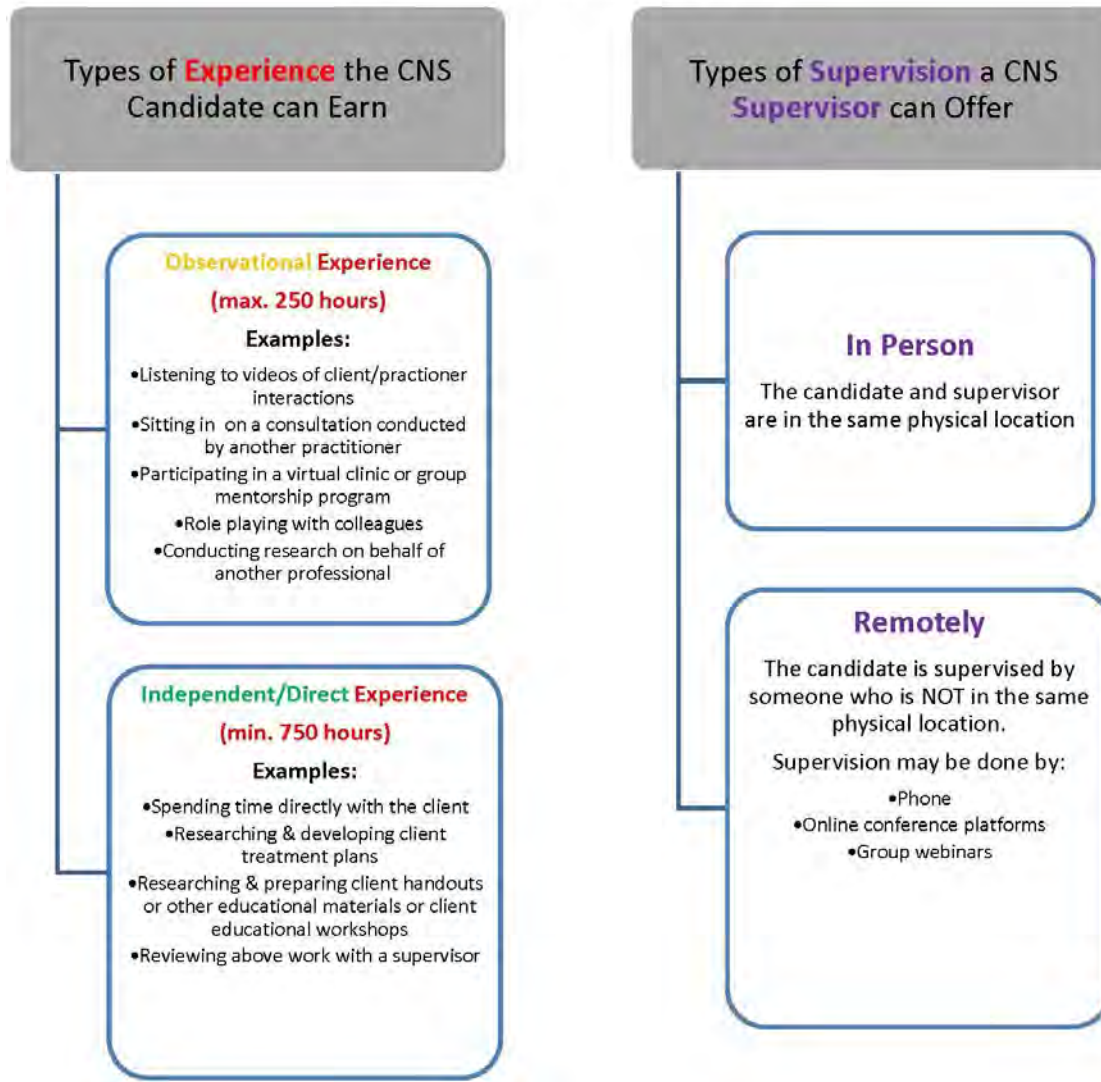
To be eligible, all supervised experience must be gained after the candidate matriculates into the qualifying degree program. The purpose of the supervised experience is to demonstrate the application of the didactic coursework. The practice experience is more meaningful and beneficial if begun after the majority of the didactic coursework requirements have been met. Therefore, it is expected that most candidates will have completed most, if not all, of the relevant didactic coursework prior to beginning the SPE.

6. For candidates who have had significant clinical nutrition practice experience prior to applying for the CNS credential, this guideline will be evaluated on a case by case basis.



7. BCNS allows supervision to be done in person, remotely, or a combination of the two. See chart below.
8. Candidates can earn both Observational Experience and Independent/Direct Experience. See chart below.

### BCNS Supervised Practice Experience





**Candidate Responsibilities:**

1. Each candidate is responsible for locating the setting(s) for the experience and qualified supervisor(s), and for working with the supervisor(s) to tailor the experience in accordance with CNS Supervised Practice Experience Requirements and CNS Supervised Practice Experience Competencies. Note: to meet all of the competencies, candidates may need to work with multiple supervisors in multiple *settings* (such as a practicum or internship, clinical practice, community, institutional or home health care setting.)
2. To insure that candidates are working with a BCNS qualified supervisor, each candidate is responsible for ensuring the completion and submission of the CNS Supervisor Approval Request Form for each supervisor they will work with. Note: the approval of the candidate's supervisor does not mean the candidate's experience is approved. Candidates are required to submit a candidate report upon the completion of the SPE, which will be reviewed for approval.
3. Candidates are encouraged to utilize the CNS Practice Experience Plan and competencies to develop a comprehensive program that meet the CNS requirements. This Plan does not need to be submitted to the BCNS but rather is a tool provided to get the most out of the Supervised Practice Experience. Candidates are encouraged to share this plan with their approved supervisor(s).
4. Each CNS candidate must document and attest to the completion of 1,000 hours, by completing on an ongoing bases and submitting the following documentation:
  - CNS Candidate Report
  - CNS SPE Tracking Tool (Appendix H)
5. Although the BCNS SPE requirements have been developed to dovetail with those of many state licensing boards, requirements vary from state to state. Thus, BCNS approval of SPE does not guarantee approval in all states. Most states separately evaluate the education, examination, and SPE of each candidate individually. The CNS SPE requirements are flexible to allow each candidate to design an SPE that meets both individual career goals and objectives and state licensing statutes and regulations in the state in which they intend to practice. For best outcomes, BCNS strongly recommends that each candidate review the current licensing statute and regulations in their state *before* beginning the SPE so that it may be designed to meet the state's requirements for record-keeping, supervisor qualifications, competencies and skills, practice facilities, etc. This should not be difficult, but planning and record-keeping is essential. It can also be helpful to obtain a copy of the licensure application ahead of time so that candidates understand the documentation that will be required for licensure. Applications are generally available online, but in some states it will be necessary to call the department handling the process to obtain a copy. (*To learn more about each state's licensing statute and regulations, refer to [NutritionAdvocacy.org](http://NutritionAdvocacy.org).*)
6. Candidates are responsible for making any financial arrangements with supervisors which may range from a paid internship to a mentorship program for which there may be a fee to candidates; BCNS requirements do not address financial arrangements.

## Supervisor Qualifications

Supervisors must meet *both* of the following criteria:

1. Must have a minimum of 3 years full time clinical experience in nutrition care or the equivalent; and
2. Must hold at least one of the following:
  - CNS credential in good standing; or
  - Master's of science or doctoral degree in a field of nutrition; or
  - MD or other doctoral-level licensed professional whose legal scope of practice includes nutrition AND who has both didactic training and clinical experience in nutrition.

For those health professionals who are not CNSs, licensed nutritionists or do not hold an MS or graduate degree in nutrition, the BCNS evaluates both didactic training and experience in clinical nutrition for each potential supervisor to determine their ability to provide a robust SPE for CNS candidates. Supervisors must demonstrate training and experience in nutrition assessment, nutrition intervention including medical nutrition therapy and evaluation. The didactic training may include coursework in nutrition from a degree program or other advanced nutrition coursework, or continuing education credits that focus on nutrition.

## Additional Requirements for Supervisors

- The above eligibility requirements apply to all supervisors, including faculty of a degree program offering practicum or internship.
- The supervisor's qualifying degree must be from a regionally accredited institution.
- The supervisor must have the equivalent of three years of full time clinical experience in nutrition care completed after obtaining the required credential or degree. Licensed or certified nutritionists or dietitians are only eligible as supervisors if they also hold a master's or doctoral degree in the field of nutrition from a regionally accredited institution.
- Approved supervisors may supervise multiple candidates on an ongoing basis.
- As per the BCNS policy, supervisors may not be married to, related or, or domestic partners with the supervisee(s).

## Supervisor Responsibilities

1. Supervisors are responsible for completing the BCNS Supervisor Approval Request Form and submitting it to the BCNS along with their current CV. If the supervisor is pre-approved, the one-page Addendum is required for each new candidate being supervised.
2. Supervisors are responsible for assisting each candidate in tailoring an experience that meets the CNS supervised practice experience requirements, CNS supervised practice experience competencies and the candidate's career goals. The Candidate's Practice Experience Plan should be reviewed.
3. Each supervisor is responsible for holding regularly scheduled sessions with the candidate. Meetings may be held in-person or remotely. BCNS requires that for every 40 hours the

candidate works toward meeting the competencies, a minimum of 1 hour must be spent with the supervisor reviewing cases, competencies covered, etc.

4. Each supervisor is responsible for verifying the completion of the hours reported on the CNS Supervised Practice Experience Candidate's Report, rating the candidate's performance in each of the designated competency categories, and submitting the CNS Supervised Practice Experience Supervisor's Report for approval by the BCNS Credentials Council.
5. It is expected that holding regularly scheduled sessions with the candidate will allow supervisors to identify on an ongoing basis, competency areas that require improvement so that any deficiencies may be adequately addressed during the supervised practice experience.



**CONNECTICUT STATE COMMUNITY COLLEGES:  
REFUND AND COURSE WITHDRAWAL POLICY – DRAFT**

This proposed policy seeks to update the refund policy for community college students in full-semester courses (fall and spring) and abbreviated terms (i.e. summer, winter, late-start, or other variable terms). Additionally, this policy will further define the add/drop and withdrawal dates for full-semester courses and abbreviated terms. These recommendations are specific to the twelve Connecticut State Connecticut Community Colleges (“CSCC”) and to the future Connecticut State Community College.

**BACKGROUND**

In September 2017, the twelve community colleges adjusted their census date from the second week of the semester to the third to better align with the practices of the four state universities. However, the standing refund policy was never adjusted to align with the new census date.

In April 2020, the Board of Regents approved the Grading, Notations, and Academic Engagement Policy (20.052) to more accurately depict official student enrollment at the time of census. It became evident that the current community college policies on course withdrawals and refunds should be reviewed to ensure consistency in approaching both the active engagement of a student in their registered coursework, as well as the policies surrounding a student’s ability to add/drop courses and/or withdraw from coursework.

Combined, these policies will confirm a student’s active engagement in their registered coursework prior to each 15-week semester census, and provides a uniform framework for refunding during the add/drop period through the end of the semester.

**RECOMMENDATION**

To provide for the equal treatment of all students, regardless of their method of payment for applicable course-related charges, it is recommended that the Board of Regents revise its refund policy for all community college students. These recommendations seek to correct the punitive nature of the current refund policy which impacts our students both financially and in terms of their persistence rates and student success.

The policy is designed to remove the existing financial disincentives for early registration which charge a student for adjusting a class schedule. Further, our students who have the most need will be allowed to adjust courses at the start of term without accruing a financial penalty they cannot afford. This modification to the current policy also provides the opportunity for students to test the various instructional modalities without fear of penalty during the first seven calendar days of full-term semester courses.

This recommendation incorporates a new fee, the Late Drop Fee, to be assigned to students who drop any coursework under the definitions below. Students assigned a registration status of Not Participating (NP) shall have the Late Drop Fee assessed to each applicable course. This fee will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.

Lastly, this recommendation looks to refine course withdrawal dates to better align with the majority of the four Connecticut State Universities.

A chart detailing the proposed tuition and fee structure is reflected in **Exhibit A** of this report.

#### **CSCC REFUNDS (full-semester courses):**

##### **REFUNDS FOR FULL-TERM COURSES (SUMMARY)**

*Note: students may drop courses through the census date (by end of business day); courses dropped during this period would not appear on a transcript. Courses can only be added up to calendar day seven of a full, 15-week term.*

*No course withdrawals will be accepted once 80% of the semester has passed. For a typical 15-week term, 80% of the term is considered the last day of the twelfth week of the term. A student may appeal the course withdrawal deadline due to mitigating circumstances.*

- Prior to the start of the term through calendar day seven of the term: 100% of tuition and fees will be refunded.
- Between the calendar day eight and census (20% of the term): 100% of tuition and fees will be refunded. For students that drop a course during this period, a “Late Drop Fee” will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.
- After census and until 80% of the term: drops are considered a course withdrawal and will be noted as a “W” on the transcript. No tuition or fees will be refunded.

##### **REFUNDS FOR ABBREVIATED TERMS (SUMMARY)**

###### **Summer, Winter, Late Start or Other Variable Terms**

*Note: students may drop a course through the first 20% of an abbreviated term length; courses dropped during this period would not appear on a transcript. Courses can only be added up to the first 10% of the abbreviated term length.*

*No course withdrawals will be accepted once 80% of the term has passed. For abbreviated terms, 80% of the semester is considered the last day of the business week of that period. A student may appeal the course withdrawal deadline due to mitigating circumstances.*

- Prior to the start of the term through 10% of the term length: 100% of tuition and fees will be refunded.
- Between 10% of the term length and 20% of the term length: 100% of tuition and fees will be refunded. For students that drop a course during this period, a “Late Drop Fee” will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.
- After 20% of the term length through 80% of the term: drops are considered a course withdrawal, and will be noted as a “W” on the transcript. No tuition or fees will be refunded.

**REFUNDS OF TITLE IV AND OTHER FINANCIAL ASSISTANCE**

This policy excludes the effect of the Return of Title IV Aid calculation for student aid recipients.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for Title IV grant or loan recipients who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or period of enrollment unless otherwise noted by the US Department of Education. This includes “unofficial withdrawals,” which are defined as students who stop attending their classes but do not follow college policy and officially withdraw from class(es). Federal law requires that the student’s federal aid eligibility be recalculated in these situations and Title IV aid not earned by the student be returned to the US Department of Education.

It is recommended that students receiving financial assistance should consult with the Financial Aid Office prior to withdrawal in order to determine the financial impact that the Return of Title IV funds calculation will have.

Funds not earned by the student are required to be returned to the appropriate federal program in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS received on behalf of the student
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants
6. Other grant or loan assistance authorized by Title IV of the Higher Education Act

Although not required under federal regulation at the time of this policy, after federal return obligations are satisfied, any remaining funding shall then be returned to the following programs at the discretion of the policy associated with that funding source:

7. Other State, Institutional, or Private financial assistance
8. Student

**REFUNDS TO VETERANS**

Students entering the armed services; being relocated by the military; or deployed, before earning degree credit will have 100% of term charges cancelled upon submitting notice in writing and a certified copy of enlistment papers.

**APPEAL FOR REFUNDS OF TUITION AND FEES**

Common policies and procedures will be implemented across the twelve Connecticut State Community Colleges to ensure that students are treated equitably across each of the colleges. This process will include the following: a single Refund Appeals Form for use at each college, a common procedure for forming a committee to review appeals, common criteria for consideration in the review process, a common timeframe for students to submit appeals, and a common policy for retaining documentation when the appeal is received.

Appeals must fall under one of the following categories to be considered: military relocation or deployment, medical situations, or mis-advisement. No appeals will be considered or accepted once the term for which they appeal is being made has finished.

**EXHIBIT A: CURRENT REFUND STRUCTURE VS.  
PROPOSED REFUND STRUCTURE**

<b>TUITION/FEE</b>	<b>TIME DUE</b>	<b>CCC REFUND (current)</b>	<b>CSCC REFUND (proposed)</b>
<b>Full-time &amp; Part-time Tuition</b>  <b>(full-term courses)</b>	Tuition is due by the tuition due date at each college, which shall be not earlier than six weeks nor later than three weeks before the first day of classes unless a deferred payment plan is in place.	<p>*Upon withdrawal from the College course up to, but not including, the first day of the term, as defined by the published academic calendar, 100% of term charges will be cancelled;</p> <p>*Withdrawal on the first day of the term and through the fourteenth calendar day of that term, 50% of term charges will be cancelled.</p> <p>*A reduction in load on the first day of the term and through the fourteenth calendar day of that term, 50% of applicable term charges will be cancelled.</p> <p>*No cancellation of charges after the fourteenth calendar day of the term.</p>	<p>*Prior to the start of the term through calendar day seven of the term: 100% of tuition and fees will be refunded.</p> <p>*Between the calendar day eight and census (20% of the term): 100% of tuition and fees will be refunded. A "Late Drop Fee" (no more than \$75 per course or \$200 per term) will be assessed to students who drop a course during this period.</p> <p>*After census, no tuition or fees will be refunded.</p>
<b>Late Drop Fee</b> <i>(proposed new fee)</i>	Due upon time of assessment. The fee will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.	n/a	Non-refundable.
<b>Application/ Program Enrollment Fee</b>	Upon Submission of Application. A program enrollment fee shall be charged to all students applying for matriculation into an academic program, except that this fee is	Non-refundable.	<b><i>Recommend removal of this fee from the chart. This fee was eliminated in March 2019.</i></b>

	not applicable if the student has previously paid the application fee.		
<b>Late Registration Fee</b>	After the deadline prescribed by the college for regular registration	Non-refundable.	<i>Recommend removal of this fee from the chart (not currently assessed at the community colleges).</i>
<b>Supplemental Course Level 1 &amp; 2</b>	Due date established by college.	Non-refundable.	Same as tuition.
<b>Clinical Fees/Allied Health Fees</b>	Due date established by college.	Non-refundable.	Same as tuition.
<b>Nursing Media Fee</b>	Due date established by college.	Non-refundable.	Same as tuition.
<b>Nursing Program-Learning Support &amp; Assessment</b>	Due date established by college.	Non-refundable.	Same as tuition.
<b>Manufacturing Fee</b>	Due date established by college.	Non-refundable.	Same as tuition.
<b>College Services and Student Activity Fees</b>	Due date established by college.	Non-refundable except when course sections are cancelled by the college.	Same as tuition.
<b>Transportation Fee</b>	Due date established by college.	Non-refundable.	Same as tuition.
<b>Materials Fee</b>	Due date established by college.	Non-refundable.	Same as tuition.
<b>Replacement ID Fee</b>	Due date established by college.	Non-refundable.	Non-refundable.
<b>Academic Evaluation Fee</b>	Due date established by college.	Non-refundable.	Non-refundable
<b>Portfolio Fee</b>	Due date established by college.	Non-refundable.	Non-refundable.

**Exhibit B: Financial Impact of Policy Implementation**

Fall 2020 Data: Parameters Used

- Students with a drop or withdrawal code up until 9/25/20
- Students with a fall 2020 balance due as of 10/19/20

Fall 2020, Outstanding Balances as of 10/19/20: \$598,983.  
*(for students with drop codes from the first 2 weeks of classes)*

Potential costs: \$589,720.  
*(if 100% refund was issued in fall 2020 for drops in the first two weeks of classes)*

Fall 2020 students that could have benefitted from a change in policy: approx. 1600\*  
*\*some of this number may be duplicated if students dropped more than one course*

These potential costs are offset by the following considerations:

- Potential revenue from Late Drop Fee: \$120,000
- Outstanding bills to students who withdraw are an impediment to enrollment in a future semester.

**Exhibit C: Persistence Data (In Relation to Tuition Balances and Dropped Courses)**

The Office of Research & System Effectiveness compiled data for students in the academic years 2018-2019 and 2019-2020. Data addressed student persistence in relation to factors such as tuition balances due, and the date that a course was dropped (pre/post census).

The following findings are noted:

- The average fall-to-spring retention rate across the sector *for all students regardless of type or seniority* is 60%.
- Students without a balance due were retained at double the rate of those who had a balance due at the end of term.
- Students who drop a course in fall are only slightly more likely not to re-enroll in the spring, and taken as a group, droppers are not noticeably more or less likely to persist depending on the timeframe during which they dropped. However:
  - Students who dropped due to nonpayment or nonparticipation were far less likely to persist.
  - Students who dropped with a partial refund were slightly less likely to persist.
  - Students who dropped for more traditional reasons (excluding nonpayment, nonparticipation, cancellations, withdrawals and partial refunds) were less likely to persist if that drop occurred after the census date.

**Fall to Spring Retention: All Students**

<b>School</b>	<b>AY 2018-19</b>	<b>AY 2019-20</b>
<i>All CCC</i>	62%	60%
Asnuntuck	53%	55%
Capital	61%	59%
Gateway	65%	65%
Housatonic	64%	63%
Manchester	57%	54%
Middlesex	65%	62%
Naugatuck Valley	64%	63%
Northwestern CT	63%	64%
Norwalk	65%	62%
Quinebaug Valley	64%	60%
Three Rivers	66%	62%
Tunxis	52%	52%

**Fall to Spring Retention: All Students AY1819**

<b>School</b>	<b>No Balance Due</b>	<b>Balance Due</b>
<i>Grand Total</i>	66%	33%
Asnuntuck	55%	29%
Capital	66%	31%
Gateway	71%	38%
Housatonic	70%	28%
Manchester	61%	31%
Middlesex	68%	41%
Naugatuck Valley	69%	37%
Northwestern CT	65%	21%
Norwalk	66%	36%
Quinebaug Valley	66%	35%
Three Rivers	71%	27%
Tunxis	54%	28%

**Fall to Spring Retention: Students who Dropped Courses**

<b>Drop Type</b>	<b>Timeframe</b>	<b>AY 2018-19</b>	<b>AY 2019-20</b>
<i>Any Drop</i>	<i>Up to Census Date</i>	57%	56%
	<i>After Census Date</i>	56%	54%
Regular/Other	Up to Census Date	61%	60%
	After Census Date	43%	40%
Nonpayment/Nonparticipating	Up to Census Date	34%	29%
	After Census Date	27%	22%
Drop with Partial Refund	Up to Census Date	51%	48%
	After Census Date	50%	50%
Withdrawn	Up to Census Date	45%	49%
	After Census Date	61%	58%
Cancellation	Up to Census Date	70%	67%
	After Census Date	38%	25%

**Exhibit D: Withdrawal Deadlines, Connecticut State Universities**

Three of the four state universities use week 12 as the deadline to withdraw from a course.

*Central Connecticut State University*

Full-term courses: end of week 12

<https://www.ccsu.edu/registrar/policies.html>

*Eastern Connecticut State University*

Full-term courses: end of week 10

<https://www.easternct.edu/registrar/forms/withdrawal-from-courses.html>

*Southern Connecticut State University*

Full-term courses: end of week 12

<https://www.southernct.edu/sites/default/files/a/inside-southern/arts-sciences/students/Late%20Course%20Withdrawal%20Form.pdf>

*Western Connecticut State University*

Full-term course: end of week 12

<https://www.wcsu.edu/registrar/forms/course-withdrawal/>



**Exhibit E: Withdrawal Deadlines, Comparable Colleges/Systems:***Community College of Philadelphia*

Full-term course: end of week 11

<https://www.myccp.online/enrollment-information-guide/withdrawal-datesinformation>

*Community College of Rhode Island*

Course withdrawals are not permitted after week 10 or two-thirds the length of the course.

<https://www.ccri.edu/catalog/current/acad.html#drop>

*The College System of Tennessee*

Course withdrawals may occur after the last day to add or drop a class without a penalty, and not later than two-thirds into the part-of-term.

<https://policies.tbr.edu/policies/undergraduate-academic-retention-standards>

*Virginia Community Colleges*

Course withdrawals occur after the add/drop period, but prior to completion of 60% of a session.

<https://go.boarddocs.com/va/vccs/Board.nsf/Public#>

**To: Members of the Academic Council**

**From: Steve Marcelynas, Director: Office of Transfer and Articulation**

**Regarding: Addition of BMG 210: Organizational Behavior to the Business Studies Transfer Ticket for AY 21/22**

**Date: September 16, 2020**

The suggestion to include BMG 210 Organizational Behavior originated from faculty at Manchester Community College and Three Rivers Community College. The addition of BMG 210 will align the Transfer Ticket with a standard course option for the Business Associate Degree: career track. As shown below on page 2 line 25, the original course (BMG 202: Introduction to Management) will remain as an option for students. Also, the addition of BMG 210 will not change the number of credits required for the degree.

The suggestion for BMG 210 was brought to the Business Studies Working Group last semester for discussion and a vote. Thirteen campuses voted and the results to move forward with the change are as follows:

In favor: 11  
 Opposed: 1  
 Abstain: 1

### **CSCU Pathway Transfer A.A. Degree: Business Studies**

1	<b>FRAMEWORK30</b>		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	English 101* <sup>1</sup>	3 credits
4	Written Communication II	General Education Elective	3 credits
5	<b><i>At least one of the courses from lines 6 and 7 below must include a 4 credit lab</i></b>		
6	Scientific Reasoning	General Education Elective	3-4 credits
7	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
8	Quantitative Reasoning	MAT 166 Principles of Business Statistics (GCC) MAT 167 Principles of Statistics (ACC, CCC, GCC, HCC, MxCC, NVCC, NWCC, QVCC, TRCC)* <sup>1</sup> MAT 201 Statistics (NCC)* <sup>1</sup>  MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits)* <sup>1</sup>	3 credits    4 credits
9	Historical Knowledge & Understanding	General Education Elective	3 credits
10	Social Phenomena	ECN 101 Macroeconomics* <sup>1</sup>	3 credits

11	Aesthetic Dimensions	General Education Elective	3 credits
12	<i>Section B: Campus Designated Comps</i>		
13	Competency 1	General Education Elective	3 credits
14	Competency 2	General Education Elective	3 credits
15	<b>Framework30 Total</b>		<b>30-32 credits</b>

16	<b>PATHWAY30</b>		
17	<b><i>Additional General Education Courses</i></b>		
18	General Education Elective 1: Global Knowledge CCSU: Study Area II: Social Sciences ECSU: Individuals and Societies SCSU: Global Awareness WCSU: General Education Elective COSC: General Education Elective	ECN 102 Microeconomics* <sup>1</sup>	3 credits
19	<b><i>Major Program Requirements</i></b>		
20	ACC 113	Principles of Financial Accounting (HCC, MCC, MxCC, NVCC, NWCC, NCC, QVCC, TXCC)* <sup>1,2</sup> Principles of Financial Accounting I (GCC)* <sup>1,2</sup>	3 credits
	ACC 115	Financial Accounting (ACC, TRCC)* <sup>1,2</sup> Principles of Financial Accounting (CCC)* <sup>1,2</sup>	4 credits
21	ACC 117	Principles of Managerial Accounting (CCC, GCC, HCC, MCC, MxCC, NVCC, NWCC, NCC, QVCC, TXCC)* <sup>1,2</sup>	3 credits
	ACC 118	Managerial Accounting (ACC, TRCC)* <sup>1,2</sup>	4 credits
22	BMG 204	Managerial Communication (MCC, MXCC, QVCC)*	3 credits
	BBG 210	Business Communication (ACC, CCC, GCC, HCC, NVCC, NWCC, NCC, TRCC)*	
	ENG 106	Writing for Business (TXCC)*	
23	BMK 201	Principles of Marketing* <sup>2</sup>	3 credits
24	BBG 230 BBG 231 BBG 234	Survey of Business Law (QVCC)* <sup>2</sup> Business Law I (GCC, HCC, MXCC, NVCC, NWCC, NCC, TRCC, TXCC)* <sup>2</sup> Legal Environment of Business (ACC, CCC, MCC, MXCC, QVCC)* <sup>2</sup>	3 credits
25	BMG 202 <b>or</b> BMG 210	Principles of Management* <sup>2</sup> <b>or</b> Organizational Behavior* <sup>2</sup>	3 credits

26	BFN 201	Principles of Finance* <sup>2</sup> (Prerequisites: ECN 101 and 102 and Statistics*; ACC 113/115 and 117/118 preferred) (8 CCs have an accounting prerequisite: ACC, GCC, HCC, MCC, MXCC, NCCC, TRCC, TXCC) *Statistics may be taken as a pre- or co-requisite.	3 credits
27	MAT 152** (TXCC)	Finite Math* <sup>1</sup>	3 credits
	MAT 158** (GCC, MCC, MXCC)	Functions, Graphs & Matrices* <sup>1</sup>	3 credits
	MAT 190** (NCC, TXCC)	Calculus for Business and Social Sciences* <sup>1</sup>	3 credits
	MAT 230** (CCC, GCC, MCC)	Applied Calculus, Applied Calculus with a Modeling Approach* <sup>1</sup>	3 credits
	MAT 232** (NVCC)	Applied Calculus* <sup>1</sup>	3 credits (GCC) 4 credits (NVCC)
	MAT 254 (ACC, HCC, MXCC, NCCC, QVCC, TRCC)	Calculus I* <sup>1</sup>	4 credits
	**When none of these courses is available at a community college, students may take it or its equivalent at another CSU institution, including online, to fulfill this math requirement.		
28	<b>Unrestricted Electives</b> Awarding 4 credits for Accounting and Statistics courses is at the discretion of individual community colleges and affects the number of unrestricted electives and total credits to degree. When these 4-credits courses transfer to the CSUs and CO, 3-credits will count as the equivalent course and 1 credit will transfer as an unrestricted elective at the receiving institution.	ACC CCC GCC HCC MCC MXCC NVCC NCCC NCC QVCC TRCC TXCC	0/61 1/60 2/60 1/60 0/60 2/62 1/60 1/60 2/60 1/60 0/61 1/60

29	Students who have unrestricted electives should consider beginning or completing work on foreign language requirements at CCSU and ECSU not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO. They may complete only 1 additional general education requirement for ECSU.		
30	<b>Pathway30 Total</b>		30 credits

31	<b>Business Pathway Total</b>		<b>60-62 credits</b>
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**CCSU:** All courses marked with an \* must be C- or above  
2.5 Overall GPA required to graduate and in courses marked <sup>1</sup>

**SCSU:** All courses marked with a <sup>2</sup> must be C or above

**WCSU:** 2.3 overall GPA  
C+ or better in Financial Accounting  
2.0 GPA in all **major** courses

**IMPORTANT NOTE:** In cases where a course is marked with a \* AND a <sup>2</sup>, a student is required to achieve the higher grade: C or better.

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*BELOW THRESHOLD INFORMATION REPORT FORM*  
**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

**Institution:** Charter Oak State College      **Date of Submission to CSCU Office of the Provost:** 10/7/2020

**Most Recent NECHE Institutional Accreditation Action and Date:** 2017

**Original Program Characteristics**

CIP Code No. 51.0713      Title of CIP Code Medical Insurance Coding Specialist/Coder  
**Name of Program:** Certificate in Health Insurance Customer Service  
**Degree:** Title of Award (e.g. Master of Arts) **Certificate**  
**Stand-Alone Certificate:** (specify type and level) **C2**  
**Date Program was Initiated:** 10/14/09      **OHE#:** 15447  
**Modality of Program:** On ground   X Online      Combined  
     If "Combined", % of fully online courses?  
**Locality of Program:** On Campus      Off Campus      Both

**Original Program Credit Distribution**

# Credits in General Education:  
 # Credits in Program Core Courses:  
 # Credits of Electives in the Field:  
 # Credits of Free Electives:  
 # Cr Special Requirements (include internship, etc.):  
Total # Cr in the Program (sum of all #Cr above): **18**  
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **18**

**Modified Program Characteristics**

**Name of Program:** Certificate in Health Insurance Customer Service  
**Degree:** Title of Award (e.g. Master of Arts) **Certificate**  
**Certificate<sup>1</sup>:** (specify type and level) **C2**  
**Program Initiation Date:** Spring 2021  
**Modality of Program:** On ground   X Online      Combined  
     If "Combined", % of fully online courses?  
**Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):**  
**Other:**

**Modified Program Credit Distribution**

# Credits in General Education:  
 # Credits in Program Core Courses:  
 # Credits of Electives in the Field:  
 # Credits of Free Electives:  
 # Cr Special Requirements (include internship, etc.):  
Total # Cr in the Program (sum of all #Cr above): **18**  
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **18**

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

**Program Discontinued:**      **CIP:**      **OHE#:**      **Accreditation Date:**

**Phase Out Period**      **Date of Program Termination**

**Rationale for Modification**

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

Retire HCA 111 The Claims Environment and substitute HIM 205 Reimbursement Methodologies in the Health Insurance Customer Service Certificate.

The current HCA 111 course is out of date and needs to be revised. Since this course typically has 1-2 students, it is not cost effective to redesign the course if there is a more efficient option. We believe that having these students take HIM 205 puts the students into a course with much higher enrollment for a better learning experience, especially in the discussion forum.

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HIM 205 is a very similar course, focusing on health insurance and reimbursement. The same instructor teaches both courses. The instructor can make some minor adjustments to HIM 205 so that it would meet the needs of the certificate and not diminish the course in any way for the HIM students who take it as part of the HIM major. The instructor and program director believe the revisions will also make the HIM a stronger course for the HIM students. The change to HIM 205 would put a bigger emphasis on claims and would require the students to practice completing a health insurance claim. The changes would require one new learning objective and one new sentence in the course description. The course outline would be changed allowing healthcare claims to be worked in throughout the 8 weeks of the course.

New HIM 205 Course Description: This course covers **types of healthcare insurance** and reimbursement methodologies used in all healthcare settings as they relate to national billing, compliance, and reporting requirements. Topics include prospective payment systems, billing process and procedures, chargemaster maintenance, regulatory guidelines, reimbursement monitoring, and compliance strategies and reporting. Upon completion, students should be able to ~~perform data quality reviews to validate code assignment~~ **describe the health insurance claims process, explain the steps for completing a claim form**, and comply with reimbursement and reporting requirements. **(3 credits)**

**New Student Learning Outcome for the course:** Describe the steps in the healthcare claims process and the steps in completing the universal forms used.

**Institutional Contact for this Proposal:** Shirley M. Adams      Title: Provost      Tel.: 860-515-3836      e- mail: sadams@charteroak.edu  
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
HCA 101 Health Care Systems and Administration	1,2,3,15		3			
HCA 105 Medical Terminology	4		3			
HCA 111 The Claims Environment	5,12,14		3			
HIM 205 Reimbursement Methodologies	5,6,10,14		3			
HCA 201 Health Care and Quality Concepts and Principles	6,7,8,9,11,12,13,16		3			
HIM 115 Principles of Information Management	6,12,15,16		3			
ITE 101 Management Information Systems	14		3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> <li>Describe the different types of health care delivery systems and services;</li> <li>Analyze health care financial risk;</li> <li>Describe insurance claim processing from multiple perspectives.</li> </ol>						



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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 10/20/2020
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 2017	
<b>Original Program Characteristics</b> CIP Code No. 520401 Title of CIP Code. Office Management and Supervision Name of Program: Business Office Technology - Office Support Specialist Certificate Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: 000290 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 19 # Credits of Electives in the Field: 9-10 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above):</u> 28-29 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 28-29
<b>Modified Program Characteristics</b> Name of Program: Business Office Technology - Office Support Specialist Certificate Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 9 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above):</u> 27 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 27
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued:                      CIP:                      OHE#:                      Accreditation Date: Phase Out Period                      Date of Program Termination	
<b>Rationale for Modification</b> ACC*115 – 4-credit course replaced with ACC*113 – 3-credit course because four-year institutions accept this course as three credits. ACC*121 – 1 credit course removed; Course no longer offered; computerized accounting is already embedded into ACC*113.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) N/A	
<b>Institutional Contact for this Proposal:</b> Carla Adams Title: Professor    Tel.: 860-512-2652    e- mail:	

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**PROGRAM MODIFICATION**

cadams@mcc.commnet.edu

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

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
BOT*111	1, 4, 5		3			
BOT*112 or BOT*137	1, 4, 5	BOT*111	3			
ACC*113 or BOT*164	3, 4		3			
BOT*220	2, 3, 4		3			
CSA*105	4		3			
CSA*205	4	CSA*105	3			
CSA*135	4		3			
BMG*204	1, 2		3			
CST*114 or CSC*101	4		3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Modified Credential</b>						
<p><b>Learning Outcomes - L.O.</b> <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i></p> <ol style="list-style-type: none"> <li>1. Create and modify standard types of business communications in both printed and electronic forms.</li> <li>2. Demonstrate strong interpersonal and human relations skills required for success in a professional setting.</li> <li>3. Execute business office procedures used in today's technological work environment.</li> <li>4. Acquire up-to-date technology skills in the following areas: word processing, spreadsheet, database, presentation, computerized accounting, personal information management, web technologies, and speech recognition.</li> <li>5. Demonstrate keyboarding and data-entry speed and accuracy using industry accepted standards.</li> </ol>						

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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 10/20/2020
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 2017	
<b>Original Program Characteristics</b> CIP Code No. 520101    Title of CIP Code <b>Business/Commerce, General.</b> Name of Program: CSCU Business Studies, TAP, A.A. Degree Degree: Title of Award (e.g. Master of Arts) <b>Associate in Arts</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated:    OHE#: 018763 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 27-28 # Credits in Program Core Courses: 32 # Credits of Electives in the Field: # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 59-60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 59
<b>Modified Program Characteristics</b> Name of Program: CSCU Business Studies, TAP, A.A. Degree Degree: Title of Award (e.g. Master of Arts) <b>Associate in Arts</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 27-28 # Credits in Program Core Courses: 31 # Credits of Electives in the Field: 3 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <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: <b>61</b>
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued:                      CIP:                      OHE#:                      Accreditation Date: Phase Out Period                      Date of Program Termination	
<b>Rationale for Modification</b> ACC*115 – 4-credit course replaced with ACC*113 – 3-credit course because four-year institutions accept this course as three credits. Add business elective to bring total number of credits required to 61.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) N/A	
<b>Institutional Contact for this Proposal:</b> Theresa Janeczek    Title: Professor    Tel.: 860-512-2626    e- mail: tjaneczek@mcc.commnet.edu	

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Institution's Unit (*School of Business*) and Location Offering the Program: Main campus

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**PROGRAM MODIFICATION**

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
ACC*113		ENG* 101	3	MAT*165	4	
ACC*117		ACC*113 ENG* 101 MAT* 138	3	ECN*101	3	
BMG*202			3	ECN*102	3	
BMG*204			3	MAT*158	3	
BBG*234			3			
BFN*201			3			
BMK*201			3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
ENG*101			3			
MAT*138			3			
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> <li>1. Graduates will be able to demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and marketing).</li> <li>2. Apply concepts to core business disciplines and critical thinking to make sound financial decisions.</li> <li>3. This Business Studies Associates Degree serves as the single community college degree to all of the State University and Charter Oak State College.</li> </ol>						

FYI – No student learning outcomes have been altered.

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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 10/20/2020
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> April 2017	
<p><b>Original Program Characteristics</b></p> <p>CIP Code No. See attachment    Title of CIP Code See Attachment</p> <p>Name of Program:  <b>Accounting Certificate</b>  <b>Entrepreneurship/Small Business Certificate</b></p> <p><b>Accounting and Business Transfer, A.S.</b>  <b>Accounting, A.S.</b>  <b>Business Administration Career, A.S.</b>  <b>Business Administration: Entrepreneurship Option, A.S.</b>  <b>Marketing, A.S.</b>  <b>Business Office Technology: Office Option, A.S.</b>  <b>Business Office Technology: Medical Option, A.S.</b></p> <p>Degree: Title of Award (e.g. Master of Arts) <b>C2 Certificates (2) / Associate in Science (7)</b></p> <p>Stand-Alone Certificate: (specify type and level) <b>C2</b></p> <p>Date Program was Initiated: See Attachment    OHE#: See Attachment</p> <p>Modality of Program: X On ground    Online    Combined           If "Combined", % of fully online courses?</p> <p>Locality of Program: X On Campus    Off Campus    Both</p>	<p><b>Original Program Credit Distribution</b></p> <p># Credits in General Education:</p> <p># Credits in Program Core Courses:</p> <p># Credits of Electives in the Field:</p> <p># Credits of Free Electives:</p> <p># Cr Special Requirements (include internship, etc.):</p> <p><u>Total # Cr in the Program</u> (sum of all #Cr above): See note below</p> <p>From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:</p>
<p><b>Modified Program Characteristics</b></p> <p>Name of Program:  <b>Accounting Certificate</b>  <b>Entrepreneurship/Small Business Certificate</b></p> <p><b>Accounting and Business Transfer, A.S.</b>  <b>Accounting, A.S.</b>  <b>Business Administration Career, A.S.</b>  <b>Business Administration: Entrepreneurship Option, A.S.</b>  <b>Marketing, A.S.</b>  <b>Business Office Technology: Office Option, A.S.</b>  <b>Business Office Technology: Medical Option, A.S.</b></p> <p>Degree: Title of Award (e.g. Master of Arts) <b>C2 Certificates (2)</b></p>	<p><b>Modified Program Credit Distribution</b></p> <p># Credits in General Education:</p> <p># Credits in Program Core Courses:</p> <p># Credits of Electives in the Field:</p> <p># Credits of Free Electives:</p> <p># Cr Special Requirements (include internship, etc.):</p> <p><u>Total # Cr in the Program</u> (sum of all #Cr above): See note below</p> <p>From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:</p>

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**PROGRAM MODIFICATION**

**Associate in Science (7)**

Certificate<sup>1</sup>: (specify type and level) **C2**

Program Initiation Date: See Attachment

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):

Other: See note below

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

Program Discontinued:      CIP:      OHE#:      Accreditation Date:

Phase Out Period      Date of Program Termination

**Rationale for Modification** ACC\*115 – 4 credit course replaced with ACC\*113 – 3 credit course because four-year institutions accept this course as three credits. Total credits for all programs will be reduced by 1 credit.

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

N/A

**Institutional Contact for this Proposal:** Carla Adams  
cadams@mcc.commnet.edu

Title: Professor      Tel.: 860-512-2652      e- mail:

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



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**PROGRAM MODIFICATION**

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

<b>PROGRAMS/CERTIFICATES</b>	<b>OHE Number</b>	<b>CIP Code</b>	<b>The Title of CIP code</b>
<b>Accounting and Business Transfer, A.S.</b>	# 001917	520302	Accounting Technology/Technician and Bookkeeping.
<b>Accounting, A.S.</b>	# 000287	520302	Accounting Technology/Technician and Bookkeeping.
<b>Accounting Certificate</b>	# 000286	520302	Accounting Technology/Technician and Bookkeeping.
<b>Business Administration Career, A.S.</b>	# 000295	520101	Business/Commerce, General.
<b>Business Administration: Entrepreneurship Option, A.S.</b>	# 015349	520101	Business/Commerce, General.
<b>Entrepreneurship/Small Business Certificate</b>	# 015356	520701	Entrepreneurship/Entrepreneurial Studies.
<b>Marketing, A.S.</b>	# 000296	521401	Marketing/Marketing Management, General.
<b>Business Office Technology: Office Option, A.S.</b>	# 000291	520401	Office Management and Supervision.
<b>Business Office Technology: Medical Option, A.S.</b>	# 000294	520401	Office Management and Supervision.

# Connecticut State Community College

## Shared Governance Workgroup Proposal

### History

The Shared Governance workgroups was formed as a sub-group of the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) in the Spring of 2018. During the formation of the workgroup the SF ASA CC defined the membership and called for 12 elected members, one from each college, along with 6 at-large members from the SF ASA CC.

The workgroup received the follow charge from Provost Gates at its first meeting on December 18, 2018

#### SF ASA CC Shared Governance Charge

##### **Group Name:** Shared Governance Workgroup

The Students First: Academic and Student Affairs Consolidation Committee Charge:

The Students First: Academic and Student Affairs Consolidation Committee [ASA CC] is charged with the responsibility to work out the details associated with the one community college consolidation related to academic and student affairs on the twelve community colleges. Specifically, the committee will provide guidance on the alignment of academic programs (shared and differentiated), assessment, policies, procedures, institutional data, websites, catalogs and other relevant issues to campus constituents.

Currently the BOR has recognized that *Shared Governance* can be conceptualized as:

*Consonant with the mission, vision and goals of the CSCU System, the Board of Regents and the Faculty Advisory Committee recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions. [CSCU Website; Regents: Shared Governance Award]*

##### **Shared Governance Workgroup Charge:**

The Shared Governance Workgroup is charged with crafting a proposal on how to operationalize the concepts noted above and, ultimately, to provide to the One College its governance structure. This includes: defining shared governance, determining eligibility for governance members, describing membership [terms, voting rights, organizational placement, etc.], recommending policies for governance, etc.

Understanding the complexity of governance and the many domains or layers affected [BOR, presidential/CEO, One College, regional, and local campus based decision-making], the workgroup will develop and recommend the governance structure that relates to academic and student affairs for the

SGW 11/20/2020

One College. Using accepted higher education practices, existing expertise in the CSCU community colleges, and best practices, this workgroup will make its recommendation to the ASA CC.

Group Leads\*:

CSCU Academic and Student Affairs Consolidation Committee co-chairs, Patricia Bouffard and Mike Stefanowicz. (non-voting).

**Group Membership:** Members include elected faculty and staff representatives from the twelve community colleges, six members from the ASACC and two community college student representatives. It is expected that other individuals may be invited to attend as their expertise is needed.

### Shared Governance Workgroup Membership

[Aime, Lois](#)

*Director of Ed. Tech.*

Member Until: **February 2020**

Norwalk Community College

[Ariel, Tracy](#)

*Manufacturing Program Director*

Member Until: **Current Member**

Middlesex Community College

[Barrett, Gayle](#)

*Associate Vice President, Enrollment & Retention Services*

Member Until: **Current Member**

Connecticut State Community College

[Bloom, Eleanor](#)

*Professor of English*

Member Until: **Current Member**

Housatonic Community College

[Bozzuto, Victoria](#)

*Dean, Workforce Development, Guided Pathways Manager*

Member Until: **Current Member**

Gateway Community College/System  
Office

[Bray, Nancy](#)

*Associate Professor, Social Science, Business and Professional  
Careers*

Member Until: **Current Member**

Manchester Community College

[Coan, Francis](#)

*History Faculty*

Member Until: **February 2020**

Tunxis Community College

[Creech, Paul](#)

Member Until: **January 2020**

Capital Community College

[DeSantis, Greg](#)

*Executive Director Student Success Center and Academic Initiatives*

Member Until: **Current Member**

System Office

[Gusky, Sharon](#)

*Faculty, Biology*

Member Until: **February 2020**

Northwestern Community College

[Lalani, Riaz](#)

*Faculty, Mathematics*

Member Until: **May 2020**

Norwalk Community College

[Maldonado, Monica](#)

*Student*

Member Until: **September 2020**

Gateway Community College

[Mosher, Eric](#)

*Associate Professor, Biology*

Member Until: **September 2020**

Asnuntuck Community College

[Pagano, Erin](#)

*Professor of Business*

Member Until: **October 2019**

Quinebaug Valley Community College

[Parden, Christopher](#)

*Assistant Professor of Computer Services/Program Coordinator*

Member Until: **Current Member**

Quinebaug Valley Community College

[Ricker, Nicola](#)

Assistant Professor of Science  
Member Until: **September 2020**

Three Rivers Community College

[Russo, Teresa](#)

Social Science Faculty  
Member Until: **February 2020**

Gateway Community College

[Shafer, John](#)

Communications Faculty  
Member Until: **Spring 2020**

Middlesex Community College

[Sesanker, Colena](#)

Social Science Faculty  
Member Until: **January 2020**

Gateway Community College

[Sheirer, John](#)

English Faculty  
**Current Member**

Asnuntuck Community College

[Stefanowicz, Michael](#) / [Pat Bouffard](#) (retired 2/2020)

ASA Co-chair Consolidation committee  
Member Until: **Current Member** (non-voting)

CSCU System Office / CSCC

[Taylor, Kathy](#)

Associate Professor Legal/Business  
Member Until: **September 2020**

Naugatuck Valley Community College

[Yiamouyiannis, Carmen](#)

Science and Math Faculty  
Member Until: **October 2019**

Capital Community College

### Ex-Officio

**Dr. David Levinson**

Interim President

Joined September 2020 **Current Member**

Connecticut State Community College

**Dr. Michael Rooke**

Interim Provost

Joined September 2020 **Current Member**

Connecticut State Community College

### Co-Chairs

\*Upon the advice of the College Consolidation Implementation Committee, (CCIC) the group elected a faculty co-chair during the 2012-2019 academic year, Ellie Bloom from Housatonic Community College to serve with Pat Bouffard. Michael Stefanowicz continued to attend meetings as guest. When Pat Bouffard retired, Michael Stefanowicz replaced her as co-chair.

### Group Meetings

The group met 13 times from December 2018 through October 2020.

Meeting notes and current membership can be found at <https://www.ct.edu/consolidation/groups> and <https://www.ct.edu/consolidation/meetings>.

Initially, the group asked to modify its charge to also define the transitional governance structure. Provost Gates and the CCIC clarified that the transitional governance structure had previously been established by the Board of Regents as part of the Students First plan; the charge of this workgroup was to develop a proposal for a governance model for the single college.

### Guiding Principles

- The legislated authority for decision making at Connecticut State Community College rests with the Connecticut Board of Regents for Higher Education (BOR). The BOR delegates decision-making authority to the CSCC president, who is charged with building an administrative and leadership structure for the college. A shared governance process provides a route for the CSCC president to receive input from faculty, staff, and students to use in making policy recommendations and other decisions that affect college-wide issues.
- A Shared Governance model should ensure that college constituents have a voice, and all constituencies should be represented. Constituencies include administration, faculty, staff and students. Each of the 12 main campuses should be represented in a statewide single college.
- The model should respect expertise, and should promote acknowledgment, explanation and communication of recommendations forwarded.

- The model should have a simple and effective structure – understandable and efficient
- The workgroup recognizes that in an overall governance model, shared governance bodies are advisory and that shared governance does not necessarily translate into shared decision making. The workgroup recognizes that the CSCC college president has the final decision and accountability for the decision to the Board of Regents
- The model should cover policy and curriculum approval processes, and should differentiate between statewide single college governance and local campus governance bodies.
- All college-wide elected positions at will have identified/elected alternates to ensure adequate participation
- At the campus level, the model recognizes the self-determination of local shared governance

## **Main Governance Bodies**

### **College Senate**

The primary charge of the College Senate will be to deliberate and determine by majority vote recommendations to be forwarded to the CT State CC administration.

#### **Membership**

- 27 members: 12 faculty, 12 professional/classified staff , 3 students
- Two Elected Senators from each of the 12 campuses
  - One full-time faculty, One full-time professional staff or classified staff
  - Two- year term, staggered, (term limits to be decided by the College Senate by-laws)
- Three elected system-wide SGA Senators
  - (one from each region, one-year term, can repeat)
- Chair / Co-chairs elected from within the Senate - term limits for chairs/co-chairs to be decided by the College Senate in accordance with their by-laws

### **The Flow of Academic Policy Proposals**

Policy proposals may originate from the 12 Campus Senates

There may be a need for policy proposals to also originate from CSCC groups outside of a campus senate, including student groups. If this is the case, such proposals will proceed in the same way as a proposal from a campus senate.

Policy proposals will go to the CSCC College Senate, where they can be passed by a majority vote

Proposals that are approved by the CSCC College Senate will be sent to the College President for consideration.



### **Compensation for service on College Senate**

**Additional Responsibilities (Faculty):** membership on College Senate will constitute a major Additional Responsibility commitment or course release and should be honored as such.

Faculty servicing should receive a full 3 semester hours of credit toward Additional Responsibilities (AR) or a 3-credit course release per semester. Chairs should receive 6 credits/hours of release or AR credit per semester.

A similar work release/credit or stipend should be given to professional staff members serving.

### **Curriculum Congress**

The primary charge of the Curriculum Congress will be to review and approve curriculum for Connecticut State Community College.

#### **Membership**

- 18 faculty, 5 professional staff, 2 administrators (non-voting), 3 students
- There will be three Faculty Representatives from each the 6 Areas of Study (18 total) with no more than one from a discipline grouping (i.e. PSY, CJ). A variety in discipline representation within each Area of Study should be achieved. Logistics for ensuring such diversity of representation will be addressed in the Curriculum Congress bylaws
- One Registrar, One Financial Aid Officer, One Advisor, One Library Director and One Educational Technology – All (5) elected from their respective system-wide bodies
- CSCC Chief Academic Officer/Provost or designee (ex-officio, non-voting)
- One CSCC Area of Study Dean or designee (ex-officio, non-voting)
- Three elected system-wide Student Government Association (SGA) members (must be from different campuses)

There should be a minimum 2/3 elected Faculty Voting Membership

Faculty Co-chairs should be elected from within the Congress

Congress members should serve 2 year terms (staggered), with a 2 term limit; SGA representatives should serve a 1 year term, but can repeat a term.

Congress should include at least one representative (faculty/staff) from each campus— if there is no representation from a campus, that campus's senate will elect a non-voting member to the Curriculum Congress to ensure complete communication between each campus and the Congress.

### **Compensation for service on Curriculum Congress**

**Additional Responsibilities (Faculty):** membership on either the Curriculum Congress will constitute a major AR commitment or course release and must be honored as such.

Faculty servicing should receive a full 3 semester hours of credit toward Additional Responsibilities (AR) or a 3-credit course release per semester. Chairs should receive 6 credits/hours of release or AR credit per semester.

A similar work release/credit or stipend should be given to professional staff members serving.

### **The Flow of Curricular Proposals**

Curricular proposals will originate from the Discipline and Program Groups and/or an Area of Study

Areas of Study Deans and Associate Deans will be responsible for submitting curriculum proposals and notifying impacted disciplines/programs and other relevant Area of Study Deans.

Proposals brought to the Curriculum Congress will be passed by a majority vote.

If the Curriculum Congress does not pass a curricular proposal, the proposal will be sent back to the originating Area of Study Discipline / Program group for revision.

### **Appeal contingency**

Definition – a member of Curriculum Congress or a member of the College Senate could request a review of the decision of the Congress; the appeal would go to College Senate

The One College Senate can only overturn a curriculum congress proposal with a 2/3 majority vote.

Once a curricular proposal is passed, it is sent to the CSCC College President or designee for consideration and submission to the CSCU academic approval process.

### **Areas of Study / Discipline and Program Groups**

The Areas of Study identified in the CSCC organization chart (attached and available at <https://www.ct.edu/files/pdfs/ctstate-org-draft.pdf>) serve to align programs and disciplines of like nature, and will be led by Deans of Areas of Study. Discipline /Program groupings will align related disciplines and program and will be led by Associate Deans.

Areas of Study and Discipline and Program groups serve the function that discipline departments/divisions do currently at a single college campus.

- All full-time faculty will be assigned to a discipline or program group and a corresponding Area of Study. It will be assumed that all full-time faculty will participate in their respective groups. All full-time faculty will be full voting members of their group (one vote per faculty)

- All part-time faculty will be assigned to a discipline or program group. Their participation will be encouraged, but not required. Part-time faculty will have a half vote within the group, and can participate fully.

#### Discipline Subgroups

There may be a need for sub-groups within the discipline and program groups. For instance, a Chemistry group within the sciences, or an Accounting group within Business. These groups may form within the larger groups (even down to the individual course level), discuss needed curricular changes and bring proposals back to their larger Discipline / Program group for consideration.

It will be up to each Associate Dean and Discipline / Program group to determine how to form and run their sub-groups

Each Discipline / Program Group will hold (at a minimum) one system-wide meeting per semester. These meetings will be scheduled by the second week of the semester and preferably held in the second half of the semester to ensure that sub-groups will have adequate time to work on proposals for consideration at the system-wide meetings. Provisions will be made at all of these meetings for members to call-in and participate remotely.

Each Area of Study and Discipline / Program group will elect its representative(s) to the Curriculum Congress.

## Campus Level Governance Bodies

The Campus Level shared governance body should be named the **Campus Senate**.

The Campus Senate (e.g. Manchester Campus Senate) will handle educational issues that originate at the campus level. If an issue is not purely local in nature (it has system-wide implications) then the Campus Senate will create a proposal and move it up to the CSCC College Senate. The Campus Senate does NOT need the approval of the campus CEO or other campus administrators to do so.

If an issue is local to a campus in nature, then the Campus Senate(s) will pass it on to the campus CEO, or to the next local governance body in line, for a final decision, as long as a local decision does not have implications that may affect the accreditation status of Connecticut State Community College.

Each campus must decide the voting membership of its Campus Senate.

It is recommended that all campus constituent groups are represented

There should be a minimum of one seat on the Campus Senate for:

Faculty

Professional Staff / CCP/ ACL elected from Staff council

Classified Staff elected from Staff council

Students elected from SGA/Student council

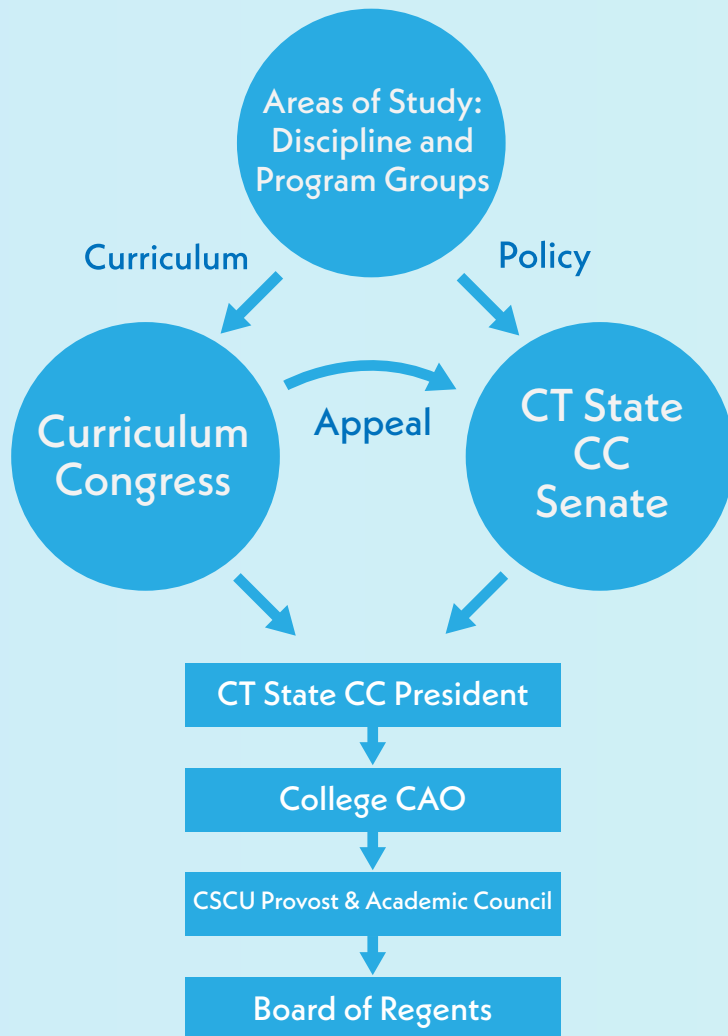
Campus Administration (ex-officio)

# CT State Community College

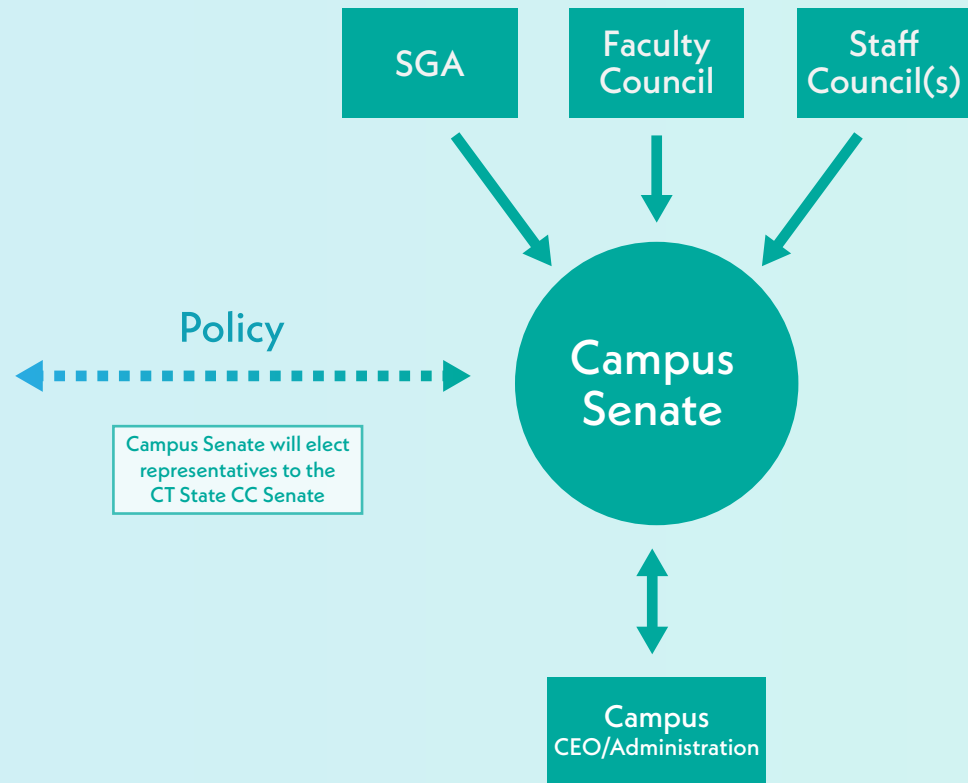
## Shared Governance Structure

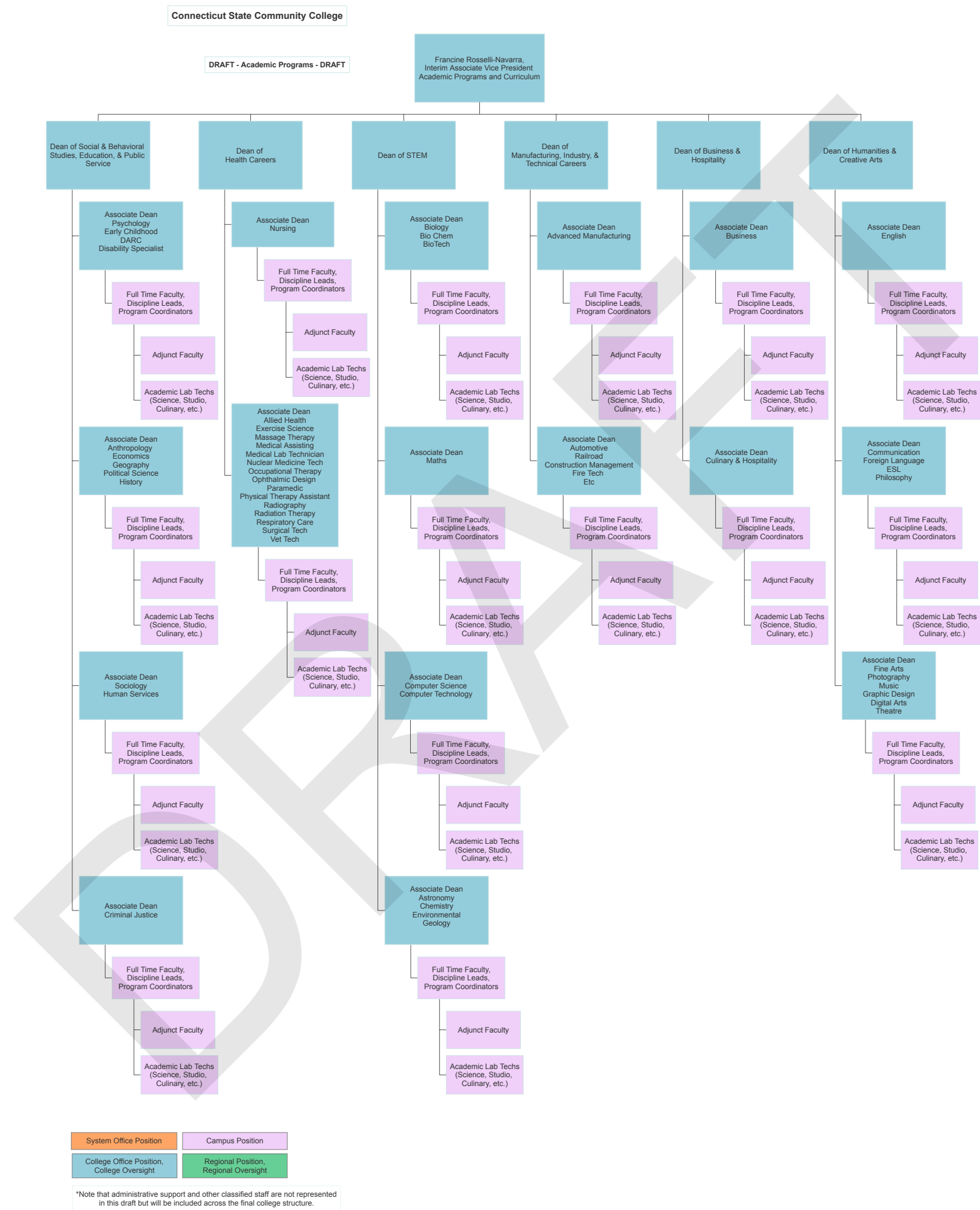
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### CT State CC Level



### Campus Level





# Connecticut State Community College

## DRAFT - Academic Timeline- DRAFT

