

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE AGENDA SPECIAL MEETING Friday, April 26, 2019 at 9:30 a.m. Naugatuck Valley Community College 750 Chase Parkway, Waterbury, CT 06708 Technology Hall Dining Room, T531

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – April 8, 2019 9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present:	Merle Harris, Naomi Cohen, Aviva Budd, Peter Rosa, Del Cummings, William Lugo
Regents Absent:	None
Staff Present:	Jane Gates, Patrick Carr, Bill Gammell, Ken Klucznik, Lesley Mara, Arthur Poole, Pat Ryiz, Michael Stefanowicz
Other Attendees:	Missy Alexander (WCSU), Michelle Brown (WCSU), Tuesday Cooper (MCC), Ilene Crawford (SCSU), Robert Farinelli (TRCC), Elsa Núñez (ECSU), Robert Prezant (SCSU), William Salka (ECSU),

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

1. Approval of Minutes

a. March 15, 2019

On a motion by N. Cohen and seconded by P. Rosa, a vote was taken and the minutes from the March 15, 2019 meeting were approved.

- 2. <u>Consent Items</u>
 - a. Discontinuations
 - i. Social Service: Library Technical Assistant (G11GB82) AS, Option A Capital CC
 - ii. Library Technical Assistant (G13GK41) Certificate Capital CC
 - iii. Social Service: Community Change Studies (G11GB98) AS, Option A Capital CC
 - iv. Social Service: Gerontology (G11GB96) AS, Option A Capital CC
 - v. Gerontology (G13GJ20) Certificate Capital CC
 - vi. Health Information Management (G11GA60) AS Capital CC
 - vii. Health Information Management (G13GJ11) Certificate Capital CC

On a motion by N. Cohen and seconded by P. Rosa to adopt the Consent Items, a vote was taken and the consent items were unanimously approved.

3. Action Items

- a. Accreditation of a Licensed Program
 - i. Digital and Interactive Media Arts (DIMA) BA Western CSU

A motion to approve the accreditation of the WCSU Digital and Interactive Media Arts (DIMA) BA degree program was made by P. Rosa and seconded by N. Cohen. Dr. Missy Alexander, Provost and VP of Academic Affairs, and Dr. Michelle Brown, Dean of the Macricostas School of Arts and Sciences, presented this program for WCSU. Provost Alexander enumerated the changes that have been made in the program since it was approved and licensed by the BOR. When the program was initiated in 2016, the transection of Computer Science and Media Production and Art was an emerging field. WCSU added an Art option to the program, revised the Production concentration and established a full Marketing minor. WCSU has been educating Admissions and building awareness at local high schools on the program and its content. There has been an increase in the number of students declaring DIMA as a major. JobsEQ data indicates that the potential to get jobs in this field is very high. The first group of students will graduate from the program this Spring. This year, the revenue will exceed expenses in the program. Questions from the Committee centered on:

- a) Based on the number of students in the program and graduating this year vs. the projections, can the BOR accredit the program for a shorter period of time? Response: Once accredited, accreditation will be continuous with an enrollment report in three years which is the typical timeframe and it would fit into the 7-year program review schedule. A process, as we move forward, will be discussed later in the meeting. *Can we approve accreditation for a year?* Accreditation should not be limited for one year because there will be students in the pipeline; but, the Committee can ask for a progress report in a year.
- *b) Is there a target number of enrollments?* Response: Originally the projected number of enrollments was 20 (1st year), 20 (2nd year) and 70 (3rd year). The enrollment is now at 38. 50 is a reasonable enrollment projection for next year.
- *c) How are enrollment numbers projected if the classes already exist? How are costs allocated?* Response: Some students were existing majors; many were undeclared and entered the DIMA major.
- d) Most classes are now at capacity. If there is an increase in student majors, will adding a faculty member be necessary? Response: Right now we have not restricted registrations to majors only, so there are a lot of non-majors (undeclared and Gen Ed) in courses. We're not yet sure when to move from adjuncts to an additional full-time faculty member or whether that faculty member will be assigned to Art or Media Arts. We can run the program now with adjuncts only and evaluate that as enrollments grow
- *e)* Will future students be already in the system and declare DIMA as a major or will they be new enrollees? Response: We foresee an increase in new students.

Provost Alexander and Dean Brown stated that WCSU is reviewing low-enrolled programs and stated that some will be suspended. They discussed interdisciplinary programs, such as the DIMA degree program, and stated that these new types of programs address the changing opportunities in shifting fields and need time to grow This program is unique in that it allows students to major in the Art realm and have a job upon graduation. Provost Alexander stated that students in the program had internships and WCSU will know if students have jobs in the field after reviewing survey results from graduates of the program. Provost Alexander has reached out to Dr. Klucznik to develop a TAP program for the DIMA degree.

Chair Harris called for a vote to approve the program and the BOR Resolution as written in the agenda.

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Digital and Interactive Media Arts program (CIP Code: 9.0702, OHE # 18368) leading to a Bachelor of Arts degree, requiring 120 course credits delivered via an on ground modality, at Western Connecticut State University

Regent Cohen asked for a report in Fall, 2019, stating the employment status of the May 2019 graduates of the program and how many students are enrolled in the program for the Fall 2019 semester. A vote was taken to approve the accreditation of the WCSU Digital and Interactive Media Arts (DIMA) BA degree program and the vote was unanimous.

b. Modifications

- i. Women's Studies MA Southern CSU [Name Change]
- ii. <u>Women's Studies Graduate Certificate Southern CSU [Name Change]</u>
- iii. <u>Women's Studies Graduate Certificate (Online) Southern CSU [Name Change and OHE corrections]</u>

Dr. Robert Prezant, Provost and Vice President for Academic Affairs, and, Dr. Ilene Crawford, Assoc. VP for Academic Affairs, presented these programs for SCSU. **Chair Harris stated that the Committee would discuss the three programs together and then take separate motions and votes on each.** With the growth of these programs at the national and international level, it has become the norm to broaden the horizon on Women's Studies to become more inclusive. SCSU is requesting approval to change the name of these three programs from Women's Studies to Women's and Gender Studies. **On a motion by N. Cohen, seconded by P. Rosa, a vote was taken to change the name of the SCSU MA in Women's Studies to the MA in Women's and Gender Studies. The vote was unanimous.**

On a motion by N. Cohen, seconded by P. Rosa, a vote was taken to change the name of the SCSU on ground Certificate in Women's Studies to the on ground Certificate in Women's and Gender Studies. The vote was unanimous.

On a motion by A. Budd, seconded by N. Cohen, a vote was taken to change the name of the SCSU online Certificate in Women's Studies to the online Certificate in Women's and Gender Studies. The vote was unanimous.

c. New Programs

i. <u>Mechanical/Electrical Manufacturing Basics – Certificate – Three Rivers CC</u> A motion to approve the Three Rivers Mechanical/Electrical Manufacturing Basics Certificate was made by N. Cohen and seconded by P. Rosa.

Robert Farinelli, Dean of Academics, presented this and the following program for Three Rivers CC. This program will provide a college-level certificate to students enrolled in the Electric Boat (EB) Marine Draft Person Apprentice Program. This program addresses a request from EB to provide a college credential for their employees. All students are presently employees of EB. The courses in the certificate program are applicable to several TRCC AS and AAS degrees which in turn will transfer to CT four-year institutions.

ii. Foundations in Manufacturing - Certificate - Three Rivers CC

This certificate will provide a college-level certificate to students enrolled in a Three Rivers CC program and the New London Stem Magnet (NLSM) High School. This program addresses a request from EB to provide a college credential for NLSM High School students who will apply to EB as draft persons, designers or skilled laborers. This program is specific to NLSM High School. As with the previous program, the certificate courses are applicable to several TRCC AS and AAS degrees which in turn will transfer to CT four-year institutions. Both programs are completely financially sustainable supported by EB and NLSM High School. These programs will position students to be competitive in the workplace. These programs are similar to the QVCC certificate program that was presented to the ASA Committee last month.

Questions from the Committee centered on:

- a) Are there other similar high school programs in the CSCU system? Response: At this point, the only two similar programs are at TRCC and QVCC. The programs were developed in response to a shortfall in CT ECO funding. In addition, the previous program(s) were AS degrees and it is not realistic to expect high school students to complete an AS degree in addition to a high school degree. The new programs are certificate programs.
- b) How many students will be in the high school program? Response: TRCC is projecting 23-25 new students per year. NLSM High School is 100% on board. TRCC is getting requests from high schools all over the region for similar programs and is convening a Council for manufacturing teachers. TRCC has hired a representative, at 10-15 hours per week, who is visiting high schools in the region to determine their needs. TRCC offers summer workshops for high school teachers. All faculty in the program are CCP (College and Career Pathways) certified.
- c) Did EB select all the courses in the Certificate program? Response: EB met with TRCC to determine what skills are needed for an entry-level position at EB. EB selected all the courses in the program Math, Physics and Engineering Technology. *Two out of the six courses are Math. How vital is this to EB? Are these Math courses a barrier to the students?* Response: EB requires pre-Calculus and Trigonometry for its Electrical Engineering program. Other programs require higher-level Mathematics courses. Students can take the math courses in the summer at TRCC.
- *d) If you could add one course to this Certificate program, what would it be?* Response: A 2nd level CAD course.

Chair Harris called for a vote to approve the Three Rivers CC Mechanical/Electrical Manufacturing Basics Certificate. The vote was unanimous.

On a motion by N. Cohen, seconded by P. Rosa, a vote was taken to approve the Three Rivers CC Foundations in Manufacturing Certificate and the vote was unanimous.

d. BOR Program Approval Process

- i. Application for New Program Approval Form
- ii. Application for Continued Accreditation Form

Chair Harris introduced this item by noting that this information is regarding the steps in the approval process and forms. While important, these do not require action. In a future meeting, the ASA Committee will discuss how to approach licensure and accreditation of programs at the same time. Right now, Associates and Masters Degrees are licensed and accredited at the same time; but, Bachelor's degrees are not. With transfers into the CSUs, students are completing programs in less than three years, the point at which the institutions can apply for program accreditation.

Provost Gates provided copies of Public Act 12-118 to the ASA Committee which addresses changes to program approval for institutions of higher education. The act authorizes this Committee to approve such changes, for example, to simultaneously approve licensure and accreditation of CSU programs. Pending the approval of simultaneous licensure and accreditation of CSU programs, Director Arthur Poole designed two forms, the Application for New Program Approval and the Application for Continued Accreditation. The forms are very comprehensive and provide data to the Committee to determine if program accreditation should be continued after three years. The Office of the Provost is proposing changes to the BOR Program Approval Process, chiefly, to assign licensure and accreditation to new programs simultaneously and make it uniform across the CSCU system. All new programs will receive accreditation upon approval for 3.5 years or 7 semesters. In the new process, during the 7th semester, institutions will need to request approval for continued accreditation from the ASA Committee. Previously, after three years, institutions would complete a Comparative Enrollment Report and request program accreditation. The report is incorporated in the new form. Institutions will report projected enrollment, actual expenses/revenue and progress on achieving program learning objectives. When the ASA Committee receives the Application for Continued Accreditation form from the institutions it has three options for the disposition of the program: 1. Approve the program for continued accreditation; 2. Ask for further clarification, or; 3. Assign provisional certification for 2.5 years. At the end of the provisional certification period, the institutions will return to the ASA Committee for a final determination on the program.

Questions from the Committee included:

- *a)* What happens if in the 7th semester of a program, the numbers look terrible, but there are students in the program? Response: The ASA Committee can end the program with a two year teach out/phase out period.
- b) Does the Academic and Student Affairs Office know before 2.5 years where the program is in terms of enrollment and revenue? Response: Right now we have the low completer report after three years and the Academic Review Process which is completed every 7 years. The programs are not reviewed annually. The low completer report will now be rolled into the new Academic Program Review process. The Office of Research and System Effectiveness does collect enrollment data annually or we can request enrollment data from the institutions. Provost Gates stated that we need to adhere to the BOR policy of 7 years for academic program review. Chair Harris stated the new proposal would provide a chance to review the progress of the program after 7 semesters when the institution comes before the Committee to request continued accreditation. Both Chair Harris and Provost Gates agreed that reviewing a new

program after one or two years is insufficient time to make a determination on the program's continuance.

- c) If we have to review all programs, why don't we receive information on the programs and have the Provost decide which programs should be reviewed? Response: Chair Harris stated that the Committee will have a formal discussion on this issue at the next ASA Committee meeting on April 26. At that meeting the Committee will decide if it will license and accredit new programs simultaneously and how it will follow up on programs approved under the new process.
- d) Does NECHE require us to look at programs after a certain period of years? Response: Yes. There are two levels of accreditation, state and regional accreditation. The regional accrediting body, NECHE, requires institutions to provide evidence of academic program review in at least two of its standards when institutions undergo a self-study. In addition, the request to license and accredit programs simultaneously was requested by the Academic Council. The CSUs have faced several major challenges where students were about to graduate from a non-accredited program.

Chair Harris reiterated that the proposal that will be discussed at the next ASA Committee meeting is to license and accredit all academic programs simultaneously. Once programs are accredited initially, institutions will apply for continued accreditation after 3.5 years. Dr. Ilene Crawford stated that veterans receive financial aid from sources other than Title IV. They cannot use this financial aid for non-accredited programs. Chair Harris stated that Academic and Student Affairs will provide a resolution for simultaneous licensure and accreditation at the next ASA Committee meeting on April 26.

ADDED – Promotions and Tenures – CT State Universities

Chair Harris stated that the Spring 2019 promotions and tenures for the CSUs will be on the agenda for approval at the April 26 meeting. She asked if the Committee wanted to receive data submitted by each candidate for promotion and tenure. Provost Gates stated that each CSU submits 10-20 candidates which could total 40 to 80 submission packets consisting of CVs and letters to the CSU Dept. Evaluation Committee (DEC). Provost Gates stated that she receives and reads all of the documentation submitted from each institution. The ASA Committee and the BOR approves all CSU tenures and promotions to insure that the criteria for such has been met. This is in compliance with the Memorandum of Understanding between the AAUP and the BOR. The ASA Committee requested that the documentation from candidates for promotion and tenure be made available in hard copy in the Academic and Student Affairs Office or via email upon request.

On a motion by A. Budd and seconded by P. Rosa, the Committee voted unanimously to adjourn the meeting of the Academic and Student Affairs Committee at 10:45 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Electrical Certificate (CIP Code: 15.0303 / OHE # 07614) leading to a Certificate at Tunxis Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Electrical Certificate leading to a Certificate at Tunxis Community College.

BACKGROUND

Summary

During the program's last academic program review, the visiting committee recommended consolidation of several certificates due to the large number of options available to students and low enrollment in the referenced program.

Phase-Out/Teach-Out Strategy

Any student currently enrolled will be able to apply all accumulated credits towards the parent Technology Studies and/or other related certificates.

Resources

No additional resources are required for the discontinuation of this program.

RECOMMENDATION

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

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

SECTION 1: GEN	ERAL INFORMATION				
Institution: Tunxis Community College Dat	te of Submission to CSCU	Office of the Provost: 3/28/19			
Discontinued Program: J13JN12 CIP: 150303 OHE#: 007614 Accreditation Date: 8/14/2000					
Phase Out /Teach Out Period 10/2015 -10/2016 Expected Date of Program Termination 12/2016					
Program Characteristics					
Name of Program: Electrical Certificate					
Degree: Title of Award (e.g. Master of Arts) Certificate					
Certificate: (specify type and level) C2					
Modality of Program: X On ground Online Combined					
Institution's Unit <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i> offering the Program: Tunxis Community College, 271 Scott Swamp Road, Farmington, CT 06032					
Institutional Contact for this Proposal: Greg Szepanski	Title: Program Coordinator	Tel.: 860-773-1626 e-mail: gszepanski@tunxis.edu			

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)
Notes regarding Application:
Log of Steps Toward Approval:
Date of Approval:
Date for Inclusion in BOR-ASA Meeting Package:
Conditions for Discontinuation Approval (if any)
Comments:

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

During the last program review, the visiting committee recommended consolidation of the certificates due to the large number of options and lower enrollments.

Phase Out/Teach Out Strategy

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

Any current students will be able to apply all of the credits they have already taken to the parent Technology Studies degree. The parent Technology Studies degree is designed to transfer toward a four year degree. There has been an attempt to offer classes in the electrical option, but enrollment has been too low for them to run.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Licensure and Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education grant licensure and accreditation retroactively to May 2018 of a Mechatronics Automation Technician program (CIP Code: 14.4201, OHE # 19029) leading to a Certificate, requiring 30 course credits delivered via an online modality, at Quinebaug Valley Community College

A True Copy:

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

ITEM

Licensure and accreditation of a Mechatronics Automation Technician program at Quinebaug Valley Community College

BACKGROUND

Summary

The referenced program was granted licensure only for a one-year period in May of 2017. The program endeavors to prepare students with the theoretical knowledge and practical skills necessary for immediate employment as entry-level automation technicians in industry. The program also affords students the opportunity to seamlessly transition into an existing College of Technology Associate of Science degree program in Technology Studies

Rationale

Per state statutes, accreditation of a licensed program by the BOR is required prior to its granting credentials. Students accumulated credits toward this program prior to its initiation and completed all requirement by May 2018 upon which time they graduated, prior to accreditation.

Resources

The program did not achieve its projected enrollments over the course of its first two years; thus, it experienced deficits of \$13,567 and \$3,510, respectively. Enrollment during the current (third) year at 31 indicate and expressed student interest favorably project the program as having long-term sustainability.

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.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

QUINEBAUG VALLEY COMMUNITY COLLEGE

Date: 4/12/2019

To: Board of Regents

From: John Lewis, Dean of Academic Affairs and Student Services

In Re: QVCC Mechatronics Automation Technician certificate program

Quinebaug Valley Community College is applying for licensure and accreditation of the Mechatronics Automation Technician certificate program, which was originally licensed by the Board of Regents on May 11, 2017. On that date, the program was licensed ONLY (not accredited) and ONLY through May 2018. Licensure without accreditation of a certificate program for a single one-year period appears to differ from past practice.

According to the BOR policy, licensure of a program authorizes the enrollment of students and their advancement toward the completion of degree requirements; however, the policy also states that degrees cannot be conferred for licensed only programs.

Prior to my tenure as Dean, three students graduated from this program and were awarded this certificate in May of 2018. Since that time additional students have been admitted to this program and have progressed toward completion. At this time, fourteen additional students are on track to graduate in May 2019.

In order to resolve this issue in the best interest of students, to allow the current students to graduate, and to honor the certificates of the students who graduated from the program in 2018, QVCC respectfully requests that the Mechatronics Automation Technician certificate program be licensed and accredited and that the license and accreditation be retroactive back to the original date of approval (May 11, 2017). A formal *Application for New Program Approval* has been submitted thorough the appropriate channels.

Your consideration in this matter is most appreciated.

An Affirmative Action/Equal Opportunity Employer

SECTION 1:	GENERAL INFORMATION				
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of	the Provost: 4/12/2019			
Most Recent NEASC Institutional Accreditation Action and Date: Continued in Accreditation – 2011					
	Two Year Progress Report Ac	cepted – 2019			
Program CharacteristicsName of Program:Mechatronics Automation TechnicDegree:Title of Award (e.g. Master of Arts)N/ACertificate:(specify type and level)Credit CertificateAnticipated Program Initiation Date:August 2017Anticipated Date of First Graduation:May 2018Modality of Program:X On groundOnlineIf "Combined", % of fully online courses?	Program Credit Distribution# Cr in Program Core Courses:# Cr of Electives in the Field:# Cr of Free Electives:# Cr Special Requirements (inclTotal # Cr in the Program (sumbinedFrom "Total # Cr in the Programpart of/belong in an already app	 Program Credit Distribution # Cr in Program Core Courses: 30 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 Total # Cr in the Program (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the 			
Total # Cr the Institution Requires to Award the Credentia include program credits, GenEd, other): 30	al <i>(i.e.</i> institution: 0				
Type of Approval Action Being Sought:Licensure orCIP Code No. (optional)14.4201Title of CIP Code Medical	X Licensure and Accreditation - (see chatronics, Robotics, and Automation	NOTE below) Engineering			
If establishment of the new program is concurrent with diProgram Discontinued:N/ACIP:OHE#:Phase Out PeriodDate of Program Termination	scontinuation of related program(s), plea Accreditation Date: on	ise list for each program:			
Institution's Unit (e.g. School of Business) and Location (e.g. Technology Center / Main Campus - Danielson	g. main campus) Offering the Program: Ac	Ivanced Manufacturing			
 Other Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A If program prepares graduates eligibility to state/professional license, please identify: This program does not prepare students for a state or professional license. 					
(As applicable, the documentation in this request should addre	esses the standards of the identified accredition	ing body or licensing agency)			
Institutional Contact for this Proposal: Jakob Spjut	Title: Associate Professor of Engineering Science and Technology Studies / Program Coordinator of Engineering Science, Technology Studies, and Manufacturing	Tel.: (860) 932-4156 e-mail: : jspjut@qvcc.edu			

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:

NOTE: Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:

a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or

b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths.

New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope (Please provide objective and concise statements)

The Mechatronics Automation Technician Certificate program supports the overall mission statement of Quinebaug Valley Community College (QVCC) to provide exceptional opportunities for northeast Connecticut residents to learn in an affordable, challenging, and supportive environment. Specifically, it will support the following institutional goals of QVCC (see http://qvcc.edu/who-we-are/):

- 1. Engage QVCC students in a robust academic environment that supports their individual goals;
- 2. Strengthen and expand courses, programs, and other services to meet the needs of our community;
- 3. Expand QVCC's presence in the community through outreach, advocacy and partnerships.

This further aligns with the goals of the Statewide Advanced Manufacturing Advisory Committee (SAMAC) to grow and enhance the work of QVCC's Advanced Manufacturing Technology Center (AMTC).

The Mechatronics Automation Technician Certificate program endeavors to prepare students with the theoretical knowledge and practical skills necessary for immediate employment as entry-level automation technicians in the industry. This includes understanding fundamentals of electromechanical systems and hydraulic and pneumatic systems, as well as the ability to troubleshoot issues with production lines and perform appropriate repairs. In addition to that primary goal, the program will also flow seamlessly into an existing College of Technology/QVCC two-year Associate's Degree in Technology Studies (100% of credits will apply) to give students a stackable credential and a clear pathway to further their education should they so desire.

Addressing Identified Needs

• How does the program address CT workforce needs and/or the wellbeing of CT society/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)

According to the *Connecticut Business and Industry Association's Survey of Connecticut Manufacturing Workforce Needs*, 2014, Connecticut's nearly 4,500 manufacturing firms "directly employ over 161,000 workers (representing 10% of all nonfarm jobs in the state), with each new manufacturing job creating 1.5-4 jobs in other sectors." Manufacturers also "contribute more than \$24 billion of the state's output." Most manufacturers plan to grow, due in part to the increase in aerospace demand, but they require a skilled workforce to do so. According to *BlumShapiro's 2016 Survey of Connecticut Businesses*, 98% of manufacturers surveyed indicated they run their production in Connecticut, while 47% of respondents identified lack of a skilled workforce as a challenge. This program will help Connecticut business continue to grow their manufacturing production by providing them with employees with appropriate skills to match the increasing use of automation in production lines.

According to the Bureau of Labor Statistics (BLS), "Electro-mechanical technicians are generalists in technology, and their broad skill set will help sustain demand for their services," and earned a 2015 median pay of \$53,240 per year. Other closely related fields, such as electrical engineering technicians and installers, share similar pay scales. As stated above, the large manufacturing base in Connecticut and the accelerating move towards automated production lines gives Mechatronics Automation Technician Certificate holders continued prospects for employment.

• 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?

There are many manufacturers in eastern Connecticut, as evidenced by the existence of the Eastern Advanced Manufacturing Alliance (EAMA) that consists of over seventy companies with thousands of employees. As these companies adopt automation across production processes, the proposed Mechatronics Automation Technician program will empower them to develop "in-house" employees capable of maintaining, troubleshooting, and repairing automation machinery.

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

This certificate would not transfer directly, but it will feed seamlessly into the two-year Technology Studies degree, which can then transfer to Central Connecticut State University's Mechatronics program through the existing College of Technology Pathway degree. The College of Technology (COT), which exists to form articulation agreements between all twelve Connecticut community colleges and public and private four-year universities, considered and approved this program at their meeting on 24 March 2017.

• Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

When this program was initially proposed in 2017, Asnuntuck Community College (ACC) had a two-year degree called Technology Studies: Manufacturing Electro-Mechanical Maintenance Technology Option. It also had various certificate programs, including a semester-long Electro-Mechanical Technology Program, and a year-long Electronics & Controls Technology Program. Three Rivers Community College (TRCC) had a two-year degree Electrical, Laser & Robotics Engineering Technology.

This proposed Mechatronics Automation Technician program fills a unique spot between the shorter, one-semester certificates, and the full two-year degree programs that allows students to complete a certificate in nine months. This certificate will prepare graduates to get a job and begin working in the field right away. The College of Technology approval also indicates that the member institutions (including ACC and TRCC) consider it a worthwhile certificate program.

Cost Effectiveness and Availability of Adequate Resources

(Please 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.)

To ensure that industry would adequately support this program enough to make it successful in the long term, a single program course (Hydraulics and Pneumatics) was run in the Spring 2017 semester, with a full class of 18 students. As a result of the demand for skilled automation technicians, the class filled in four business days with employees from local businesses, including Pepsico, Gentex, Automatic Rolls of New England, Whitcraft LLC, Crabtree & Evelyn, C&M, and Putnam Plastics. This eagerness to educate existing employees indicates that 18 students will be able to complete this program each year, with the potential for that figure to expand to 36 students per year as demand grows.

As this program is part of a Connecticut Advanced Manufacturing Initiative (CAMI) grant deliverable, the necessary funds have purchased equipment and outfitted a dedicated mechatronics laboratory with the necessary components. The only ongoing additional costs will be the instructors' wages, which will be more than offset by the program's tuition revenue. Existing programs of study pay for administrative costs for the Advanced Manufacturing Technology Center; this program will not increase those costs.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

- 1. Apply knowledge of theory and principles related to mechanics, electronics, computer science, and process control.
- 2. Apply critical thinking and problem-solving skills to troubleshoot electromechanical, hydraulic, and pneumatic automation systems.
- 3. Apply logical reasoning and mathematics to analysis of automation systems and their components.
- 4. Communicate technical information clearly.

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

This program is part of the Advanced Manufacturing Technology Center headed by the Director, Steve LaPointe. It will make use of existing employees, such as Jodi Clark, Assistant Director, for student advisement, admissions, purchasing, and software; and Sandy Gould, Advanced Manufacturing Administrative Assistant, for admissions and support.

In addition, Jakob Spjut, Associate Professor of Engineering Science and Technology Studies will serve as the Program Coordinator of Engineering Science, Technology Studies, and Manufacturing.

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

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

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

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

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

- Professional competence in the assigned advanced manufacturing subject disciplines;
- Academic and practical instruction techniques and methodologies;
- Student testing and evaluation;
- Information technology literacy skills;
- Effective oral and written communications.

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)

This program will make full use of QVCC's existing resources including our dedicated mechatronics lab (1100 square feet) and equipment (previously purchased through the CAMI grant), as well as our existing permanent staff and cadre of experienced adjuncts. Additional adjuncts will be recruited on an as needed basis. No expenditures are projected in order to implement this program as all needed resources are currently in hand.

Curriculum

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

Course Number and Name	L.O. # ¹	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
EGR*116 Hydraulics and Pneumatics	2, 3, 4	Eligible for MAT*095	3	N/A		
MFG*133 Math for Electricity and Electronics or MFG*105 Manufacturing Math II	1, 3	Eligible for MAT*095	3			
MFG*138 Digital Fundamentals	1,2,3,4	Eligible for MAT*095	3			
MFG*140 Robotics	1,2,3,4	Eligible for MAT*095	3			
MFG*142 Electronic Circuits & Devices	1,2,3,4	Eligible for MAT*095	3			
MFG*143 Industrial Motor Controls	1,2,3,4	Eligible for MAT*095	3			
MFG*144 Hydraulics and Pneumatics	2, 3, 4	Eligible for MAT*095	3			
MFG*145 Electronic Variable-Speed Drive Systems	1,2,3,4	Eligible for MAT*095	3			
MFG*146 Programmable Logic Controllers	1,2,3,4	Eligible for MAT*095	3			
MFG*159 Industrial Maintenance	1,2,3,4	Eligible for MAT*095	3			
MFG*162 CNC Maintenance & Repair	1,2,3,4	Eligible for MAT*095	3			
Core Course Prerequisites				Elective Courses in the Field		
Eligible for MAT*095 or higher				N/A		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
N/A						
N/A						

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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. For example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")

The Mechatronics Automation Technician Program consists of 30 total credits, which can be completed in two consecutive semesters, with 15 credits consisting of MFG* 144, MFG* 133, MFG* 143, MFG* 146, and MFG* 159 generally taken during the first semester, and the remaining 15 credits taken during the second semester.

Since the time of initial licensure, two changes have been/will be made to the program:

- Initially students had the option to take either MFG* 133 Math for Electricity and Electronics OR MFG* 105 Manufacturing Math II. As the program progressed, it was determined that MFG* 133 was the more appropriate class. As such, the option for students to take MFG* 105 has been removed and all students will be required to take MFG* 133.
- EGR* 116 Hydraulics and Pneumatics will be replaced with MFG* 144 Hydraulics and Pneumatics. The content of the two classes is essentially identical and all learning objectives remain the same, however the MFG designation allows the class to be customized to the meet the specific needs of the manufacturing students.

Both of these changes have been approved through QVCC's internal governance structures and are indicated on the curriculum detail shown above.

NOTE: At the time this program received its initial approval in May of 2017, the BOR granted licensure only for a oneyear period through May 2018. With this application, QVCC is requesting that licensure and accreditation be granted going forward but also retroactively back to May of 2017.

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

There are no special requirements associated with this program.

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.

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
N/A			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

		First	Year (2017	7-18 ACTU	JAL)		Second Year (2018-19 ACTUAL)				Third Year (2019-20 PROJECTED)							
PROJECTED Enrollment⁷	Fall Se	mester	Spring S	lemester	Sun	nmer	Fall Se	emester	Spring S	Semester	Sun	nmer	Fall Se	emester	Spring S	emester	Sun	nmer
	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)	8	21	3	12	0	0	7	9	2	7	0	0	10	20	10	15	0	0
Continuing Students progressing to credential	0	0	5	10	0	0	6	9	5	15	0	0	0	0	10	20	0	0
Headcount Enrollment	8	21	8	22	0	0	13	18	7	22	0	0	10	20	20	35	0	0
Total Estimated FTE per Year ¹	8.0	7.6	8.0	7.4	0	0	13.0	6.8	7.0	8.2	0	0	10	7.0	20	12.3	0	0
		First	Year (2017	7-18 ACTU	JAL)			Secon	d Year (20	18-19 ACT	UAL)			Third `	Year (2019-	20 PROJE	CTED)	
PROJECTED Program Revenue	Fall Se	mester	Spring S	emester	Sun	nmer	Fall Se	emester	Spring S	Semester	Sun	nmer	Fall Se	emester	Spring S	emester	Sun	nmer
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	\$15,264	\$14,501	\$15,264	\$14,120	0	0	\$25,428	\$13,301	\$13,692	\$16,039	0	0	\$19,960	\$13,972	\$39,920	\$24,551	0	0
Tuition from Internal Transfer ²	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program Specific Fees (lab fees, etc.) ⁸	\$1,632	\$1,530	\$2,040	\$1,913	0	0	\$2,652	\$1,530	\$1,785	\$1,913	0	0	\$2,040	\$1,428	\$5,100	\$3,137	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	\$32,	,927	\$33	,337	\$	60	\$42	,911	\$33,4	429	\$0		\$37	,400	\$72	,708	\$	60
PROJECTED Program Expenditures ³	First Yea	r (17-18)	Second Y	ear (18-19)	Third Ye	ar (19-20)	NOTE: implement nature and requirement	Existing re ting and fi d extent of i ents: and p	egulations in nancing the instructiona	require that e proposed l services re urces of fur	: "an appli program du equired; the ading. If re	ication for uring the fi availability esources to	a new pro rst cycle o y of existin operate a	gram shall f operation g resources program ar	include a based on to support e to be pro	complete a projected e the progran vided total	nd realistic nrollment in; additionation	c plan for levels; the al resource rt through
Administration (Chair or Coordinator) ⁴	()	()		0	reallocatio	on of existin	ng resource	s, the institu	ution shall i	dentify the	resources t	o be employ	yed and exp	olain how e	kisting prog	grams will
Faculty (Full-time, total for program) ⁴	()	()		0	be affecte	d. Realloc	ation of res	ources to m	neet new ar	d changing	g needs is e	ncouraged,	provided s	ich realloca	tion does i	not reduce
Faculty (Part-time, total for program) ⁹	\$79,	,830	\$79	,830	\$95	,796	1 1 FT	y of contint F – 12 cred	ing program	undergradu	iate program	evels. ns: 1 FTF -	- 12 credit l	hours for gr	aduate proc	rams: both	for Fall &	Spring
Support Staff (lab or grad assist, tutor) ¹⁰	()	()		0	2 Reve 3 Capi	enues from tal outlay c	all courses and structure and states and structure and str	students wi	ll be taking ding for res	search and s	services, etc	c. can be ex	cluded.	runns, oour	ior i un œ	Spring
Library Resources Program	()	()		0	4 If ful	ll-time pers	on is solely	hired for th	nis program	, use rate ti	me; otherw	ise, use a pe	ercentage.	Indicate if r	ew hires of	r existing
Equipment (List in narrative) ¹¹	()	()		0	facu	lty/staff.				ha dia se		-1		:		4
Other ⁵	()	()		0	5 e.g. s	student serv	telv	se developn	nent would	be direct pa	ayment or r	elease time	; marketing	is cost of n	harketing ti	nat
Estimated Indirect Costs ⁶	()	()		0	6 Chec	ck with you	r Business (Office – cor	mmunity co	lleges have	one rate; t	he others ea	ch have the	ir own. Ind	irect Cost 1	night
Total Expenditures per Year	\$79,8	83012	\$79,8	830 ¹³	\$9 5,	796 ¹⁴	inclu	ide such ex	penses as st	tudent servi	ces, operati	ions and ma	aintenance.					-

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⁷ Data presented with regard to enrollment, revenue, and expenditures in the first and second year columns consist of ACTUAL data from academic years 2017-18 and 2018-19. Third year numbers are PROJECTIONS for 2019-20. ⁸ Program-Specific Fees consist of \$51 for each mechatronics class with the exception of MFG* 133 for which no fee is charged.

⁹ Cost of faculty part-time includes cost of salary plus fringe for adjuncts based on the rate of \$2,661/contact hour.

¹⁰ Existing QVCC resources were used in this area. No additional costs were incurred in this area to run the mechatronics program.

¹¹ Purchased through CAMI grant, no cost to college.

 $^{^{12}}$ 2017-18 Revenue – Expenditures: 66,264 - 79,830 = -13,566 loss (actual).

¹³ 2018-19 Revenue – Expenditures: 76,340 - 79,830 = -33,490 loss (actual).

¹⁴ 2019-20 Revenue – Expenditures: \$110,108– \$95,796 (12 classes rather than the normal 10 will be offered during this academic year) = \$14,312 GAIN (projected).

SECTION 1: GENERAL INFORMATION* Institution: Quinebaug Valley Community College Date of Submission to CSCU Office of the Provost: 3/27/2019 Most Recent NEASC Institutional Accreditation Action and Date: Continued in Accreditation – 2011 Two Year Progress Report Accepted – 2019 **Program Characteristics Program Credit Distribution** Name of Program: Mechatronics Automation Technician # Cr in Program Core Courses: 30 Degree: Title of Award (e.g. Master of Arts) N/A # Cr of Electives in the Field: 0 Certificate: (specify type and level) Credit Certificate # Cr of Free Electives: 0 Date of Program Initiation: August 2017 # Cr Special Requirements* (include internship, etc.): 0 Anticipated Date of First Graduation: May 2018 Total # Cr in the Program (sum of all #Cr above): 30 Modality of Program: X On ground Online Combined From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the If "Combined", % of fully online courses? institution: 0 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 CIP Code No. 14.4201 Title of CIP Code Mechatronics, Robotics, and Automation Engineering OHE# 019029 Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Advanced Manufacturing Technology Center / Main Campus - Danielson **Program Accreditation:** If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A If program prepares graduates eligibility to state/professional license, please identify:

The program does not prepare students for a state or professional license.

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

Institutional Contact for this Proposal: Jakob Spjut	Title: Associate Professor of Engineering Science and Technology Studies / Program Coordinator of Engineering Science, Technology Studies, and Manufacturing	Tel.: (860) 932-4156 e-mail: jspjut@qvcc.edu
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CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments: Conditions for Approval (if any)

*Licensure of a program is normally granted for a three year period, authorizing the enrollment of students and their advancement toward the completion of degree requirements; however, program accreditation should be pursued in a timely fashion toward the expected date of first graduation – **NOTE:** <u>degrees cannot be conferred for licensed only programs</u>.

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SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline (Please provide a narrative summary of program requirements as licensed, 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.): For example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")

The Mechatronics Automation Technician Program consists of 30 total credits, which can be completed in two consecutive semesters, with 15 credits consisting of MFG* 144, MFG* 133, MFG* 143, MFG* 146, and MFG* 159 generally taken during the first semester, and the remaining 15 credits taken during the second semester.

The Mechatronics Automation Technician Certificate program endeavors to prepare students with the theoretical knowledge and practical skills necessary for immediate employment as entry-level automation technicians in industry. This includes understanding fundamentals of electromechanical systems and hydraulic and pneumatic systems, as well as the ability to troubleshoot issues with production lines and perform appropriate repairs. In addition to that primary goal, the program will also flow seamlessly into an existing College of Technology/QVCC two-year Associate's Degree in Technology Studies (100% of credits will apply) to give students a stackable credential and a clear pathway to further their education.

This program supports the overall mission statement of Quinebaug Valley Community College (QVCC) to provide exceptional opportunities for northeast Connecticut residents to learn in an affordable, challenging, and supportive environment. Specifically, it will support the following institutional goals of QVCC (see http://qvcc.edu/who-we-arel/:

- 1. Engage QVCC students in a robust academic environment that supports their individual goals;
- 2. Strengthen and expand courses, programs, and other services to meet the needs of our community;
- 3. Expand QVCC's presence in the community through outreach, advocacy and partnerships.

This further aligns with the goals of the Statewide Advanced Manufacturing Advisory Committee (SAMAC) to grow and enhance the work of QVCC's Advanced Manufacturing Technology Center (AMTC).

Curricular and Other Program Changes (Please describe any proposed changes, at this time, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on proposed curricular changes in the table on the next page).

Since the time of licensure, two changes have been/will be made to the program:

- Initially students had the option to take either MFG* 133 Math for Electricity and Electronics OR MFG* 105 Manufacturing Math II. As the program progressed, it was determined that MFG* 133 was the more appropriate class. As such, the option for students to take MFG* 105 has been removed and all students will be required to take MFG* 133.
- 2. EGR* 116 Hydraulics and Pneumatics will be replaced with MFG* 144 Hydraulics and Pneumatics. The content of the two classes is essentially identical and all learning objectives remain the same, however the MFG designation allows the class to be customized to the meet the specific needs of the manufacturing students.

Both of these changes have been approved through QVCC's internal governance structures and are indicated on the curriculum detail shown below.

Compliance with Special Requirements Given at the time of Program Licensure (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.)

There were no special requirements issued by the BOR at the time of licensure.

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

At the time this program received approval in May of 2017, the BOR granted licensure only for a one-year period through May 2018. At this point, QVCC is requesting that licensure and accreditation be granted going forward but also retroactively back to May of 2017.

The need for mechatronics automation technicians has not diminished since initial approval of this program.

According to the *Connecticut Business and Industry Association's Survey of Connecticut Manufacturing Workforce Needs*, 2014, Connecticut's nearly 4,500 manufacturing firms "directly employ over 161,000 workers (representing 10% of all nonfarm jobs in the state), with each new manufacturing job creating 1.5-4 jobs in other sectors." Manufacturers also "contribute more than \$24 billion of the state's output." Most manufacturers plan to grow, due in part to the increase in aerospace demand, but they require a skilled workforce to do so. According to *BlumShapiro's 2016 Survey of Connecticut Businesses*, 98% of manufacturers surveyed indicated they run their production in Connecticut, while 47% of respondents identified lack of a skilled workforce as a challenge.

This program will help Connecticut business continue to grow their manufacturing production by providing them with employees with appropriate skills to match the increasing use of automation in production lines.

According to the Bureau of Labor Statistics (BLS), "Electro-mechanical technicians are generalists in technology, and their broad skill set will help sustain demand for their services," and earned a 2015 median pay of \$53,240 per year. Other closely related fields, such as electrical engineering technicians and installers, share similar pay scales. As stated above, the large manufacturing base in Connecticut and the accelerating move towards automated production lines gives Mechatronics Automation Technician Certificate holders continued prospects for employment.

There are many manufacturers in eastern Connecticut, as evidenced by the existence of the Eastern Advanced Manufacturing Alliance (EAMA) which consists of over seventy companies with thousands of employees. As these companies adopt automation across production processes, the Mechatronics Automation Technician program will empower them to develop "in-house" employees capable of maintaining, troubleshooting, and repairing automation machinery.

ACTUAL Enrollment	Fall Term Ye	ar 1 (2017-18)	Fall Term Ye	ar 2 (2018-19)	Fall Term Year 3 (NA)		
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	
Transfers In	0	0	0	0	N/A	N/A	
New Students	8	21	7	9	N/A	N/A	
Returning Students	0 0		6	9	N/A	N/A	
ACTUAL Headcount Enrollment	8	0	13	0	N/A	N/A	
Fall FTE accounted for by Program Majors	15	5.6	19	9.8	N/A		
PROJECTED FTE (at Licensing)	1	18		8	18		
ACTUAL-PROJECTED	-2.4		1	.8	0		
Size of First Credentialed Group	3		Date of Award o	of First Credential	2018		

Enrollment and Credentialing Information

Details of Curriculum Cha	anges for	a Licensed Prog	ram (to	be use as needed)		
Course Number and Name ¹	L.O. # ²	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
EGR*116 Hydraulics and Pneumatics	2,3, 4	Eligible for MAT*095	3			
MFG*133 Math for Electricity and Electronics or MFG*105 Manufacturing Math II	1,3	Eligible for MAT*095	3			
MFG*138 Digital Fundamentals	1,2,3,4	Eligible for MAT*095	3			
MFG*140 Robotics	1,2,3,4	MFG*143, MFG*146, co- req: MFG*138	3			
MFG*142 Electronic Circuits & Devices	1,2,3,4	Eligible for MAT*095	3			
MFG*143 Industrial Motor Controls	1,2,3,4	Eligible for MAT*095	3			
MFG*144 Hydraulics and Pneumatics	2,3,4	Eligible for MAT*095	3			
MFG*145 Electronic Variable-Speed Drive Systems	1,2,3,4	Eligible for MAT*095	3			
MFG*146 Programmable Logic Controllers	1,2,3,4	Eligible for MAT*095	3			
MFG*159 Industrial Maintenance	1,2,3,4	Eligible for MAT*095	3			
MFG*162 CNC Maintenance & Repair	1,2,3,4	Eligible for MAT*095	3			
Core Course Prerequisites				Elective Courses in the Field		
Eligible for MAT*095 or higher						
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
N/A						

¹ Modify format as needed. Please use Strikeout text to indicate elimination and Bold text to mark the substitution.

² Learning Outcome

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

No additional information in this area. Please see "Other Narrative Background" box located above.

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

- 1. Apply knowledge of theory and principles related to mechanics, electronics, computer science, and process control.
- 2. Apply critical thinking and problem-solving skills to troubleshoot electromechanical, hydraulic, and pneumatic automation systems.
- 3. Apply logical reasoning and mathematics to analysis of automation systems and their components.
- 4. Communicate technical information clearly.

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

There are no special requirements associated with this program.

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

(Please complete the Resources and Cost Estimates form on the following page, and provide a narrative below regarding the financial sustainability of the program)

No full-time faculty members were hired for this program, instruction is conducted by adjunct faculty who are well versed and experienced in the field. The program is administered by a Director and a Program Coordinator who serve in those capacities for other related programs as well, so no additional administrative costs are incurred.

Equipment to run the program is either pre-existing or purchased with Connecticut Advanced Manufacturing Initiative (CAMI) grant monies resulting in no cost to the College.

As of March 2019, 31 students have declared the Mechatronics Automation Technician certificate as their primary major. Although the data shown above indicate that many of these students are part time, the large number of majors speaks to the long-term sustainability of the program.

The number of FTE's enrolled is very close to what was projected at the time of the initial proposal, the revenues are lagging a bit resulting in a small loss each year. The loss in the second year of the program however, is a mere \$3,510, a significant improvement over the first year's financials. Based upon the enrollment trends and student interest, the margins are expected to continue to improve in the future again speaking to the long-term sustainability of the program.

The upcoming 2019-2020 academic year would only be year three of the program, as such, no data has been provided for year three.

Please see detail below.

Resources and Costs Estimates Form (Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (20)17-18)	Year 2 (2	018-19)	Year 3	(N/A)
		Part		Part		Part
	Full Time	Time	Full Time	Time	Full Time	Time
Tuition (do not include internal transfers)	\$30,528	\$28,620	\$39,120	\$29,340	N/A	N/A
Program-Specific Fees ³	\$3,672	\$3,443	\$4,437	\$3,443	N/A	N/A
Other Revenue (Annotate in narrative)	\$0	\$0	\$0	\$0	\$0	\$0
Actual Program Revenue	\$34,200	\$32,063	\$43,557	\$32,763	N/A	N/A
Projected Revenue (at Licensing)	\$76,968	\$0	\$76,968	\$0	\$76,968	\$0
Difference: Actual - Projected	-\$42,768	\$32,063	-\$33,411	\$32,763	N/A	N/A

PROJECTED Program Expenditures* Year 1 (2017-18) Year 2 (2018-19) Year 3 (N/A) Number Amount Number Amount Number Amount Administration (Chair or Coordinator) 0 **\$0** 0 **\$0** 0 \$0 0 0 \$0 0 Faculty (Full-time, total for program) \$0 \$0 Faculty (Part-time, total for program)⁴ **1.0 FTE** \$79,830 **1.0 FTE** \$79,830 **1.0 FTE** \$79,830 Support Staff⁵ 0 0 \$0 0 \$0 **\$0** 0 Graduate Assistants 0 \$0 0 **\$0 \$0** Library Resources Program 0 0 **\$0** 0 **\$0 \$0** Equipment (List as needed)⁶ 0 \$0 0 \$0 0 **\$0** 0 0 0 **\$0** Other (e.g. student services) **\$0 \$0** Estimated Indirect Costs (e.g. student 0 **\$0** 0 **\$0** 0 **\$0** services, operations, maintenance) \$79,830 \$79.830⁸ ---------N/A **Total Annual Expenditures**

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

Please provide any necessary annotations below:

Please see footnotes below.

³ Program-Specific Fees consist of the following \$51 for each mechatronics class with the exception of MFG* 133 for which no fee is charged.

⁴ Cost of faculty/part time includes cost of instruction plus cost of fringe for adjuncts based on the rate of 2,661/contact hour, 30 contact hours per academic year = 1 FTE.

⁵ Existing QVCC resources were used in this area. No additional costs were incurred in this area to run the mechatronics program.

⁶ Purchased through CAMI grant, no cost to college.

⁷ 2017-18 Revenue – Expenditures: 66,263 - 79,830 = -13,567 loss.

⁸ 2018-19 Revenue – Expenditures: 76,320 - 79,830 = -33,510 loss.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Licensure and Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education retroactively grant licensure and accreditation to June 2017 of a Cybersecurity program (CIP Code: 43.0116, OHE # 18547) leading to an Associate of Science degree, requiring 61 course credits delivered via a hybrid modality, at Naugatuck Valley Community College

A True Copy:

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

ITEM

Licensure and accreditation of a Cybersecurity program leading to an Associate of Science degree at Naugatuck Valley Community College

BACKGROUND

<u>Summary</u>

The referenced program was granted licensure only on March 29, 2016 until March of 2019. The program prepares students to obtain entry-level positions in the field of cybersecurity and computer crime deterrence. Graduates are also prepared for transfer to four-year degree programs.

Rationale

Per state statutes, accreditation of a licensed program by the BOR is required prior to its granting credentials. These students had accumulated requisite course credits before the referenced program was launched, prior to accreditation. The program awarded a degree to a student in summer 2017 and to two students in Spring 2018.

Resources

The program did not achieve its projected revenues over the course of its first three years. Nevertheless, actual expenditures only exceeded actual revenue during the program initial year – the program has achieved a surplus during its second and third years, due to low expenses.

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.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents



Office of the Dean of Academic Affairs

Date:	March 26, 2019
То:	Board of Regents
From:	Lisa Dresdner, Ph.D., Dean of Academic Affairs
Copy:	President Daisy Cocco De Filippis
Subject:	NVCC Cybersecurity Program, licensure to accreditation

NVCC is applying for accreditation of a licensed program, Cybersecurity, approved by the Board of Regents on March 17, 2016.

According to the BOR policy, licensure of a program authorizes the enrollment of students and their advancement toward the completion of degree requirements; however, the policy also states that degrees cannot be conferred for licensed-only programs.

Several students transferred from their Criminal Justice Computer Crime Deterrence Program directly into Cybersecurity once it was approved, and they completed their coursework faster than expected, resulting in one degree awarded in Summer 2017 and two degrees awarded in Spring 2018. Therefore, we respectfully request that these students' degrees be honored retroactively.
SECTION 1: GENERAL INFORMATION* Institution: Naugatuck Valley Community Date of Submission to CSCU Office of the Provost: College Most Recent NEASC Institutional Accreditation Action and Date: June 2013 **Program Characteristics Program Credit Distribution** Name of Program: Cybersecurity # Cr in Program Core Courses: 31 Degree: Title of Award (e.g. Master of Arts) AS # Cr of Electives in the Field: 30 Certificate: (specify type and level) n/a # Cr of Free Electives: n/a Date of Program Initiation: Fall 2016 # Cr Special Requirements* (include internship, etc.): n/a Anticipated Date of First Graduation: Spring 2018 Total # Cr in the Program (sum of all #Cr above): 61 Modality of Program: On ground Online From "Total # Cr in the Program" above, enter #Cr that are Combined x part of/belong in an already approved program(s) at the If "Combined", % of fully online courses? 5-25% institution: 61 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61 CIP Code No. 43.0116—Title of CIP Code Cyber/Computer Forensics and Counterterrorism OHE# 18547 Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business/Professional Studies division and CJ Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a • If program prepares graduates eligibility to state/professional license, please identify: n/a (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency) Institutional Contact for this Proposal: Mitchell Holmes, Business Division Director; and Title: **Division** Tel.: email: Director, Dept. Professor Sandra Eddy, Chair of CIS and mholmes@nv.edu, 203-**Business Administration/Computer Science;** Chair, Program 575-8117 Associate Professor Earl Ormond, CJ Coordinator **Program Coordinator**

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments: Conditions for Approval (if any)

*Licensure of a program is normally granted for a three year period, authorizing the enrollment of students and their advancement toward the completion of degree requirements; however, program accreditation should be pursued in a timely fashion toward the expected date of first graduation – **NOTE**: <u>degrees cannot be conferred for licensed only programs</u>.

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SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline (*Please provide a narrative summary of program requirements as licensed, 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 program provides preparation for students to obtain entry-level positions in the field of cybersecurity and computer crime deterrence. It also provides preparation and assistance to students for successful transfer to other institutions of higher education, such as Charter Oak University. It provides essential skills required to gain and to maintain employment at entry level positions as computer crime investigators, computer security specialists, and federal law enforcement officers. This program combines elements of both NVCC's Criminal Justice and Computer Information Systems programs to offer students an understanding the investigative nature of cybersecurity in the criminal justice realm as well as gaining technical skills in computer science, networking and programming.

Curricular and Other Program Changes (Please describe any proposed changes, at this time, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on proposed curricular changes in the table on the next page).

At this point there are no curricular changes proposed. Leaders at the college have discussed the need to offer some flexibility in the curriculum regarding some specific program courses, as students are sometimes limited in their ability to create schedules due to the rotation of courses between semesters as well as between day and evening. Compliance with Special Requirements Given at the time of Program Licensure (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.) N/A

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

A formal transfer articulation agreement was completed with Charter Oak University which will offer students the ability to finish the BS of Cybersecurity with additional 60 credits. <u>https://www.charteroak.edu/cybersecurity/</u>

ACTUAL Enrollment	Fall Tern 201	n Year 1 6-17	Fall Ter 201	m Year 2 7-18	Fall Term Year 3 2018-19	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	1		7	3	3	3
New Students	1		16	4	9	1
Returning Students	1		7	5	26	11
ACTUAL Headcount Enrollment	3	0	30	12	38	15
Fall FTE accounted for by Program Majors	3	}	34		43	
PROJECTED FTE (at Licensing)	2	7	38		45	
ACTUAL-PROJECTED	-2	24	-4		-2	
Size of First Credentialed Group	3		Date of Award of First Credential		1 Cyber degree awarded in summer 2017 and 2 Cyber degrees awarded in spring 2018	

Enrollment and Credentialing Information

APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

Details of Curricul	ium Cha	anges for a l	Licensed	Program (to be use as needed)		
Course Number and Name ¹	L.O. # ²	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
NO CHANGES MADE IN CURRICULUM						
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Crede	ential (e	.g. GenEd/Lik	peral Arts (Core/Liberal Ed Program)		

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

Again, transfer articulation completed with Charter Oak State University.

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

- 1. Explain the landscape, key terms, challenges and concepts related to the many layers of cybersecurity. Methodologies include quizzes, tests, written work, and presentations.
- 2. Explain fundamental architectures of networks (networks build on each other) and demonstrate an understanding of network security. Methodologies include quizzes, tests, written work, presentations, and case studies.
- 3. Demonstrate an understanding of the legal and ethical issues and concepts associated with cybersecurity responsibilities. Methodologies include exams, quizzes, and written work.
- 4. Effectively communicate technical information and approaches for incident analysis and response verbally, in writing, and in presentations. Methodologies include written work and presentations.
- 5. Determine if and when criminal charges will be initiated for different security breaches. Analyze range of security breaches and identify if/when criminal charges are appropriate. Methodologies: case studies.
- 6. Apply counter measures that would secure network systems against threats. Methodologies: case studies.
- Identify and discuss career opportunities and the necessary skills that will increase the likelihood of success in the field of cybersecurity, e.g., technical skills, network certifications, interpersonal communications, critical thinking, and leadership skills. Methodologies include presentations and case studies.

¹ Modify format as needed. Please use Strikeout-text to indicate elimination and Bold text to mark the substitution.

² Learning Outcome

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

Major events have been held at NVCC, bringing industry experts into the college to discuss employment and industry trend. Other events develop awareness regarding STEM education. We continue to participate with the annual Women in Science Seminar held in the spring of each year. Additionally, we participate in outside events at high schools and middle schools.

- Industry Partnership Events Webster Bank
- Industry Partnership Events Infosys- New Hartford Technology Hub
- Governor-elect, Ned Lamont and a committee of his transition team focused on digital technology strategies held at NVCC in January, 2019
- CT Girl Scouts STEMagination Family Science Night. The evening was enjoyed by 50 youth and 34 adults from around the region. Working with Professor Sandra Eddy, students from NVCCs Information Systems Project Management Class (CSC252), many who were Cybersecurity students, volunteered to adapt, design and deliver two workshops using resources from code.org. The workshops provided interactive fun that opened the discussion about technology studies.
- Women in Science outreach seminar
- Derby Middle School Career Day
- Various High School Career Days, both on and off campus
- Participation and representation on US Congressional STEM education advisory board by two NVCC faculty members.

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

(Please complete the Resources and Cost Estimates form on the following page, and provide a narrative below regarding the financial sustainability of the program)

The employment market for technology and cybersecurity is strong, and it has multiple levels of entry points. The key to our sustainability is our ability to keep current with market needs. Student demand for this program is driven by several factors, including the coursework and the relevance of the classes and partnerships with firms in the certification area.

The financial resources and revenue identified below are estimates from three years ago, and the estimate for the number of first year students was too high, which further escalated the subsequent growth. However, not only have our enrollment numbers increased from our initial year, in part due to our partnerships with work-force retraining agencies (such as the TAA), but also the current actual cost of the program is very low. Every one of the courses is integral to one or more additional programs, so the courses would be running either way. Further, the current co-leadership of the program is divided between two people who are in charge of other programs and, thus, their entire salary is not allocated to this program.

To remain competitive, we will continue explore potential Cisco training and certification along with other credentials / certifications to consider, such as the following.

- 1. CEH: Certified Ethical Hacker
- 2. CISM: Certified Information Security Manager
- 3. CompTIA Security+
- 4. CISSP: Certified Information Systems Security Professional
- 5. GSEC: SANS GIAC Security Essentials

The biggest challenge we face is finding qualified instructors, particularly in the advanced courses, as our salaries cannot compete with industry salaries. The field of technology moves so fast, that once we find the instructors (and we have a few) we are working with them to help us evaluate our curricular content so we stay abreast of the field.

We will continue to invest in partnerships with work force retaining contacts to ensure our linkages exist between retraining agencies and our college (such as the TAA).

Resources and Costs Estimates Form (Whole Dollars Only)

	Yea	Year 1		ar 2	Yea	ar 3
PROJECTED Program Revenue	201	6-17	201	7-18	2018-19	
	Full	Part	Full	Part	Full	Part
	Time	Time	Time	Time	Time	Time
Tuition (do not include internal transfers)	\$66,455	\$78,592	\$97,440	\$110,220	\$120,995	\$132,860
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Actual Program Revenue**	\$ 22 177		\$175 473		\$230.268	
Actuar i rogram Actenue	φ <i>22</i> ,177		φ175,175		\$250,200	
Projected Revenue (at Licensing)	\$145,047		\$207,660		\$253,855	
Difference: Actual - Projected	(\$122,870))**	(\$32,187)**		(\$23,587)**	

** These figures are taken from the General Fund Enrollment and Registration Fee by Academic Program Report, FWRPGRV

PROJECTED Program Expenditures*	Year 1 2016-17		Year 2 2017-18		Year 3 2018-19	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	1	\$5,238	1	\$5,500	1	\$5,775
Faculty (Full-time, total for program)	1	\$46,298	1	\$48,612	1	\$51,043
Faculty (Part-time, total for program)	1	\$4,863	1	\$5,113	1	\$5,369
Support Staff						
Graduate Assistants n/a						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures		\$56,399		\$59,225		\$62,187

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded. ****NOTE: The "actual" revenue compared to the "projected" revenue looks like the program is not doing well; however, the ACTUAL REVENUE less the ACTUAL EXPENDITURES clearly shows that this is a healthy, growing program; the only year it did not yield a profit was the first year: 2016-17: \$22,177 - \$56,399 = (\$34,222) 2017-18: \$175,473 - \$59,225 = \$116,248 2018-19: \$230,268 - \$62,187 = \$168,081**

Please provide any necessary annotations below:

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Licensure and Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education retroactively grant licensure and accreditation to December 2018 of an Environmental Systems and Sustainability Studies program (CIP Code: 03.0103, OHE # 18282) leading to a Bachelor of Science degree, requiring 120 course credits delivered via an on ground modality, at Southern Connecticut State University

A True Copy:

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

ITEM

Licensure and accreditation of an Environmental Systems and Sustainability Studies program leading to a Bachelor of Science degree at Southern Connecticut State University

BACKGROUND

<u>Summary</u>

The referenced program was granted licensure on December 3, 2015 until December 30, 2018. The U.S. Department of Education approved the program as eligible for federal financial aid in Spring 2017 and the program was launched in Fall 2017.

Rationale

Per state statutes, accreditation of a licensed program by the BOR is required prior to its granting credentials. It is anticipated that the program's initial graduation will occur in Spring 2019. The graduating students will have accumulated requisite course credits before the program was launched, prior to accreditation.

Resources

The program did not achieve its projected revenues over the course of its first two years. Nevertheless, actual expenditures exceeded actual revenue throughout this initial period.

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.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

SECTION 1: GENERAL INFORMATION* Date of Submission to CSCU Office of the Provost: 3/27/19 Institution: Southern Connecticut State University Most Recent NECHE Institutional Accreditation Action and Date: 2018 Progress Report accepted December 2018 **Program Characteristics Program Credit Distribution** Name of Program: Environmental Systems and # Cr in Program Core Courses: 40-41 Sustainability Studies # Cr of Electives in the Field: Degree: Title of Award (e.g. Master of Arts) Bachelor of # Cr of Free Electives: 28-29 Science # Cr Special Requirements* (include internship, etc.): 48 Certificate: (specify type and level) general education; 3 cognate Date of Program Initiation: Fall 2017 Total # Cr in the Program (sum of all #Cr above): 120 Anticipated Date of First Graduation: Spring 2019 From "Total # Cr in the Program" above, enter #Cr that are Modality of Program: X On ground Combined Online part of/belong in an already approved program(s) at the If "Combined", % of fully online courses? institution: 120 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 CIP Code No. 30103 Title of CIP Code Environmental Systems & Sustainability OHE# 018282 Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts and Sciences, Department of the Environment, Geography and Marine Studies, SCSU Main Campus Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A If program prepares graduates eligibility to state/professional license, please identify: N/A (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency) Institutional Contact for this Proposal: Dr. Robert S. Prezant Title: Provost and VP Tel.: 203 392-5350 e-mail: for Academic Affairs prezantr1@southernct.edu

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments: Conditions for Approval (if any)

*Licensure of a program is normally granted for a three year period, authorizing the enrollment of students and their advancement toward the completion of degree requirements; however, program accreditation should be pursued in a timely fashion toward the expected date of first graduation – **NOTE:** <u>degrees cannot be conferred for licensed only programs</u>.

SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline (*Please provide a narrative summary of program requirements as licensed, 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 Department of the Environment, Geography and Marine Sciences offers an undergraduate major in Environmental Systems and Sustainability Studies. The program has three tracks: Environmental Systems, Coastal Marine Systems, and Policy and Management. The program is focused on environmental problem solving.

The coastal marine systems concentration has a greater emphasis on science and understanding the environmental science of the coastal marine environment. Approximately 40% of humanity lives within 60 miles of the coast. This is a critical environment that requires in-depth understanding of aquatic ecosystems and processes.

The policy and management concentration emphasizes implementing solutions to these problems in civic and business settings. Students in this track require an understanding of politics and sustainable business practices, particularly the formulation and implementation of public and corporate policy.

The environmental systems concentration focuses on solving environmental problems that are essentially terrestrial in nature, the solutions to which require understanding the very complex interactions between human systems and natural systems. The types of problems that might be addressed would include water and food shortages and climate change.

The BS-ESSS has a common core of 13 credits (ENV 220—Global Climate Change, Geo 290--Research Methods, GEO 303--Principles of Sustainability and GEO 360—Introduction to Geographic Information Systems) for all concentrations and has GEO 490--Geographic Thought (4cr) or ENV 491--Environmental Problem Solving (3cr) as a capstone option. Each concentration has an interdisciplinary set of courses as follows:

Costal and Marine Studies Concentration; 27-28 credits in additional concentration courses (41cr total in the major) Environmental Systems Concentration; 23-24 credits in additional concentration courses (40cr total in the major) Policy and Management Concentration; 23-24 credits in additional concentration courses (40cr total in the major)

Curricular and Other Program Changes (*Please describe any proposed changes, at this time, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes*). If needed, provide details on proposed curricular changes in the table on the next page).

The BOR approved the BS-Environmental Systems and Sustainability Studies (BS-ESSS) on December 3, 2015; the program was licensed for a period of three years until December 30, 2018. SCSU's provisional status with the US Department of Education significantly delayed implementation of the BS-Environmental Systems and Sustainability Studies. US DOE did not approve the BS-ESSS as a title iv federal financial aid-eligible program until spring 2017; consequently, SCSU did not launch the BS-Environmental Systems and Sustainability Studies until fall 2017. The BOR extended the BS-ESSS's period of licensure to allow for this late application for accreditation. Data for 1.5 academic years are available to report on this application.

The department of the Environment, Geography and Marine Sciences has made several non-substantive program changes taking effect for AY 2019-2020 academic year that were approved at the university level. These revisions structural rather than content changes, re-designating courses as major courses rather than restricted courses in the Liberal Education Program (LEP) general education courses to make it easier for transfer students and students wishing to change their major to enter the program during the first and second year of their undergraduate education.

Changes to the Environmental Systems and Sustainability Studies are as follows:

a) Eliminate the requirement that students take either CSC 200 (Information Management) or COM 101 (Fundamentals of

Page 2 of 6 ASAC 4-26-2019 Page 44 of 145

Professional Presentations) in Tier I of the LEP and make them recommended LEP courses,

b) eliminate the requirement that students take MAR 210 (Coastal Marine Studies) and ENV 220 (Global Climate Change) as a Tier II LEP courses and move them into the major as requirements,

c) add GEO 490 (Seminar in Geographic Thought) to the capstone requirement so that the capstone requirement reads "ENV 491 or GEO 490.

Also, the number of required in the electives part of each concentration have been reduced by 6 for the coastal and marine concentration and by 3 for the other two concentrations in order to balance the credits added by moving MAR 210 and ENV 220 into the major. The net change is that 1 credit is added to the coastal and marine concentration (this does not impact the 120 credits towards graduation).

The reasons for these changes are as follows:

1) There is an initiative being undertaken by UCF to disentangle LEP requirements from major requirements and the department responded to this request.

2) Students joining the major as freshman may find that they have already taken a Tier I Technological Fluency course other than the ones required by the major.

3) Students joining the major as sophomores may find that they have already taken Tier II Global Awareness and/or Natural World II courses other than those required by the major.

4) Transfer students are qualified to waive LEP requirements may find themselves compelled to take LEP requirements from which they would otherwise be exempt.

5) The program is highly interdisciplinary with major contributions from geography. Adding GEO 490 to the capstone would provide an additional option to students who are more interested in the geographical aspects of the program.

Overall, the revisions make the program easier for students at all levels to navigate, including transfer students, would expand capstone opportunities to accommodate differing interests, and would accomplish some of the changes UCF wants to make in terms of decoupling LEP and the majors.

Compliance with Special Requirements Given at the time of Program Licensure (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.)

N/A

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

While enrollment for the BS-ESSS in Fall Year 2 (29 students) lags behind the 45 students projected, the program has achieved an enrollment of 45 students as of the Spring 2019 census date. The program originally projected an enrollment of 60 students for Year 3. By the Fall 2019 census date, the program will have added new majors, coming close to that goal.

ACTUAL Enrollment	Fall Year 1- 2017		Fall Year 1- 2017Fall Term 2018		Spring 2019 Census*	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In			9		6	
New Students			7			
Returning Students	4		13		39	
ACTUAL Headcount Enrollment	4		29		45	
Fall FTE accounted for by Program Majors		4	29		4	5
PROJECTED FTE (at Licensing)	2	25	45			
ACTUAL-PROJECTED	(21)		(16)			
Size of First Credentialed Group		3	Date of Award of First Credential		Spring	2019

Enrollment and Credentialing Information *Fall Term Year

Details of Curriculum Changes for a Licensed Program (to be use as needed)								
Course Number and Name ¹	L.O. # ²	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs		
Program Core Courses				Other Related/Special Requirements*				
Added GEO 490 Geographic Thought as Capstone Alternative to ENV 491	1,2,4,5	GEO 200, GEO 201, and senior status; or permission	4					
ENV 220 Global Climate Change (previously LEP Restriction)		-	3					
Core Course Prerequisites				Elective Courses in the Field				
Eliminated LEP Tier I & Tier II Restrictions								
-Com 101 (eliminated)			3					
-CSC 200 (eliminated)			3					
-ENV 200 (now part of Policy & Management & Env. Systems Concentration)			3					
-MAR 210 (now part of Costal Concentration)			3					
-ENV 491 (now capstone option)			3					

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

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. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)

Students will demonstrate an understanding of the complexities and interrelatedness of environmental issues, and the need to invoke elements of science, economics, law, politics, and ethics when formulating solutions.

- 1. Outcomes will be assessed using problem solving papers in which students research a particular problem and pose workable solutions to it. This assessment will be applied as well to student work in ENV 491 or GEO 490, the capstone options.
- 2. Students will build an understanding of the theoretical and historical events that underpin the multidisciplinary field of environmental sustainability. Outcomes will be assessed via written examinations in a variety of courses.
- Students will be able to demonstrate abilities in geospatial technologies and apply those technologies to geographic and/or environmental analyses. Outcomes will be assessed in exercises and final projects in GEO 360 and GEO 460, the two GIS courses in the program.
- 4. Develop oral and written communication skills that demonstrate knowledge of the objectives of management strategies in a broad range of issues and for a diverse group of stakeholders. Outcomes will be assessed in written problem solving papers and in oral presentations of problem and solutions.
- 5. Students will demonstrate knowledge gained from first-hand experience in addressing the practical aspects of making environmental decisions through internships (e.g., Norwalk Aquarium), research experiences (e.g., Werth Center for Coastal and Marine Studies or with TransAtlantic Alliance partners at Liverpool John Moores University in the U.K.), exposure to professional outside lecturers, and/or attendance of local wetland or zoning board committee meetings. Students are required to have an experiential part of the program. They will be asked to write critically and reflectively about their experiences.

¹ Modify format as needed. Please use Strikeout-text to indicate elimination and Bold text to mark the substitution.

² Learning Outcome

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION Connecticut State Colleges & Universities APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

(Please complete the Resources and Cost Estimates form on the following page, and provide a narrative below regarding the financial sustainability of the program)

The original BS-Environmental Systems and Sustainability budget projected no additional budget requirements because the program could be launched using existing faculty, staff, equipment, and materials and there was sufficient existing capacity in the courses to accommodate enrollment. This is what has occurred. The BS-BSSS has not operated at a loss, even with 18% in estimated indirect costs added, which were not included in the original budget.

Resources and Costs Estimates Form

Program Revenue	Year 1- FY 2018		Year 2 – FY 2019		Year 3	
	Full	Part		Part	Full	Part
Actual Program Revenue in BLUE	Time	Time	Full Time	Time	Time	Time
Tuition (do not include internal transfers)	\$59,664		\$163,618			
Program-Specific Fees	\$1,210		\$3,190			
Other Revenue (University General Fee net of						
pass-through components)	\$39,116		\$108,141			
Actual Program Revenue	\$98,780		\$271,759			
Projected Revenue (at Licensing)	126,950		\$228,510			
Difference: Actual - Projected	(28,170)		\$43,249			

(Whole Dollars Only)

PROJECTED Program Expenditures*	Year 1- FY 2018		Year 2 – FY 2019		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)						
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services,				\$48,916		
operations, maintenance) @ 18%		\$17,780				
Total Annual Expenditures		\$17,780		\$48,916		

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

Please provide any necessary annotations below:

Estimated indirect costs were not included in the original 2015 budget. 18% in indirect costs have been added here, calculated from the actual program revenue in Year 1 and Year 2 above.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Biotechnology program (CIP Code: 26.1201, OHE # 18540) leading to a Bachelor of Science degree, requiring 120 course credits delivered via a hybrid modality, at Southern Connecticut State University

A True Copy:

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

ITEM

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

BACKGROUND

<u>Summary</u>

The referenced program was granted licensure on May 10, 2016 until May 30, 2019. The U.S. Department of Education approved the program as eligible for federal financial aid in Spring 2017 and the program was launched in Fall 2017.

Rationale

Accreditation of a licensed program by the BOR is required prior to its granting credentials. It is anticipated that the program's initial graduation will occur in Spring 2019. These graduating students will have accumulated requisite course credits before the program was launched.

Resources

The program did not achieve its projected revenues over the course of its first two years. Nevertheless, actual expenditures exceeded actual revenue throughout this initial period.

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.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

SECTION 1: GENERAL INFORMATION*

Institution: Southern Connecticut State University Date of Submission to CSCU Office of the Provost: 3/27/19

Most Recent NECHE Institutional Accreditation Action and Date: 2018 Progress Report accepted December 2018

Program Characteristics Name of Program: Biotechnology Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Science Certificate: (specify type and level) Date of Program Initiation: Fall 2017 Anticipated Date of First Graduation: Spring 2019 Modality of Program: _On ground Online <u>X</u> Combined If "Combined", % of fully online courses? 20% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	 Program Credit Distribution # Cr in Program Core Courses: 32 # Cr of Electives in the Field: 24 # Cr of Free Electives: 12 # Cr Special Requirements* (include internship, etc.): 52 general education Total # Cr in the Program (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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CIP Code No. 261201 Title of CIP Code Biotechnology

OHE# 018540

Institution's Unit (*e.g. School of Business*) and Location (*e.g. main campus*) Offering the Program: School of Arts & Sciences Program Accreditation: N/A

If seeking specialized/professional/other accreditation, name of agency and intended year of review:

The American Society of Biochemistry and Molecular Biology, 2022. The goals of the ASBMB degree accreditation program are to provide a national, outcomes-based mechanism by which students receiving a B.S. or B.A. in Biochemistry & Molecular Biology or closely related major (B.S. Biotechnology) are given an opportunity to have their degree certified by The American Society for Biochemistry and Molecular Biology (ASBMB). This is a vehicle for recognizing undergraduate BMB programs whose features and infrastructure fulfill the basic expectations of the ASBMB. It also provides access to an independently constructed and scored instrument for assessing student achievement and program effectiveness: <u>American Society for Biochemistry and Molecular Biology - Accreditation Program</u> (hyperlinked).

If program prepares graduates eligibility to state/professional license, please identify: N/A

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

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost & VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu
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CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments: Conditions for Approval (if any)

*Licensure of a program is normally granted for a three year period, authorizing the enrollment of students and their advancement toward the completion of degree requirements; however, program accreditation should be pursued in a timely fashion toward the expected date of first graduation – NOTE: <u>degrees cannot be conferred for licensed only programs</u>.

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SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline (Please provide a narrative summary of program requirements as licensed, 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 Biology Department created the 120-credit BS-Biotechnology degree with input from Mathematics, Physics, and industry partners. This undergraduate program includes 52 credits in the Liberal Education Program (general education), 32 credits required in Biology, including a 3-credit BIO-497 internship, 24 cognate credits required from Chemistry, Physics and Math, and 12 free elective courses.

Curricular and Other Program Changes (Please describe any proposed changes, at this time, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on proposed curricular changes in the table on the next page).

The BOR approved the BS-Biotechnology on May 10, 2018; the program was licensed for a period of three years until May 30, 2019. US DOE did not approve the BS-Biotechnology as a federal financial aid-eligible program until spring 2017; consequently, SCSU only launched the BS-Biotechnology in fall 2017. Therefore, data for 1.5 academic years are available to report on this application for accreditation.

The semester the BS-Biotechnology launched (Fall 2017), Alexion, SCSU's largest industry partner, announced it was moving its headquarters from New Haven to Boston after only 18 months in New Haven. Alexion's departure followed a trend of large companies in the sector leaving the state (Bayer, Pfizer) and was an enormous blow to the BS-Biotechnology. In response to Alexion's vastly reduced footprint in New Haven, the BS-Biotechnology was launched with existing resources and many of the planned program expenditures were not made (see Section 3 below for further explanation).

Since Alexion's departure, SCSU conducted a BioPath needs assessment, which confirmed the essential nature of an experiential learning component to the BS-Biotechnology and thus the need to focus on developing internship opportunities. SCSU's Division of Research and Innovation has worked in partnership with the City of New Haven and the joint BioPath Initiative to build partnerships with start-up companies that are gradually taking the place of large companies like Alexion in the region. Intership placement sites for the BIO 497 3-credit internship component of the BS-Biotechnology have been developed at many of these new companies, including (among a growing list of others) New Haven-based Arvinas, Achillion, Isoplexis, and Healthventure as well as the Jackson Laboratory for Genomic Medicine in Farmington and SEMI4 in Branford/Stamford.

Enrollment in the BS-Biotechnology has grown enough to support the purchase of a new centrifuge in AY 2018-19, and a program coordinator and graduate assistant who will begin in fall 2019. Steadily growing enrollment (88 students as of the spring 2019 census) in a new Biochemistry concentration of the BS-Chemistry (a TAP pathway) suggests growing student interest in biosciences that will yield more Biotechnology majors. The TAP Biochemistry pathway is compatible with the BS-Biotechnology (degree maps follow below). The new coordinator will also focus on recruiting and marketing, as detailed below.

Compliance with Special Requirements Given at the time of Program Licensure (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.) N/A

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

Dr. Nick Edginton will assume the role of BS-Biotechnology program coordinator in summer 2019 and will receive summer support and two credits of reassigned time per semester to

- Work with the Division of Research and Innovation to continue developing partnerships with regional companies that can
 provide BIO 497 internship placements
- Develop articulation agreements with CT CCs that have Biotechnology programs--Middlesex CC and Capital CC—and/or major STEM initiatives, such as Naugatuck CC, recently awarded a NSF S-STEM grant for scholarships.

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Coordinate with SCSU's Integrated Communications & Marketing, Admissions, and Honors Program to promote the program

•

Recruit majors via SCSU's network of partners in the City of New Haven's BioPath Initiative, majors fairs, open houses, • and summer outreach initiatives

ACTUAL Enrollment	Fall Term Year 1 (2017)		Fall Term Year 1 (2017)Fall Term Year 2 (2018)		'ear 2 (2018)	Spring 2019 Census*	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	
Transfers In	1		1	2			
New Students	1		5		1	1	
Returning Students			5	1	10	2	
ACTUAL Headcount Enrollment	2		11	3	11	3	
Fall FTE accounted for by Program Majors		2	12.5				
PROJECTED FTE (at Licensing)	3	5	65				
ACTUAL-PROJECTED	(33)		(52.5)				
Size of First Credentialed Group		3	Date of Award of First Credential		Spring 2019		

Enrollment and Credentialing Information *Fall Term Year 3 enrollment TBA Fall 2019 census date

Details of Curriculum (no changes to licensed program)								
Course Number and Name ¹	L.O. # ²	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs		
Program Core Courses				Other Related/Special Requirements*				
BIO 102 Biology	1a,b 2a,b 4a,c,d		4					
BIO 220 Genetics	2&3a,b,c 4a,b,c,d		4					
BIO 233 Microbiology	1a,d,2b.c.e 3a,d,e 4d		4					
BIO 296 Genomics I	2a,b,c,d,e 3a,c,d,e 4a,b,c,d		4					
BIO 393 Introduction to Bioinformatics	2b,c,d,e 3c,d,e 4a,b,c,d		4					
BIO 436 W Molecular Biology or BIO 467 Laboratory Course in Biotechnology or BIO 386 Genomics II	1a,b,c,d 2b,c,d,e 3a,b,d,e 4a,b,c,d		4					
BIO 466 Advanced Cell & Molecular Biology or BIO 451 Tissue Culture Workshop	2b,c,d,e 3a,b,c,d,e 4a,b,c,d		4					
BIO 497 In-Service Training in Biotechnology	1a,d 4a,b,c,d		3					
BIO 491 Seminar in Biotechnology	1d,2e,3e, 4a,b,c,d		1					
Core Course Prerequisites				Elective Courses in the Field				
LEP Program: MAT 150 Calculus*			4					
LEP Program: PHY 123 Critical Thinkin Leaders*	g and Science	for Future	4					
LEP Program: CHE 120 General Chem	istry I*		4					
LEP Program: BIO 103 Biology II			4					
BIO 396 Synthetic Biology: Engineering	Life		4					
CHE 121 General Chemistry II			4					
*These courses are in the LEP program Biotechnology.	and restricted	tor BS						
Total Other Credits Required to Issue C	redential (e.e	g. GenEd/Lib	eral Arts	Core/Liberal Ed Program)				
Other Narrative Packground Since Lice	ncuro Approvo	d concide	or other changes such as program n	ood and				

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

No curricular changes have been made to the program since licensure. The Biochemistry Transfer Ticket and BS-Biotechnology degree maps demonstrate the Biochemistry TAP pathway is also compatible with the BS-Biotechnology for interested transfer students—see these degree maps after the budget on page 8.

¹ Modify format as needed. Please use Strikeout-text to indicate elimination and Bold text to mark the substitution.

² Learning Outcome

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. Energy is required by and transformed in Biological Systems.
- a. Given knowledge of common mechanisms of regulation for bio-macromolecules, students will predict the sites and nature of regulation in pathways that transform energy.
- b. Given knowledge of the basic structure of fatty acids, triglycerides, nucleotides, and carbohydrates; students will compare and contrast the synthesis, storage, and transformation of macromolecules from which living organism harvest derive energy.
- c. Given a macromolecule, students will explain the contribution of entropy, enthalpy and temperature of a macromolecule and water (associated and in bulk solvent) in a folded versus unfolded state.
- d. Given a biological example, students will explain how thermodynamically unfavorable processes can occur.

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

- 2. Macromolecular Structure Determines Function and Regulation
- a. Given the knowledge of bio macromolecules, students will identify, draw (sketch) and know properties (functions) of bio macromolecules.
- b. Given a list of macromolecules, students will devise an experiment on how they interact or interpret results of experiments on their interactions.
- c. Given structural changes of a macromolecule, students will predict the impact of structural substitution would have on macromolecule structure and function.
- d. Given experimental data, students will assess how enzymes facilitate biochemical reactions.
- e. Given that evolutionary forces such as gene duplications and genomic mutations can provide changes in protein structure(s) and function(s) students will explain how protein structures might change while retaining an evolutionarily conserved function.

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

- 3. Information Storage and Flow Are Dynamic and Interactive.
- a. Given an understanding of replication, transcription and translation, students will determine how changes in DNA sequence affect the amino acid sequence of the protein it encodes.
- b. Given an understanding of common mechanisms of gene regulation, students will explain or predict changes in transcription in response to biologic variables.
- c. Given an understanding of genetic information transfer, students will explain the role of RNA in the flow of genetic information.
- d. Given an understanding of evolution and natural selection, students will make predictions on how environmental factors will affect information flow over generations.
- e. Given an understanding of commonly encountered signal transduction mechanisms, students will understand the critical role of mutations in changes to amino acids and ultimately phenotype

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

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- 4. Discovery Requires Objective Measurement, Quantitative Analysis, & Clear Communication.
- a. Given an appropriate question and a working knowledge of BMB, students will formulate hypotheses, design experiments, and assess the quality of experimental design.
- b. Given a fundamental understanding of Biotechnology concepts, students will formulate experiments and assess the quality of experiments addressing molecular structure, assays of biological function, and isolation/ separation of biomolecules.
- c. Given a data set, students will assess the reliability of the data and draw appropriate conclusions.
- d. Given a set of data, students will appropriately present and interpret the data.

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

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

BIO 497 In-Service Training in Biotechnology is a required internship at a regional Biotechnology company or a Biotechrelated internship at Yale or UConn.

Current intership opportunities include New Haven-based Arvinas, Achillion, Isoplexis, Healthventure as well as the Jackson Laboratory for Genomic Medicine in Farmington and SEMI4 in Branford/Stamford.

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

(Please complete the Resources and Cost Estimates form on the following page, and provide a narrative below regarding the financial sustainability of the program)

The original pro-forma budget submitted at licensing included many projected expenditures that were <u>not</u> made: a program coordinator for years 1 and 2; a full-time faculty line for year 2; part-time faculty salaries for years 1 and 2; support staff; and new equipment and materials. Due to the circumstances described in Section 2 above, the program launched using available, existing faculty, staff, equipment, and materials only. There was sufficient existing capacity in the courses to accommodate enrollment. Therefore, it is important to note that the BS-Biotechnology has not operated at a loss.

Resources and Costs Estimates Form

Program Revenue	Year 1- F	'Y 2018	Year 2- F	Y 2019	Y	ear 3
Actual Duagnam Davanua in DI LIE	Full Time	Dart Time	Full Time	Part Time	Full Time	Port Timo
Tuition (do not include internal transfors)	¢27 120	¢12.026		¢26.000		Fait Time
Tutton (do not mende internai transfers)	φ27,120	φ12,730	φ7 3 ,714	φ 20,00 0	N/A	
Program-Registration Fee	\$550	\$220	\$1,870	\$440		
Other Revenue (University General Fee net of pass-through components)	\$17,780		\$63,393			
Actual Program Revenue	\$45,450	\$13,156	\$161,177	\$27,320		
Projected Revenue (at Licensing)	270,916	25,192	499,830	49,884		
Difference: Actual - Projected	(225,466)	(12,036)	(338,653)	(22,564)		

(Whole Dollars Only)

Planned Program Expenditures						
NOT made are in RED	Year 1- I	FY 2018	Year 2-F	Y 2019	Y	ear 3
Actual expenditures made are in						
BLUE	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	.25	5,190	.25	5,190		
Faculty (Full-time, total for program)	0	0	1	126,048		
Faculty (Part-time, total for program)	1	30,448	3	95,885		
Support Staff	3	105,085	3	110,340		
Graduate Assistants						
Library Resources Program		\$1,000		\$1,000		
Equipment (List as needed) = Centrifuge Year 2		185,039		\$45,000		
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance) @ 18%		\$10,549		\$33,929		
Actual Total Annual						
Expenditures		\$11,549		\$79,929		

Transfer Pathway and Degree Program

Template 1

Southern Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Chemistry, B.S. - Concentration: Biochemistry

Students must complete 2 "W" courses at SCSU.

1	C	community Colleges*:		SCSU	
2	Credits		, J :re		
3	Framework30**				
4		General Edu	cation F	Requirements	
5	Competency:			/	
6	Section A			/	
7	Written I	English 101	3	FYE	3
8	Written II	Gen Ed	3	Written Communication	3
9	Scientific Reasoning	CHE 121 General	4	Natural World 1- Physical	4
		Chemistry I		Realm: SHE 120 General	
				Che mi.\$t ry I	
10	Scientific Knowledge	CHE 122 General	4	ral World II - Life and	4
		Chemistry II		viro nment: CHE 121 General	
			С.,	· Chemistry II	
11	Quantitative	MAT 186 Pre-Calculus		Quantitative Reasoning: MAT	4
			ij;-• \`	122 Pre-Calculus	
12	Historical Knowledge	Gen Ed*	3	Time and Place	3
13	Social Phenomena	GenEd S	3	Social structure, Conflict,	3
		c/0		Consensus	
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	Section B	/			
16	Competency:	Gen Ed/	3	Critical Thinking	3
17	Competency:	G n Ed	3	Tech Fluency	3
18	Framework30 C	fedits (30-31):			33
19	/	Pa	athway	30	
20	,	Additional Gene	eral Edu	ication Courses	
21	,			Select three of the following four:	9
22	/			American Experience	(3)
23				Creative Drive	(3)
24				Global Awareness	(3)
25				Mind and Body	(3)
26				Must be taken at SCSU:	
27				Tier 3 Connections Capstone	0
				CHE 301 The Preparation of	
				Scientific Documents for	
				Chemistry	

Revised 03/07/2019

			CHE 445 Chemical Hazards and	
			Laboratory Safety	
			CHE 496 Chemistry Seminar	
			(See lines 33, 36 and 40)	
28	General Education Credits:			42
29	Major Pr	ogram	Courses	
30			CHE 240 Analytical Chemistry	4
31	CHE 211 Organic Chemistry I	4	CHE 260 Organic Chemistry I	4
32	CHE 212 Organic Chemistry II	4	CHE 260 Organic Chemistry II	4
33			CHE 301 The Preparation of	1
			Scientific Documents for	
			Chemistry	
34			CHE 370 Physical Chemistry I	3
35			CHE 435 Inorganic Ch mistry I	3
36			CHE 445 Chemical Hazards and	1
			Laboratory Safeiv	
37			CHE 450 Biochemistry I	4
38			CHE 451 I¼i6chemistry II	4
39			Seleo n e of the following:	3
			6 Medicinal Chemistry	
		3	E 458 Drug Discovery	
40		C	· CHE 496 Chemistry Seminar	1
41			Select one additional CHE course	3-4
		7	at 300-level or above	
42		4	BIO 102 Biology I	4
43	BIO 121 General Biology I		BIO 103 Biology II	4
44	BIO 235 Microbiology	4	Select three BIO courses at 200-	10-12
	q_,ej		level or above	
45	MAT 254 Calculus I	4	MAT 150 Calculus I	4
46	PHY 221 CalculusOBased Ph, ysics	4	PHY 230 Physics for Scientists	4
	/		and Engineers	
47	Program Course Credits:	24		61-64
48	Ορε	en Elect	ives	
49	Open Elective.credits:	3		14-17
50	Total Creditsat the Community College	60	Total Credits for the 4-Vear	120
			Degree	
	/ /			
	* /			

9

Biotechnology, BS

Academic Map 2018-2019

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
Total	13-14

Southern Connecticut State University

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
Total	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
Total	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
Total	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
Total	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
Total	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
Total	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
Total	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.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Medical Laboratory Technician program (CIP Code: 51.1004, OHE # 18618) leading to an Associate of Science degree, requiring 63 course credits delivered via a hybrid modality, at Quinebaug Valley Community College

A True Copy:

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

ITEM

Accreditation of a licensed Medical Laboratory Technician program leading to an Associate of Science degree at Quinebaug Valley Community College

BACKGROUND

Summary

The referenced program was initiated in January 2017 following approval by the Board of Regents on September 16, 2016 to address the region's healthcare workforce needs. The course requirements exceed the normalization level of 60 credits due to specialized clinical lab courses which require the four-credit designation due to the amount of time required along with the two specialized internships. This program leads to immediate employment, it is not expected that most students would subsequently pursue a four-year degree.

Rationale

Accreditation of a licensed program by the BOR is required prior to its granting credentials. It is anticipated that the first graduation of students in the Medical Laboratory Technician program will occur in May 2019.

Resources

The program did not achieve its projected enrollments over the course of its first three years. Nevertheless, actual revenues still exceeded actual expenditures, making the program profitable during each of its first three years.

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.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

SECTION 1: GENERAL INFORMATION* Institution: Quinebaug Valley Community College Date of Submission to CSCU Office of the Provost: 03/25/2019 Most Recent NEASC Institutional Accreditation Action and Date: Continued in Accreditation – 2011 Two Year Progress Report Accepted – 2019 **Program Characteristics Program Credit Distribution** Name of Program: Medical Laboratory Technician # Cr in Program Core Courses: 28 Degree: Title of Award (e.g. Master of Arts) Associate of # Cr of Electives in the Field: 0 Science # Cr of Free Electives: 6 Certificate: (specify type and level) N/A # Cr Special Requirements* (include internship, etc.): 8 Date of Program Initiation: January 2017 Total # Cr in the Program (sum of all #Cr above): 63 Anticipated Date of First Graduation: May 2019 From "Total # Cr in the Program" above, enter #Cr that are Modality of Program: On ground Online X Combined part of/belong in an already approved program(s) at the If "Combined", % of fully online courses? 14% institution: 34 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 63 CIP Code No. 51.1004 Title of CIP Code Clinical/Medical Laboratory Technician OHE# 018618 Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Allied Health Department / Main Campus - Danielson Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: • Accrediting Bureau of Health Education Schools (ABHES) – 2019 If program prepares graduates eligibility to state/professional license, please identify: The program does not prepare students for a state or professional license; however, the program will prepare students for national certification as a medical laboratory technician. (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency) Title: Dean of Tel.: (860) 932-4050 Institutional Contact for this Proposal: John Lewis Academic Affairs and e-mail: jlewis@qvcc.edu Student Services

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)				
Notes regarding Application:				
Log of Steps Toward Approval:				
Date of Approval:				
Date for Inclusion in BOR-ASA Meeting Package:				
Comments:				
Conditions for Approval (if any)				

*Licensure of a program is normally granted for a three year period, authorizing the enrollment of students and their advancement toward the completion of degree requirements; however, program accreditation should be pursued in a timely fashion toward the expected date of first graduation – **NOTE:** <u>degrees cannot be conferred for licensed only programs</u>.

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SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program Outline (Please provide a narrative summary of program requirements as licensed, 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.): For example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")

The medical laboratory technician (MLT) program was first proposed and licensed in 2016 with students starting classes in January 2017. The program consists of a total of 63 credits. Twenty-seven credits are composed of pre-requisite/general education courses in the following disciplines: English, math, biology, chemistry, social sciences, humanities, and health/medical. Thirty-six credits are required in MLT core courses, which include eight credits divided across two required MLT internship courses.

The program remains three credits over the BOR requirement of 60 credits; however, this degree includes specialized clinical lab courses which require the four-credit designation due to the amount of lab time required along with the two specialized internships. In addition, this program leads to immediate employment so the majority of students will not be looking to transfer to a four-year institution.

Program Admission Requirements include:

- 1. Complete all prerequisite courses (ENG* 101, MAT* 137, HLT* 141, MED* 125, BIO* 115 and CHE* 111) prior to applying to the MLT Program.
- 2. Maintain an overall GPA of 2.5 in prerequisite courses.
- 3. Complete an MLT application.
- 4. Interview with MLT Program Coordinator, or a designee.
- 5. Must have color vision assessed by standard color blindness evaluation.

Program Requirements include:

- 1. Only students accepted into the MLT program are eligible to enroll in MLT courses above 101.
- 2. No grade of less than a B- is acceptable in any MLT course. Students receiving less than a B- will be dismissed from the program.
- 3. A grade of B- or better is required in all MLT courses in order to be considered for any MLT internship course.
- 4. Physical examination and proof of MMR, varicella, Hepatitis B immunity; TB test within six months; and tetanus shot within the last five years are required before being accepted for either internship course. Some internship sites may also require a flu shot.
- 5. Additional requirements may include a criminal background check.

Program Mission:

The medical laboratory technician (MLT) program endeavors to carry out the Quinebaug Valley Community College mission to provide innovative educational, social, and cultural opportunities in a welcoming and supportive environment. The purpose of the MLT program is to provide students with a general education core complemented by focused medical laboratory technician courses. The curriculum will prepare students for immediate employment in a variety of health care settings.

Program Goals:

- 1. To train entry-level competent medical laboratory technicians.
- 2. To prepare students to earn certification as a MLT by successfully passing the examination given by one of a number of certifying organizations.
- 3. To obtain national program accreditation through the Accrediting Bureau of Health Education Schools (ABHES).
- 4. To respect the rights of patients, colleagues, and other health care professionals, and safeguard confidences within the constraints of legal, ethical, and moral conduct.

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- 5. To practice within the profession's ethical and legal framework.
- 6. To maintain professional competence and utilize opportunities for continuing education and career advancement.

Curricular and Other Program Changes (Please describe any proposed changes, at this time, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on proposed curricular changes in the table on the next page).

There are no proposed changes at this time.

Compliance with Special Requirements Given at the time of Program Licensure (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.)

There were no special requirements issued by the BOR at the time of licensure.

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

The need for medical laboratory technicians has not diminished since licensure of this program.

QVCC's MLT program addresses the needs of the Connecticut workforce, specifically in the field of healthcare. Upon surveying local hospitals and after holding focus groups, the College determined that the need for clinical laboratory staff is significant and will only become more acute as the current staff for the hospitals in the College's service area reach retirement age in the coming years. A local hospital recently ran a report to learn that 12% of their lab staff could retire within five years. Since QVCC already has the phlebotomy certificate, the MLT program provides a natural pathway for students.

Although most of the employment attention is on the nursing shortage, the shortage of trained medical laboratory technicians is at a critical stage. Compounding this shortage is the lack of clinical laboratory programs in the area. Currently, there are no two-year MLT programs in the state of Connecticut. At the time of this proposal, Hartford Hospital School of Medical Technology and the University of Hartford's bachelor's programs have closed.

Besides hospitals, private reference laboratories, such as Quest Laboratories, Mercy Diagnostics, and Connecticut Laboratory Partners, as well as pharmaceutical companies, university medical laboratories, and medical clinics hire trained laboratory personnel. In QVCC's service area alone, there are three Quest Laboratories and five hospitals that all currently employ clinical/medical laboratory technicians. In addition, with QVCC being located in the tristate region, there are over ten additional hospitals located within a 25-mile radius in Massachusetts and Rhode Island in which graduates of the program could seek employment.

According to the *Occupational Outlook Handbook* for 2014-2024, rapid job growth and excellent job opportunities are expected in the field of clinical laboratory science. Employment of this type of healthcare professional is expected to grow by 16% through 2024, faster than the average for all occupations. Median annual salary is \$50,000, which makes this program a high-paying health occupation compared to medical assisting which has a median annual salary of \$30,000.

ACTUAL Enrollment	Fall Term Year 1 (2017)		Fall Term Y	'ear 2 (2018)	Fall Term Year 3 (2019) ¹		
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	
Transfers In	2	3	1	9	1	1	
New Students	2	3	5	2	0	4	
Returning Students	9	20	12	27	15	34	
ACTUAL Headcount Enrollment	13	26	18	38	16	39	
Fall FTE accounted for by Program Majors	22.0		36.3		32.3		
PROJECTED FTE (at Licensing)	22		47		56		
ACTUAL-PROJECTED	0		-10.7		-23.7		
Size of First Credentialed Group	2		Date of Award o	of First Credential	2019		

Enrollment and Credentialing Information

¹ Projected, based on spring 2019 data.

Details of Curriculum Changes for a Licensed Program (to be use as needed)								
Course Number and Name ²	L.O. # ³	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs		
Program Core Courses				Other Related/Special Requirements*				
HLT* 141 – Techniques in Phlebotomy	4	MED 125	4					
HLT* 170 – Law and Ethics or Health Care Professionals	8	Placement at ENG 093	3					
MLT [*] 101 – Intro to the Clinical Laboratory/Principles of Analysis	1,2,3,5,6,7	N/A	3					
MLT* 102 – Urinalysis and Body Fluids	1,2,3,5,6,7	N/A	2					
MLT* 200 – Clinical Hematology and Coagulation	1,2,3,5,6,7	N/A	4					
MLT* 202 – Clinical Chemistry	1,2,3,5,6,7	MLT 101	4					
MLT* 204 – Clinical Immunology and Immunohematology	1,2,3,5,6,7	MLT 101	4					
MLT* 206 – Clinical Microbiology	1,2,3,5,6,7	MLT 101	4					
MLT* 210 – Clinical Internship I	1,2,3,4, 5,6,7,8	MLT 101, 102, 200, 204, 206, and HLT 141 all with a B- or better and permission of the instructor	4					
MLT* 212 – Clinical Internship II	1,2,3,4, 5,6,7,8	MLT 101, 102, 200, 204, 206, 210, and HLT 141 all with a B- or better and permission of the instructor	4					
Core Course Prerequisites				Elective Courses in the Field				
ENG* 101 – Composition				Social Science elective		3		
MAT* 137 – Intermediate Algebra				Humanities elective		3		
MED* 125 – Medical Terminology								
BIO* 115 – Human Biology								
BIO* 235 – Principles of Microbiology								
CHE* 111 – Concepts of Chemistry								
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)								

N/A

 $^{^{2}}$ Modify format as needed. Please use Strikeout text to indicate elimination and Bold text to mark the substitution.

³ Learning Outcome

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

Since licensure, two minor modifications have been made to the curriculum, both of which are reflected in the detail shown above:

- 1. BIO* 235 Principles of Microbiology was added to the program. This change provides students with a background in introductory microbiology which is necessary prior to moving on to clinical microbiology.
- 2. MLT* 212 Clinical Internship II was reduced from a six-credit class to a four-credit class. This change was appropriate based on the fact that the contact and credit hours would be in better alignment and sought to move the program closer to the 60-credit load requirement of the BOR by lowering the number of credits from 65 to 63.

Both of these changes were reported to and approved by the System Office in February 2017.

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

- 1. Apply knowledge of theory and principles related to body fluids, chemistry, hematology, microbiology, immunology, blood bank, and laboratory information systems.
- 2. Apply knowledge of fundamental biological characteristics related to laboratory testing.
- 3. Apply principles of performing basic laboratory procedures.
- 4. Accurately perform venipuncture and capillary puncture procedures.
- 5. Assess results by correlating laboratory data with clinical or other laboratory data.
- 6. Evaluate laboratory data to recognize disease states.
- 7. Prepare and process specimens, equipment, and instruments as well as controls and reagents.
- 8. Perform within ethical and legal guidelines as well as within the profession's scope of practice.

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

Two four-credit internships are required in order to complete this MLT program. Since licensure in 2016, agreements have been put into place with a number of institutions to allow QVCC students to complete their internships at the below listed clinical location(s):

- Day Kimball Hospital
- Harrington Health Care
- Hartford Healthcare
- Lawrence and Memorial Hospital

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

(Please complete the Resources and Cost Estimates form on the following page, and provide a narrative below regarding the financial sustainability of the program)

The College hired a new program coordinator/faculty member for this program. She teaches 12 contact hours in program-related classes and has three credits of release time to coordinate the program each semester.

As of March 2019, 55 students have declared MLT as their primary major (with an additional three who have declared MLT as their secondary major) for a total of 58 declared students. Although the data shown above indicates that most of these students are part time, the large number of declared majors speaks to the long-term sustainability of the program.

Although the number of FTEs enrolled and the revenues generated are somewhat less than those projected at licensure, in each of the first three years of operation the overall revenues exceeded the costs of running the program, making MLT profitable during each of its first three years.

Please see detail below.

Resources and Costs Estimates Form (Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (2017)		Year 2 (2018)		Year 3 (2019)	
	Full	Part	Full			
	Time	Time	Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	\$35,964	\$30,936	\$56,196	\$52,585	\$62,592	\$63,766
Program-Specific Fees ⁴	\$7,618	\$7,199	\$14,738	\$6,894	\$16,384	\$8,346
Other Revenue (Annotate in narrative)	0	0	0	0	0	0
Actual Program Revenue	\$43,582	\$38,135	\$70,934	\$59,479	\$78,976	\$72,112
Projected Revenue (at Licensing)	\$65,910	\$51,180	\$154,490	\$227,470	\$154,490	\$153,540
Difference: Actual – Projected	-\$22,328	-\$13,045	-\$83,556	-\$167,991	-\$75,514	-\$80,428

PROJECTED Program Expenditures* Year 1 (2017) Year 2 (2018) Year 3 (2019) Number Amount Number Amount Number Amount 0 FTE **1.0 FTE** 1.0 FTE \$65.399 \$0 \$57.475 Administration (Chair or Coordinator)⁵ 0 FTE \$0 0 FTE \$0 0 FTE \$0 Faculty (Full-time, total for program) 0.37 0.40 \$29,271 \$31,932 0.60 FTE \$47,898 Faculty (Part-time, total for program)⁶ FTE FTE 1 PT \$7,956 0 **\$0** 0 **\$0** Support Staff 0 **\$0** 0 **\$0** 0 **\$0** Graduate Assistants 0 0 **\$0** 0 **\$0 \$0** Library Resources Program 0 \$25,650 0 **\$0** 0 \$0 Equipment (List as needed)⁷ 0 **\$0** 0 **\$0** 0 \$0 Other (e.g. student services) Estimated Indirect Costs (e.g. student services, 0 \$0 0 \$0 0 \$0 operations, maintenance) \$62.877⁸ \$89.407⁹ \$113.297¹⁰ ---------**Total Annual Expenditures**

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

Please provide any necessary annotations below:

Please see footnotes below.

⁴ Program-Specific Fees consist of the following lab associated fees: (Sp17 = \$91, F17, Sp18 = \$250, F18, Sp19, F19 = \$256) assigned to the biology/chemistry/MLT lab courses. In general, full time (FT) students take an average of two lab courses per semester, part time (PT) students take an average of one lab course per semester.

⁵ Salary excluding fringe.

⁶ Cost of faculty/part time includes cost of instruction plus cost of fringe for adjuncts based on the rate of 2,661/contact hour, 30 contact hours per academic year = 1 FTE.

⁷ Three pieces of laboratory equipment were purchased as follows: a Pictus 400 chemistry analyzer @ \$12,200, a Sysmex KX-21N hematology instrument @ \$8,950, an Instrumentation Laboratory ACL 1000 coagulation instrument @ \$4,500.

⁸ 2017 Revenue – Expenditures: \$81,717 – \$62,877 = **\$18,840 profit.**

⁹ 2018 Revenue – Expenditures: \$130,413 – \$89,407 = **\$41,006 profit.**

¹⁰ 2019 Revenue – Expenditures: \$151,088 – \$113,297 = **\$37,791 profit.**
CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Computer Networking program (CIP Code: 11.1001, OHE # 18103) leading to an Associate of Science degree at Capital Community College

A True Copy:

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

ITEM

Accreditation of a licensed Computer Networking program leading to an Associate of Science degree at Capital Community College

BACKGROUND

Summary

The referenced program was granted licensure on June 25, 2015.

Rationale

Accreditation of a licensed program by the BOR is required prior to its granting credentials. It is anticipated that the program's initial graduation will occur in Spring 2019.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents grant accreditation of this program.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Computer Networking program (CIP Code: 11.1001, OHE # 18104) leading to a Certificate at Capital Community College

A True Copy:

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

ITEM

Accreditation of a licensed Computer Networking program leading to a Certificate at Capital Community College

BACKGROUND

Summary

The referenced program was granted licensure on June 25, 2015.

<u>Rationale</u>

Accreditation of a licensed program by the BOR is required prior to its granting credentials. It is anticipated that the program's initial graduation will occur in Spring 2019.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents grant accreditation of this program.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of an Applied Computing program (CIP Code: 11.0201, OHE # 19039) leading to a Bachelor of Arts degree, requiring 120 course credits delivered via an on ground modality, at Western Connecticut State University

A True Copy:

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

ITEM

Accreditation of a licensed Applied Computing program leading to a Bachelor of Arts degree at Western Connecticut State University

BACKGROUND

<u>Summary</u>

The referenced program was licensed on May 11, 2017 until May 31, 2020. The program gives students the opportunity to pursue a somewhat less theoretical path than the Bachelor of Science degree in Computer Science. Some students have difficulties with the advanced theoretical courses required by the BS degree. Job prospects for students with an Applied Computing degree are very strong.

Rationale

Accreditation of a licensed program by the BOR is required prior to its granting credentials. It is anticipated that the program's initial graduation will occur in Spring 2019.

Resources

The program has not achieved its projected enrollment. Nevertheless, there are no additional costs to offering this credential since all courses are part of the BS in Computer Science.

RECOMMENDATION

The System's Provost and Senior Vice President for Academic and Students Affairs recommends that the Board of Regents grant accreditation of this program.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

SECTION 1: GENE	RAL INFORMATION*				
Institution: Western Connecticut State University Dat	e of Submission to CSCU Office of the Provost 4/16/19				
Most Recent NEASC Institutional Accreditation Action and	Date: 2013				
Program Characteristics	Program Credit Distribution				
Name of Program: Applied Computing	# Cr in Program Core Courses: 46				
Degree: Title of Award (e.g. Master of Arts) BA	# Cr of Electives in the Field: 12				
Certificate: (specify type and level)	# Cr of Free Electives:				
Date of Program Initiation: May 2017	# Cr Special Requirements* (include internship, etc.):				
Anticipated Date of First Graduation: May 2019	Total # Cr in the Program (sum of all #Cr above): 58				
Modality of Program: X On ground Online Combined If "Combined". % of fully online courses?	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at				
Total # Cr the Institution Requires to Award the Credentia (<i>i.e. include program credits, GenEd, other</i>): 120	the institution: 58				
CIP Code No. 11.0201 Title of CIP Computer Program	ning: General OHE# 19039				
Institution's Unit (e.g. School of Business) and Location (e.g. Macricostas School of Arts & Sciences	. main campus) Offering the Program:				
 Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA If program prepares graduates eligibility to state/professional license, please identify: NA 					
licensing agency)	iness the standards of the identified accreating body of				
Institutional Contact for this Proposal : Dr. Michelle Brown	Title: Dean,Tel.: 203-837-9400 e-mail:Macricostas School ofbrownml@wcsu.eduArts & Sciences				

SCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments: Conditions for Approval (if any)

*Licensure of a program is normally granted for a three year period, authorizing the enrollment of students and their advancement toward the completion of degree requirements; however, program accreditation should be pursued in a timely fashion toward the expected date of first graduation – **NOTE:** <u>degrees cannot be conferred for licensed only programs</u>.

SECTION 2: UPDATE OF PROGRAM AND ENROLLMENTS

Program

In offering a BA in Applied Computing we give students the opportunity to pursue a somewhat less theoretical path than the BS in Computer Science. Rather than taking some of the more advanced math and theory courses, students in this program will be able to tailor their CS electives toward particular areas of expertise (security, digital media, software engineering). While not designed to recruit new students, it provides an important option for students who struggle with the theoretical components of the Computer Science degree and my support better transfer options for our community college partners.

Curricular and Other Program Changes N/A

Compliance with Special Requirements Given at the time of Program Licensure N/A

Other Narrative Background to be Considered Since Licensure Approval

No changes are being considered. It does provide an important option for some students, but most prefer to complete the BS in Computer Science. It should be noted that all courses in this degree are part of the Computer Science degree so this does not place any additional resource demands. If it becomes a preferred transfer pathway, we may need more sections, but we don't really anticipate that happening.

Job prospects for these students are very strong. If they decide on graduate school one day, they may need an additional course.

ACTUAL Enrollment	Fall Term Year 1		Fall Ter	m Year 2	Fall Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	0	0	3	1	1	0
Returning Students	0	0	0	0	0	0
ACTUAL Headcount Enrollment	0	0	0	0	0	0
Fall FTE accounted for by Program Majors	0.0		3.4		1	
PROJECTED FTE (at Licensing)	12.1		20	0.1	22.1	
ACTUAL-PROJECTED	-12.1		-2	0.1	-21.1	
Size of First Credentialed Group	2		Date of A	Award of First Credential	May 2019	

Enrollment and Credentialing Information

Details of Curriculum Changes for a Licensed Program (to be use as needed)								
Course Number and Name ¹	L.O. # ²	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs		
Program Core Courses				Other Related/Special Requirements*				
CS140 Intro to Programming or CS143 Visual Basic	1,2,3	MAT100	4					
CS170 Language C++	1,2,3	CS 140 or CS143	4					
CS205 Data Modeling and Database Design	1,2,3	CS 140 or CS143	4					
CS215 Computer Architecture	3,4,9	CS140 or CS 143	4					
CS221 Object Oriented Programming & Data Structures	1,2,3	CS170 and CS/MAT165	4					
CS240 Computer Organization & Software	1,2,3,5	CS221	4					
CS350 Object Oriented Software Engineering OR CS305 Database Applications Engineering OR CS360 Distributed Applications Engineering	1,2,3,4,5,6,8,9	CS205 and CS221	4					
CS/MAT165 Introductory Discrete Mathematics	1	MAT133 or Equivalent	4					
CS450 Operating Systems	8,9	CS215 and CS240 and Senior Standing	4					
MAT181 Calculus I	1	MAT133 or placement	4					
MAT120 Elementary Statistics	1	MAT100 (C or higher) or placement	3					
PHI227 Ethics in Computing	5,6,7	1	3					
Total Core Major Requirements			46					
Elective Courses in the field (12	credits require	ed)		Elective Courses in the Field				
MAT127 Introduction to Cryptolo	gy		3	CS166 Introduction to UNIX		3		
MIS341 Information Systems Security			3	CS240 Advanced Topics in Programming using Java		4		
CS265 Computer Security Implementation with Java			4	A second one of these: CS350 (Object	4		
MAT272 Linear Algebra (pre-req MAT182 Calculus II, 4 credits			3	Oriented Software Engineering	g OR			
CS235 Digital Media			4	CS305 Database Applications	_			
CS340 Computer Animation			4	Engineering OR CS360 Distrib Applications Engineering	uted			
CS245 Web Applications Develop	ment		4					
Total Other Credits Required to	Issue Credenti	al (e.g. GenEd/	'Liberal	Arts Core/Liberal Ed Program)				

 1 Modify format as needed. Please use Strikeout text to indicate elimination and Bold text to mark the substitution. 2 Learning Outcome

Other Narrative Background Since Licensure Approval:

When we first developed this program, we thought more students would need the BA in Applied Computing because we had a pattern of students getting stuck in the advanced theoretical courses. This degree was to provide an alternative to those students, supporting a strong credential without getting stopped in this part of the curriculum. In the past three years, we have seen growth in the BS in Computer Science degree from 137 to 156 students) and more students seem able to complete the degree requirements (retention increased by 2% and degrees conferred have increased from 6 in 215 to 19 in 2019). This has impacted our projected enrollments.

The improvements in student success are likely the result of better degree scaffolding since we have begun the process of alignment with ABET accreditation standards and better coordination with the math department. Next year those two departments will be co-located, which may enhance outcomes even further.

However, the value of the BA in Applied Computing remains. It is an important option for those who find that the advance theoretical components of the degree are not a good option for them. It may also be a strong alternative for transfer students who are not enrolled in the TAP degree. Students with a BA in Applied Computing are well prepared for the workforce, but may need some additional coursework for some graduate programs. Since all courses are part of the BS in Computer Science, there are no additional costs to offering this credential.

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

1. Ability to apply knowledge of computing and mathematics appropriate to solve a variety of software development problems of moderate difficulty

2. Ability to analyze a problem, and identify and define the computing requirements appropriate to its solution

3. Ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs

4. Ability to function effectively on teams to accomplish a common goal

5. Understanding of professional, ethical, legal, security and social issues and responsibilities as they apply to computing

6. Ability to communicate effectively ideas and computer-based solutions with a range of audiences

7. Ability to analyze the local and global impact of computing on individuals, organizations, and society

8. Recognition of the need for and an ability to engage in continuing professional development

9. Ability to appropriately use current techniques, skills, and tools necessary for computing practice.

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

SECTION 3: ENROLLMENT, CREDENTIALLING AND FINANCIAL CONSIDERATIONS

Program Resources and Cost Estimates

All courses are part of the BS in Computer Science so no additional faculty are required. Students who select the BA in Applied Computing take fewer theoretical courses, ostensibly freeing up seats in those classes. Administration of this program is part of the regular Chair duties for the department, no additional support is required.

PROJECTED Program Revenue Year 2 Year 3 Year 1 Full Part Full Part Full Part Time Time Time Time Time Time Tuition (do not include internal transfers) 27,125 7,232 73,346 7,520 88,020 7,808 0 Program-Specific Fees 0 0 0 0 0 0 0 0 0 0 Other Revenue (Annotate in narrative) 0 **Actual Program Revenue** 0 0 16,926 3,760 0 0 7,808 **Projected Revenue** (at Licensing) 27,125 7,232 73,346 7,520 88,020 **Difference: Actual - Projected** -27.125 -7,232 -56,420 -3760 Actual Revenue vs. Actual Costs 0 0 3,760 0 0 16,926

Resources and Costs Estimates Form (Whole Dollars Only)

PROJECTED Program Expenditures*	Yea	ır 1	Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)						
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)				0		0
Total Annual Expenditures				0		0

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

Projected enrollments not met, but there are no costs associated with the delivery of the curriculum, so any student enrolled is folded into BS in Computer Science classes.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Biomolecular Sciences (CIP Code: 26.0204, OHE #13446) leading to a Master of Arts degree, specially a degree name change to Master of Science degree at Central Connecticut State University.

A True Copy:

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

ITEM

Modification of a degree program, Biomolecular Sciences at Central Connecticut State University

BACKGROUND

Summary

Many current students in the referenced program have expressed confusion as to why it is a Master of Arts and have relayed that employers prefer the Master of Science degree. The distinction between a MA degree and a MS degree is most often made by the field of study. Most master's programs in the natural sciences offer Master of Science degrees rather than Master of Arts degrees. Similar programs at the University of Connecticut and Southern Connecticut State University offer Master of Science degrees. The curriculum of the proposed MS is identical to the current MA.

Resources

There are no additional costs required for the proposed program modifications.

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 Students Affairs concurs with this recommendation.

04/26/2019 - BOR Academic & Student Affairs Committee 05/09/2019 - Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 1: GENER	RAL INFORMATION		
Institution: Central Connecticut State University Date of	of Submission to CSCU Office of the Provost: March 26, 2019		
Most Recent NEASC Institutional Accreditation Action and Date	: August 2013		
Original Program Characteristics CIP Code No. 26.0204 Title of CIP Code Molecular Biology Name of Program: Biomolecular Sciences Degree: Title of Award (e.g. Master of Arts) Master of Arts Certificate: (specify type and level) Date Program was Initiated: 2004 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Original Program Credit Distribution # Cr in Program Core Courses: 3-6 # Cr of Electives in the Field: 19-22 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3-6 Total # Cr in the Program (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30		
Type of Program Modification Approval Being Sought (mark all the Licensure and Accreditation (specify whether New Certificate, Mino Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new locat Offering of Program Using an Alternate Modality (e.g. from on x Change of Degree Title or Program Title	at apply): r, Option, Concentration, or Other) ion) ground to online)		
Modified Program Characteristics Name of Program: Biomolecular Sciences Degree: Title of Award (e.g. Master of Arts) Master of Science Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2019 or ASAP Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 3-6 # Cr of Electives in the Field: 19-22 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3-6 Total # Cr in the Program (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30		

*Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments: Conditions for Approval (if any)

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

	SECTION	1: GENERAL INI	FORMATION (contin	ued)		
If program modification is co	oncurrent with dise	continuation of rela	ited program(s), please	list for such program(s):		
Program Discontinued:	CIP:	OHE#:	Accreditation Date:			
Phase Out Period	Date of Program	n Termination				
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:						
Other Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)						
Institutional Contact for th mulrooneyj@ccsu.edu	iis Proposal : Jai	mes Mulrooney	Title: Prof	Tel.: 860-832-2660	e- mail:	

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION (Please Complete Sections as Applicable)

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

The curriculum of the proposed Master of Science degree is identical to the current Master of Arts degree. The distinction between a Master of Arts degree and a Master of Science degree is most often made by the field of study. Most Master's programs in the natural sciences offer Master of Science degrees rather than Master of Arts degrees. For example, the University of Connecticut's Master's degree in Molecular and Cell Biology is a Master of Science degree. Also, Southern Connecticut State University's Biology department offers a Master of Science degree. Our Master's degree emphasizes research experiences and all students are required to complete an independent research experience. In addition, the program offers a thesis option, similar to the UConn and SCSU programs. Many current students in the Biomolecular Sciences Master's program express confusion as to why our program is a Master of Arts. They have also relayed to us that employers prefer the Master of Science degree.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible) Approximately 90% of our graduates remain in CT, working in jobs related to their degree, such as in the Biotech Sector (Protein Sciences, Boehringer Ingleheim.)
- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location? The Biomolecular Sciences department focuses on the areas of cell and molecular biology within the larger field of biology. Also, each member of the department engages in student-centered research. All Master's students in the Biomolecular Sciences department are required to complete an independent research project.
- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate) None.
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided. Master's programs in Biological Sciences and Biology are available at Central Connecticut State University and Southern Connecticut State University, respectively. The University of Connecticut has a Master's degree in Molecular and Cell Biology. The Biomolecular Sciences Master's degree is unique in that the program focuses on cell and molecular biology and also schedules all classes at 4:30pm or later. While the University of Connecticut offers a Master of Science degree in Molecular and Cell Biology, many classes are scheduled early in the day. The Biomolecular Sciences program at CCSU accommodates students who are already working full-time and want to earn

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their master's degree at the same time.

• Please provide a description/analysis of employment prospects for graduates of this proposed program: Students in the Biomolecular Sciences Master's program usually choose one of three routes post-graduation: employment, doctoral programs in the biological or biomedical sciences, or clinical degrees in health-related fields. Students seeking employment work in biotech and pharmaceutical industries and in academic laboratories.

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

No changes to curriculum, admissions, or graduate requirements. The modification is only to the name of the program from Master of Arts to Master of Science.

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

The only resource required is full-time faculty to teach within the program.

Other Considerations

ACTUAL Enrollment	Fall Term, Year _2016		Fall Term, Y	ear2017	Fall Term, Year2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students	9	8	8	5	10	1
Returning Students	4	8	6	15	7	15
ACTUAL Headcount Enrollment	13	16	14	20	17	16
Fall FTE accounted for by Program Majors	19.6		22.2		21.3	
Size of Credentialed Group(s) for Given Year	9			13	14	

Previous Three Years Enrollment and Completion for the Program being Modified

Curriculum Details for a Program Modification (to be used as appropriate for specific modification request) ²								
Course Number and Name ³	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs		
Program Core Courses				Other Related/Special Requirements				
Note: No curricular changes								

² Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

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

Core Course Prerequisites			Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential					

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

- 1. Graduate students will demonstrate knowledge in Biomolecular science, including an understanding of:
 - a) The connection between molecular properties and cellular activities;
 - b) The connection between cellular activities and biological responses;

c) Cellular structure and function, including chemical composition, physiochemical and functional organization of organelles, and basic cellular metabolism;

d) Major cellular processes, including DNA replication, gene regulation, protein structure and function, cell signaling, and differentiation; and

e) Contemporary techniques used in cell and molecular biology

- 2. Graduate students will evaluate papers from the scientific literature and present oral and written critiques.
- 3. Graduate students will develop research questions and the approach they will use to address that question.
- 4. Graduate students will do a research project, analyze and evaluate the data generated and present their findings in both an oral and written format.
- 5.
- 6.
- 7.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

The proposed change may produce a modest increase in enrollment, estimated at 6% per academic year (i.e., one additional student per year). Tuition estimates are calculated using CT in-state rates of \$5917.50 for full-time tuition and \$654 as part-time per credit tuition. Part-time students are estimated to enroll in 5 credits per semester on average. The projected increase in tuition revenue reflects two students per academic year, alternating 1 full-time and 1 part-time with 2 part-time.

The only expense is full-time faculty. Currently, full-time faculty teach an estimated 23 credits per academic year within the program with roughly half that offered each Fall. We scaled the salary of each faculty member teaching in the program to the number of credits they teach and divided by 2 to obtain Fall semester cost. We estimated fringe at 71% of base salary for long-standing faculty members and at 45% for newer faculty members. The increase across years represents a 3.7% change as reflected in Articles 12.3 and 12.4 of the AAUP Contract and alternating teaching loads for given faculty members across years. (Note: Faculty members teaching within the program and/or their ranks may change within 3 years.)

The Department has the capacity to absorb the expected enrollment projects without offering new sections of courses. Faculty do not receive release time or stipends for coordinating the program. Support staff for the department do not spend dedicated time supporting the Master's program.

PROJECTED Program Revenue	Fa	.11 2019	Fa	11 2020	Fa	ll 2021
Tuition (do not include internal transfers)	\$	156,188	\$	162,728	\$	171,915
Program-Specific Fees	\$	-	\$	-	\$	-
Other Revenue (Annotate in narrative)	\$	-	\$	-	\$	-
Total Estimated Program Revenue	\$	156,188	\$	162,728	\$	171,915

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

PROJECTED Program Expenditures*	Fal	11 2019	Fal	1 2020	Fal	1 2021
Administration (Chair or Coordinator)	\$	-	\$	-	\$	-
Faculty (Full-time, total for program)	\$	77,334	\$	78,294	\$	87,683
Faculty (Part-time, total for program)	\$	-	\$	-	\$	-
Support Staff	\$	-	\$	-	\$	-
Library Resources Program	\$	-	\$	-	\$	-
Equipment (List as needed)	\$	-	\$	-	\$	-
Other (e.g. student services)	\$	-	\$	-	\$	-
Estimated Indirect Costs (e.g. student services, operations, maintenance)	\$	-	\$	-	\$	-
Total Estimated Program Expenditures	\$	77,334	\$	78,294	\$	87,683

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

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This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

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

RESOLUTION

concerning

Program Modification

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Communication (CIP Code: 09.0900, OHE #0254) leading to a Master of Science degree, specially a name change to Strategic Communication and additional online and hybrid modalities of program delivery at Central Connecticut State University.

A True Copy:

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

ITEM

Modification of a degree program, Communication at Central Connecticut State University

BACKGROUND

Summary

The term Strategic Communication has become popular over the past 25 years as a more appropriate way to describe a large sub-area of the field of Communication. The institution's Bachelor's degree in Communication was recently renamed Strategic Communication; thus, changing the name of the MS degree would bring about consistency. Additionally, it is believed the name change would signal the program students' readiness for employment in a broader field and would attract more students to the program that reflects a newer 21st century approach and understanding of Communication.

The additional online and hybrid modalities of instructional delivery would offer students more flexibility in completing class activities and assignments from any location; and would likely increase the program's enrollment.

Resources

The institution has infrastructure in place to support a completely online track for the program. Any additional costs required for the online instruction would be offset by increased enrollment which is expected to grow each year.

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 Students Affairs concurs with this recommendation.

04/26/2019 - BOR Academic & Student Affairs Committee 05/09/2019 - Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 1: GENER	AL INFORMATION				
Institution: Central Connecticut State University Date of	f Submission to CSCU Office of the Provost: March 26, 2019				
Most Recent NEASC Institutional Accreditation Action and Date:	August 2013				
Original Program Characteristics CIP Code No. 09.0900 Title of CIP Code Public Relations, Advertising, and Applied Communication Name of Program: MS Communication Degree: Title of Award (e.g. Master of Arts) MS Certificate: (specify type and level) Graduate Date Program was Initiated: 1976 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): 33	Original Program Credit Distribution # Cr in Program Core Courses: 12 # Cr of Electives in the Field: 12-21 # Cr of Free Electives: 0-6 # Cr Special Requirements (include internship, etc.): 0-3 Total # Cr in the Program (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33				
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) x Offering of Program Using an Alternate Modality (e.g. from on ground to online) We will continue to deliver the program with on ground and online options but are adding a fully online track to our existing program. Full-time students can complete the online track within 2 years.					
Modified Program Characteristics Name of Program: MS Strategic Communication Degree: Title of Award (e.g. Master of Arts) MS Certificate ¹ : (specify type and level) Graduate Program Initiation Date: Fall 2019 Modality of Program: On ground X Online x Combined If "Combined", % of fully online courses? 60% of courses offered per semester Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 33	Modified Program Credit Distribution # Cr in Program Core Courses: 12 # Cr of Electives in the Field: 12-21 # Cr of Free Electives: 0-6 # Cr Special Requirements (include internship, etc.): 03 Total # Cr in the Program (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33				

*Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Comments:

Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION (continued)

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Chris Pudlinski Title: Dept. Chair Tel.: 832-2701 e- mail: pudlinskic@ccsu.edu

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION (Please Complete Sections as Applicable)

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

This proposed MS in Strategic Communication, with an online track, is tailored to the needs of students seeking a graduate program in Communication as it allows for more flexible ways to complete class activities and assignments from any location. For the past few years, our department has consistently and increasingly offered online graduate courses that have proven to be effective in delivering the material and assessing students' content knowledge. The requirements of the newly proposed program will not differ from the existing MS Communication except for the delivery of instruction.

In regards to the degree name change, the term Strategic Communication has become popular over the past 25 years, as a better way to describe a large sub-area of the field of Communication. For us, it represents the combination of Public Relations (& Promotions) and Organizational Communication. In general, the following explanation, from 2011, most accurately reflects our department views:

The term "strategic communications" ... means infusing communications efforts with an agenda and a master plan. Typically, that master plan involves promoting the brand of an organization, urging people to do specific actions, or advocating particular legislation. ...

The field of 'communications' is broad, encompassing professionals who create news or want to push information to the public (public relations, public information, marketing), people who deliver news and media to the public (journalists, audio and video producers, public speakers, educators), and people who study the interplay of media and society (researchers).

According to <u>Shayna Englin</u>, who teaches public relations and corporate communications at Georgetown, "being strategic means communicating the best message, through the right channels, measured against well-considered organizational and communications-specific goals. It's the difference between doing communications stuff, and doing the *right* communications stuff."

Several factors spawned the field:

- New methods of outreach ... For example, a scientific or arts organization might simultaneously pitch stories to journalists, write a blog for the public, and post to Facebook and Twitter.
- Consistency & coordination There is a greater need for consistency ..., since the public can easily Google anything online. More coordination is also needed, as the same communication channels (e.g., Facebook) are useful for education, marketing, education, advocacy, fundraising, etc., and organizations need to strike a balance between getting out important messages and attracting readers.
- More professionalism . . . Just as desktop publishing allowed anyone with a PC to make a newsletter or

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magazine; the Internet de-professionalized communications.... **Un**strategic communication became more common. Sure you got a lot of hits, impressions or followers, but so what? Executive management wanted their communications to accomplish more concrete goals.

(Retrieved from http://www.idea.org/blog/2011/03/16/what-is-strategic-communications/)

The Communication department is asking for the degree name change for the following reasons:

- (1) To be consistent with our newly named B.A. degree in Strategic Communication
- (2) Because the term Communication represents a large field, including Media Studies, Television Production and Journalism (in many cases), the revised degree name will more clearly indicate to students what this degree is and what it is not (e.g., a Media Studies degree). For example, newer Master's degree programs in Connecticut are also specialized (e.g., Sacred Heart: Corporate Communications & Public Relations; Quinnipiac University: Public Relations).
- (3) The name change will signal our students' readiness for jobs in the fields of Strategic Communication, Public Relations, Organizational Communication, Marketing Communication, and the like.
- (4) We believe the name change will make our degree more attractive, representing a newer 21st century approach and understanding of Communication.

As applicable, please describe:

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

The Connecticut Department of Labor expects that in the next decade there will be a 9.3% increase in the number of jobs for Public Relations Managers and a 7.7% growth in the area of Human Resource Specialists. With over 2,600 public relations specialists or managers employed annually in the state of Connecticut <u>and</u> 215 new positions anticipated over the next decade, the Strategic Communication major prepares graduates for these and many other career opportunities (Connecticut Department of Labor, Labor Market Information, retrieved from http://www.ctdol.state.ct.us/).

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?

For the past several years, our Communication faculty, working with the Instructional Design and Technology Resource Center (IDTRC), have effectively designed and delivered online coursework at all levels, including graduate course. We have purchased licensing permits to use Camtasia, a program that has allowed us to create professional videos through which we deliver some instruction. Our department has also purchased high-definition microphones for all faculty to record our presentations with the highest possible quality. Our courses are delivered though Blackboard Learn. Regular interaction between faculty and students as well as among students occur through chat rooms and WebEx, within the Blackboard learn shell.

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate) There are no graduate-level transfer agreements in place at this time. However, the Communication department does have a dual enrollment agreement at the undergraduate level with Kanto Gakuin University in Japan. Additionally, given CCSU's distinctiveness in the area of international education, we expect that the online track will be quite appealing to students abroad seeking an advanced degree from a United States university. "CCSU has over twenty partnerships and exchanges in 17 countries" (http://web.ccsu.edu/cie/studyabroad.asp); we expect to enroll students into the online track through these partnerships, and those we have with United Technologies Worldwide.

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

This will be the first completely online MS (strategic) communication program in the state system.

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

Students who emphasize organizational communication have an especially wide range of careers from which to choose in both nonprofit and profit sectors (e.g. corporate communication, facility management, hospital and health care administration, sports management, entertainment, industrial and labor relations representative, campaign manager, press secretary, negotiator, lobbyist). Job growth rates vary, but the U.S. Department of Labor expects 11% job growth for training and development specialists and managers, and 7% growth for human resources managers (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, on the Internet at https://www.bls.gov/ooh/ (visited October 03, 2018).). Employment prospects are similar nationally (e.g., 10% growth) for public relations and fundraising managers.

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

The modification includes a name change and the inclusion of an online track of instruction. Students can complete the program as a mix of online and on-ground courses or entirely online (the proposed online track). The proposed MS in Strategic Communication (with or without the online track) will not differ from the existing MS in Communication in terms of admission criteria, course requirements, or number of credits.

CCSU has infrastructure in place to support the completely online track, as described above. Faculty can request additional training for online course design and instruction through the IDTRC.

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

There are no additional resources needed at this time. However, if enrollment grows by 5 students per term as projected, an additional course section may need to be offered by Fall 2021. An adjunct faculty member could be hired to teach a lower-level undergraduate course and enable a full-time faculty member to teach the additional course within the Master's program.

Other Considerations: None.

ACTUAL Enrollment	Fall Term, Year 2016		Fall Term	, Year 2017	Fall Term, Year 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	4	6	5	5	5	5
Returning Students	3	20	3	17	3	17
ACTUAL Headcount Enrollment	7	26	8	22	12	23
Fall FTE accounted for by Program Majors*	16		15		20	
Size of Credentialed Group(s)	9**		12		N/A	

Previous Three Years Enrollment and Completion for the Program being Modified

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

AT LICATION FOR MODIFICATION OF ACCREDITED I ROORAM					
[Completions] for Given Year					

*FTE is considered 12 credits for graduate students. Part-time students are calculated at 1/3 FTE, or 4 credits. **In AY15, 7 students earned their degree.

Please note: We also have new students entering the program in the Spring Term (e.g., Spring 2015, 5; Spring 2016, 4; Spring 2017, 3).

Curriculum Details for a P	rogram	Modificatio	n (to be use	e as appropriate for specific modification reques	st) ³	
Course Number and Name ⁴ *denotes course offered online	L.O. #	O. Pre- # Requisite Cr Hrs Course Number and Name *denotes course offered online		L.O. #	Cr Hrs	
Program Core Courses			12	Capstone Requirements		0-3
*COMM 500 (Intro to Grad Studies in Comm)	1	3 * Plan A (COMM 599 Thesis) OR		1,2,3	3	
*COMM 503 (Research Methods in Comm)	2, 3, 6	Comm 500	3	*Plan B Comprehensive Exam OR	1,2,3	0
*COMM 501 (Theories of Human Comm within an Organizational Context) OR *COMM 505 (Persuasive Comm)	1, 4	Comm 500	Comm 500 3 *Plan C (COMM 597 Special Project)		1,2,3	3
*COMM 504 (Campaign Monitoring & Evaluation) OR COMM 507 (Campaign Planning) OR *COMM 510 (Public Opinion Research)	3, 5	Comm 500	3			
Core Course Prerequisites				Elective Courses in the Field *denotes course offered online		12-21
				COMM 450 (Comm Skills for Training & Development)	1, 5	3
				COMM 451 (Environmental Comm)	1	3
			*COMM 454 (Comm & Social Change)	1,4,5	3	
				*COMM 506 (Case Studies in PR)	1	3
				*COMM 508 (PR Writing Strategies)	1, 2	3
				*COMM 522 (Corporate Comm)	1, 4	3
				*COMM 539 (PR & Social Media)	1, 5	3
				*COMM 543 (Intercultural Comm)	1, 4	3
				COMM 551 (Policy Issues in	1, 4	3
				Organizational Comm)		
				*COMM 562 (Comm & Relationship Management)	1, 6	3
				*COMM 585 (Special Topics)	Varies	3
				COMM 586 (Graduate Field Studies in Comm)	Varies	3
				*COMM 590 (Independent Study)	Varies	3-6
Total Other Credits Required to Issue Modified Credential						0-6

Students will be expected to:

- 1. Explain communication processes, internal and external, of an organization
- 2. Be able to write appropriately and effectively in both academic and professional settings
- 3. Employ research methods in the diagnosis of communication problems within organizations and between organizations and their target audiences
- 4. Critique and evaluate existing models, approaches and theories in an organizational and/or intercultural context
- 5. Examine the use and impact of communication technologies in the design and evaluation of public

³ Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

⁴ Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

relations, strategic communication campaigns, and other organizational applications, and 6. Practice sound and ethical reasoning.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

This budget reflects only the expected revenue and costs for the entire MS Strategic Communication program. Increased enrollment in the program may necessitate an additional 3 credits of part-time employment by Fall 2021. We do not anticipate additional expenses.

Annotations for the pro-forma budget include:

¹We use Fall 2018 enrollment to project Fall 2019, such that projected enrollment for Fall 2019 will be the same as Fall 2018: 15 new students (7 full-time, 8 part-time) and 20 continuing students (5 full-time, 15 part-time). The budget figures for Fall 2020 and Fall 2021 modestly predict 5 additional newly enrolled students (2 full-time, 3 part-time) each year.

²Tuition reflects 2018-19 current tuition costs for in-state CT residents (\$5917.50 per semester); it does not include any other general, online or university fees nor assumes tuition increases for 2019-22. With over 75% of our part-time students taking 6 load credits, tuition for part-time students is calculated at an average of 5 credits per part-time student per current tuition rate for graduate students (\$654 per credit). Values reflect the incremental increase in tuition with expected enrollment growth, using the CT resident rate as a conservative estimate.

³Other revenue reflects the \$50 per course fee for online courses. We estimate that 60% of credits in a given semester will be earned online.

⁴The Department Chair administers the program and receives 15 load credits of reassignment for those duties per academic year. We estimate that 1.5 load credits per semester are spent administering the Graduate Program. The total reflects 6.25% of the Chair's salary plus fringe, estimated at 71% of base salary. The increase across years represents a 3.7% change as reflected in Articles 12.3 and 12.4 of the AAUP Contract. (Note: The Chair may change within the next 3 years.)

⁵Currently, full-time faculty teach 24 credits per academic year within the program. We assume 12 credits will be offered each Fall. We scaled the salary of each faculty member teaching in the program to the number of credits they teach and divided by 2 to obtain the semester cost. We estimated fringe at 71% of base salary for long-standing faculty members and at 45% for newer faculty members. The increase across years represents a 3.7% change as reflected in Articles 12.3 and 12.4 of the AAUP Contract through AY2020. (Note: Faculty members teaching within the program and/or their ranks may change within 3 years.)

⁶We assume one additional section taught by an adjunct in AY2021-22 at a salary of \$5778 per 3-credit course (Level E; Article 12.7.6 of the CSU-AAUP), as enrollment increases. Fringe benefits are estimated at 31%.

⁷The Department Secretary clerically supports the operations of the MS program. We estimate that 12.5% of her time is spent in direct support. The estimates below include 12.5% of base salary and fringe (found at transparency.ct.gov) and the increases reflect the 3.5% expected contractual increases set to take place in July 2019.

⁸We intend to devote more resources to publicize the online track of our program. Such publicity could include brochures, materials for open houses, and advertisements particularly geared towards attracting international students. We estimate \$1000 per semester.

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

Page 7 of 8 ASAC 4-26-2019 Page 98 of 145

PROJECTED Program Revenue ¹	Fall 2019	Fall 2020	Fall 2021	
Tuition (do not include internal transfers) ²	\$ 146,220	\$ 167,865	\$ 189,510	
Program-Specific Fees	\$ -	\$-	\$ -	
Other Revenue (Annotate in narrative) ³	\$ 2,250	\$ 2,550	\$ 2,900	
Total Estimated Program Revenue	\$ 148,470	\$ 170,415	\$ 192,410	

PROJECTED Program Expenditures	Fall 2019		Fall 2020		Fall 2021	
Administration (Chair or Coordinator) ⁴	\$	10,650	\$	10,810	\$	10,972
Faculty (Full-time, total for program) ⁵	\$	79,540	\$	82,483	\$	82,483
Faculty (Part-time, total for program) ⁶					\$	7,569
Support Staff ⁷	\$	6,990	\$	7,235	\$	7,488
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance) ⁸	\$	1,000	\$	1,000	\$	1,000
Total Estimated Program Expenditures	\$	98,180	\$	101,527	\$	109,511

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 6 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education approve the suspension of six degree options within the Master of Science in Education program (CIP Code: 13.0101, OHE # 00173) leading to a Master of Science degree at Western Connecticut State University, until Spring Semester 2021.

The degree options are:

- Option in Curriculum Concentration Curriculum for the Classroom Teacher
- Option in Curriculum Concentration Curriculum in the Content Area
- Option in Special Education Concentration in Autism

• Option in Special Education – Concentration for Special Education for the Classroom Teacher

- Option in Reading
- Option in Curriculum Teacher-Leader

A True Copy:

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

ITEM

Suspension of six degree options within the Master of Science in Education program at Western Connecticut State University, until Spring Semester 2021.

BACKGROUND

Summary

The institution has determined that its establishment of new graduate programs in Special Education, Language & Literacy, and a Sixth Year Teaching English to Speakers of Other Languages has reduced school districts' need of the following degree options in the MSED program:

- Option in Curriculum Concentration Curriculum for the Classroom Teacher
- Option in Curriculum Concentration Curriculum in the Content Area
- Option in Special Education Concentration in Autism
- Option in Special Education Concentration for Special Education for the Classroom Teacher
- Option in Reading
- Option in Curriculum Teacher-Leader

Rationale

The institution will determine by the Spring Semester of 2021 whether or not any opportunities might be missed by discontinuing the referenced degree options.

Phase-Out/Teach-Out Strategy

There is currently one student enrolled in these degree options. All requisite courses are available since they are applicable to other programming.

Resources

No resources are required for the suspension of this program.

RECOMMENDATION

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

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2010 – Board of Regents

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

SECTION 1. GEI					
Institution: WCSU	Date of Submission to CSC	CU Office of the Provost: 3/25/2019			
Program: MSED Several Options CIP: 1.30101 OHE#: 00173 Accreditation Date: 1/1/1976 Date Program will be reinstated or deleted (one, two, or three years maximum): The MS in Ed will remain, but these options will be suspended for 2 years while we determine any opportunities that may be missed by closing permanently.					
Program Characteristics Name of Program: MS Education: Six Options listed in the narrative below. Degree: Title of Award (e.g. Master of Arts) MS Certificate: (specify type and level) Modality of Program: X On ground Online Combined					
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: School of Professional Studies					
Institutional Contact for this Proposal: Dr. Catherine O'Callaghan	Title: Chair, Education & Ed Psychology	Tel.: (203) 837-3267 e-mail: <u>ocallaghanc@wcsu.edu</u>			

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

In Fall 2018, the Department launched new graduate programs in Special Education, Language & Literacy, and a Sixth Year Teaching English to Speakers of Other Languages (TESOL) programs. Now that the Department has graduate programs that lead to certification, it is suspending the MSED in Curriculum options that do not meet the needs of school districts.

The Department is recommending that the following graduate programs be suspended:

- Master of Science in Education Option in Curriculum Concentration Curriculum for the • Classroom Teacher
- Master of Science in Education Option in Curriculum Concentration Curriculum in the Content Area
- Master of Science in Education Option in Special Ed: Concentration in Autism •
- Master of Science in Education Option in Special Education: Concentration for Special • Education for the Classroom Teacher
- Master of Science in Education-Option in Reading •
- Master of Science in Education-Option in Curriculum-Teacher Leader

The MSED option in Instructional Technology will continue.

Phase Out/Teach Out Strategy

There is currently 1 student enrolled. The courses will still be available to that student as they are part of the programs that lead to certification.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION Connecticut State Colleges & Universities System Office APPLICATION FOR SUSPENSION OF EXISTING PROGRAM CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education approve the 2019 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

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

ITEM

Approval of the 2019 promotions and tenures recommended by the presidents of the Connecticut State Universities

BACKGROUND

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents



Central Connecticut State University <u>M E M O R A N D U M</u>

TO: Mark E. Ojakian, President

FROM: Zulma R. Toro, President

DATE: April 18, 2019

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2019-20:

To Professor:

Swamy Basim, Engineering Khaled Hammad, Engineering Shelly Jones, Mathematical Sciences Steven Kirstukas, Engineering Eran Makover, Mathematical Sciences Maria Lourdes Casas, Modern Languages Joanne DiPlacido, Psychological Science Kate McGrath, History Charles Menoche, Music Jeffrey Teitler, Communication Mark Cistulli, Management Information Systems

To Associate Professor: Jill Espelin, Nursing Joanne Leon, Social Work Chee Hoi Leong, Physical Education & Human Performance Megan Mackey, Special Education & Interventions Michele McKelvey, Nursing David Broderick, Computer Electronics & Graphics Technology Sourav Chakraborty, Chemistry & Biochemistry Sangho Park, Computer Electronics & Graphics Technology Young Moo Sohn, Engineering Daniel Broyld, History Brian Flinn, Art Eugena Givens, Criminology & Criminal Justice Rati Kumar, Communication Tina Rice, Design (Graphic/Info.) Fumilayo Showers, Sociology Ivan Small, Anthropology Deborah Spillman, English 1615 Stanley Street - P.O.Box 4010 - New Britain, CT 06050-4010 - T: 860-832-3000 - F: 860-832-3033 - www.ccsu.edu

CCSU is an Equal Opportunity Employer/Educator ASAC 4-26-2019 Page 106 of 145
Harold Torger Vedeler, History Marie Kulesza, Accounting

To Associate Librarian: Sharon Clapp, Library Martha Kruy, Library

<u>To Librarian</u>: Dana Hanford, Library

To Coach I: Jason Marshall, Athletics

<u>To Coach III:</u> Gregory Shell, Athletics Jennifer Prozzo, Athletics

<u>To Athletic Trainer IV:</u> Paul Manwaring, Athletics

<u>To Counselor:</u> William Fothergill, Student Wellness Services

The following will be granted Tenure: Jelane Kennedy, Counselor Education & Family Therapy Joanne Leon, Social Work Chee Hoi Leong, Physical Education & Human Performance Megan Mackey, Special Education & Interventions Michele McKelvey, Nursing David Broderick, Computer Electronics & Graphics Technology Sourav Chakraborty, Chemistry & Biochemistry Sangho Park, Computer Electronics & Graphics Technology Young Moo Sohn, Engineering Daniel Broyld, History Brian Flinn, Art Eugena Givens, Criminology & Criminal Justice Rati Kumar, Communication Tina Rice, Design (Graphic/Info.) Fumilayo Showers, Sociology Ivan Small, Anthropology Deborah Spillman, English Sharon Clapp, Library

/sm

c: A. Suski-Lenczewski



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

Date: April 17, 2019

TO: Mark Ojakian President, Connecticut State Colleges and Universities

Dr. Elsa M. Núñez Withan M Salh FROM: President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May 2019 meeting. The effective date for all actions is August 27, 2019.

For Tenure:

Professor Tao Chen, Art & Art History Department

Dr. Timothy Cochran, Performing Arts Department

Dr. Brendan Cunningham, Economics Department

Dr. Ari de Wilde, Kinesiology and Physical Education Department

Dr. Mark Fabrizi, Education Department

Dr. Jehoon Jeon, Communication Department

Dr. Kurt Lucin, Biology Department

Dr. Tanya Moorehead, Education Department

Dr. Fatma Pakdil, Business Administration Department

Dr. Allison Speicher, English Department

Dr. Jordan Youngblood, English Department

For Promotion to the rank of Professor, in rank order:

Dr. Kristalyn Salters-Pedneault, Psychological Sciences Department

Dr. Fatma Pakdil, Business Administration Department

Dr. Brendan Cunningham, Economics Department

Dr. Jennifer Brown, Economics Department

Dr. Olugbenga C. Ayeni, Communication Department

Page-2 President Mark Ojakian April 17, 2019

For Promotion to the rank of Associate Professor, in rank order:

Dr. Allison Speicher, English Department Dr. Kurt Lucin, Biology Department Professor Tao Chen, Art & Art History Department Dr. Jordan Youngblood, English Department Dr. Timothy Cochran, Performing Arts Department Dr. Jehoon Jeon, Communication Department

For Promotion to the rank of Coach IV:

Mr. Gregory DeVito, Athletics Department

For Promotion to the rank of Coach III:

Ms. Megan Droesch, Athletics Department

WMS/hjr c: File April 11, 2019



Mr. Mark Ojakian President, Board of Regents for Higher Education Connecticut State Colleges and Universities 61 Woodland Street Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following are my recommendations for Promotion and Tenure, which will be effective August 26, 2019:

TENURE

Dr. Frank Bevvino (Accounting) Dr. Costel Calin (Political Science) Dr. Barbara Cook (Communication Disorders) Dr. Marian Evans (Public Health) Dr. Cheryl Green (Nursing) Dr. Jennifer Hopper (Political Science) Dr. L. Evan Finch (Physics) Dr. James Kearns (Chemistry) Dr. Michael Nizhnikov (Psychology)

Dr. Yulei Pang (Mathematics)

- Dr. Jennifer Parzych (Counseling & School Psych.)
- Dr. Marc Robertson (Exercise Science)
- Dr. Todd Ryder (Chemistry)
- Dr. Meredith Sinclair (English)
- Dr. Alison Wall (Management/MIS)
- Dr. Heather Warner (Communication Disorders)
- Dr. Jonathan Wharton (Political Science)
- Dr. Sang Won Yoon (Economics & Finance)
- Dr. Han Yu (Economics & Finance)
- Mr. Matt Ouimet (Counseling Services)

PROMOTION

From Assistant to Associate Professor:

Dr. Mary Jo Archambault (Rec. Tourism & Sport Mgt.)

Dr. Costel Calin (Political Science)

- Dr. Barbara Cook (Communication Disorders)
- Dr. Christine Denhup (Nursing)
- Dr. Cheryl Green (Nursing)
- Dr. Jennifer Hopper (Political Science)
- Dr. L. Evan Finch (Physics)
- Dr. James Kearns (Chemistry)
- Dr. Michael Nizhnikov (Psychology)
- Dr. Yulei Pang (Mathematics)

From Associate to Full Professor:

Dr. Imad Antonios (Computer Science) Dr. Resha Cardone (World Languages & Literatures) Dr. Margaret Generali (Counseling & School Psych.) Dr. Jennifer Parzych (Counseling & School Psych.)

- Dr. Marc Robertson (Exercise Science)
- Dr. Todd Ryder (Chemistry)
- Dr. Meredith Sinclair (English)
- Dr. Alison Wall (Management/MIS)
- Dr. Heather Warner (Communication Disorders)
- Dr. Jonathan Wharton (Political Science)
- Dr. Sang Won Yoon (Economics & Finance)
- Dr. Han Yu (Economics & Finance)
- Dr. Jennifer McCullagh (Communication Disorders)
- Dr. Lisa Rebeschi (Nursing)
- Dr. Sonia Grubacic (Economics & Finance)

page 2-Promotion and Tenure-April 11, 2019

Promotion to Associate Counselor

Matt Ouimet (Counseling Services)

Promotion to Coach I:

Mark Fogel (Athletics)

Promotion to Coach II:

Edward Bethke (Athletics) Christopher Bergeski (Athletics) Stephanie Hiriak (Athletics) Christopher Moran (Athletics) Christopher Lorenti (Athletics)

Promotion to Coach III:

Jillian Rispoli (Athletics)

I request that the Board of Regents act on these recommendations at its May 9, 2019 meeting. Please let me know if you have any questions.

Sincerely,

Joe Bertolino President

cc: R. Prezant, Provost and Vice President for Academic Affairs T. Tyree, Vice President for Student Affairs



OFFICE OF THE PRESIDENT Dr. John B. Clark

To: Mark E. Ojakian President Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: March 22, 2019

Re: WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander that the following faculty members receive promotion and tenure:

Tenure

- Dr. Maya Aloni, Psychology Department
- Dr. Pauline Assenza, Management Department
- Dr. Joshua Cordeira, Biology & Environmental Sciences Department
- Dr. Kim Marino, Justice & Law Administration Division
- Dr. Sudarshan Murthy, Computer Science Department
- Dr. Paul Nugent, Management Information Systems Department
- Mr. Thomas Schmiedel, Library Services Department
- Dr. Tricia Stewart, Education & Educational Psychology Department

Promotion to Professor

- Dr. Pauline Assenza, Management Department
- Dr. Emilio Collar, Management Information Systems Department
- Dr. Nicholas Greco, Chemistry Department
- Dr. Becky Hall, Mathematics Department
- Dr. Paul Nugent, Management Information Systems Department
- Dr. Thomas Yoon, Management Information Systems Department

Mark E. Ojakian March 22, 2019 Page 2

Promotion to Associate Professor

Dr. Maya Aloni, Psychology Department Dr. Joshua Cordeira, Biology & Environmental Sciences Department Mr. William DeFeo, Justice & Law Administration Division Dr. Deneen Harris, Social Work Department Dr. Rotua Lumbantobing, Social Sciences Department Dr. Kim Marino, Justice & Law Administration Division Dr. Sudarshan Murthy, Computer Science Department Dr. Forest Robertson, Chemistry Department Mr. Thomas Schmiedel, Library Services Department

c:

M. Alexander, Academic Affairs F. Cratty, Human Resources W. Petkanas, Promotion & Tenure Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 9, 2019

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2019-20 program year.

A True Copy:

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

ITEM

CSU-AAUP Faculty Research Grants

BACKGROUND

Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE

The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

RESOURCES

A total of \$911,887 has been allocated for the 2019-20 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of \$22,186 in residual funds from previous years is available for distribution this year. A grand total of \$934,073 is available for research projects to be recommended for funding during the 2019-20 program year.

The CSU institutions received a total of 267 proposals, including 27 partnership applications involving 56 faculty members, from a total of 293 individual faculty members; requesting funds totaling \$1,335,606; \$201,533 or 21.6 percent more than what is available for distribution. Each proposal is reviewed and scored on a scale of 1 (poor) to 5 (excellent) by faculty members from other CSU institutions. Selection Committee members at the awarding institutions employ those scores as the basis for their funding recommendations.

RECOMMENDATION

The Selection Committee has recommend that a total of 247 faculty members receive grants totaling \$916,117. Its recommendations are contained in the attached roster by CSU institution.

04/26/19 – BOR Academic and Student Affairs Committee 05/09/19 – Board of Regents

Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Assistant Professor	Chakraborty	Sourav	Chemistry and Biochemistry	Formulation and characterization of novel bioactive materials for root canal treatment	\$2,488
				(see above)	\$2,487
Assistant Professor	Goh	Tan Leng	Physical Education and Human Performance	The Effects of Before School Physical Activity on Academic Performance and Social and Emotional Learning.	\$4,250
				(see above)	\$4,250
Associate Professor	Kapper	Martin	Biomolecular Sciences	Biochemical characterization of Heph11; a multi-copper ferroxidase that is the basis of two, independent "curly whiskers" mutations in mice.	\$4,250
				(see above)	\$4,250
Professor	LeMaire	Peter	Physics and Engineering Physics	Study of Nsutite for supercapacitor applications	\$1,750
			-	(see above)	1,750
Professor	Nicholson	Barbara	Biology	An investigation of detoxification enzyme glutathione-S-transferase production and activity in naturalized and invasive earthworms	\$2,475
				(see above)	\$2,474
Assistant Professor	Park	Sangho	Computer, Electronics and Graphics Technology	Distributed Mobile Vision-Sensor Network Deployable to Remote Scenes for Event Recognition	\$2,780
				(see above)	\$2,779
Associate Professor	Robinson	Christina	Economics	Immigration and the Northern Triangle	\$3,500
				(see above)	3,500
Professor	Synder	Jason	Management Information Systems	The Influence of Leader-Follower Social Media Relationships on Work/School Outcomes	\$2,800
				(see above)	\$2,800
Assistant Professor	Abbas	Syed	Biology	Modulation of anxiety and aggression by blue light	\$5,000
Assistant Professor	Alicea- Velazquez	Nilda	Chemistry and Biochemistry	Determining the basis of SHP-1 phosphatase ligand selectivity using structural approaches	\$5,000
Professor	Barr	Burlin	English	Cinematic Masculinities	\$3,500
Professor	Barrington	Candice	English	Chaucer, Bohemia, and Prague: Tracing a 600-Year Conversation	\$5,000
Associate Professor	Basim	Swamy	Engineering	Stabilization of Expansive Soils Using Fly Ash	\$3,500
Assistant Professor	Boncoddo	Rebecca	Psychological Sciences	Action and Gesture Training for Pre- and In-Service K-12 Mathematics Teachers	\$3,493
Assistant Professor	Bragg	Caleb	Psychological Sciences	Social Contact and Careless Responding	\$3,145

Faculty Rank	Last Name	First Name	Department	ent Project Title	
Assistant Professor	Bray	Alicia	Biology	Evaluation of Southern Pine Beetle Establishment and Range Expansion into Connecticut	\$2,430
Assistant Professor	Bray	Alicia	Biology	Assessment of Diversity and Population Density of Arthropod Vectors with Risk Assessment to the Central Connecticut Community	\$2,570
Associate Professor	Chase	Daniel	Biomolecular Sciences Defining the expression pattern of all dopamine receptors in C. elegans		\$5,000
Assistant Professor	Chen	Sixia	Computer Science Gossip-assisted Multi-Channel Medium Access Control Protocols for Underwate Acoustic Networks		\$3,545
Associate Professor	Cohen	Diana	Political Science	Vegas Born: Professional Hockey and the Quest for Identity in a Tourist City	\$3,821
Professor	Collins	Mary	English	Book Project: BRONZED: On the Road to Visit my Bronzed Relatives after the Violence in Charlottesville	\$3,434
Professor	Crundwell	Guy	Chemistry and Biochemistry	The synthesis, characterization, and structure determination of several novel aliphatic quinoxalines and pyridopyrazines.	\$4,457
Professor	Davis	Michael	Biomolecular Sciences	Newly Effective Therapies for P Aeruginosa Infections	\$4,884
Associate Professor	Dharavath	Haji Naik	Computer Electronics and Graphics Technology	Effect of Substrate Properties (Brightness, Shade, and Whiteness) in the Color Reproduction of Multicolor Offset Printing in a Color Managed Workflow (CMW)	\$3,500
Associate Professor	Dobbs- McAuliffe	Betsy	Biomolecular Sciences	Rescuing defects associated with fetal alcohol spectrum disorder with N-acetyl cysteine using zebrafish as a model system.	\$5,000
Associate Professor	Donohue	Margaret	Counselor Education and Family Therapy	School-based Family Counseling 1962- 2018: A scoping Review	\$3,500
Professor	Dowling	Robert	English	A Place in Time: The Life and Work of Sam Shepard	\$5,000
Associate Professor	Efremoff	Theodore	Art	A Refugee's Guide to Rome	\$5,000
Assistant Professor	Frazee	Leah	Mathematical Sciences	The Configurations of Spatial Visualization and Spatial-Analytic Reasoning in Student Learning of Mathematics	\$4,300
Assistant Professor	Garceau	Timothy	Geography	A Comparative Assessment of Traffic Safety in Roundabouts within a New England Municipality	\$1,895
Assistant Professor	Gichiru	Pauline Wangari	Educational Leadership, Policy and Instructional Technology	Paving the Path to Success: What Lessons can Kenya Learn From the Successful Inclusive Education in Rwanda?	\$5,000

Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Associate	Gilmore	Susan	English	"Language of the Unheard": Riot on the	\$1,750
Professor				American Cultural Stage	
Assistant Professor	Givens	Eugena	Criminology and Criminal Justice	An examination of peer relationships and Juvenile delinquency	\$4,960
Professor	Gotchev	Ivan	Mathematical Sciences	Cardinal Inequalities for S(n)-spaces	\$5,000
Professor	Halkin	Sylvia	Biology	Cache-moving Behavior of Eastern Gray Squirrels	\$350
Associate Professor	Hammad	Khaled	Engineering	The Impact of Inflow Velocity Profile and Inertia on Suddenly Expanding Viscoplastic Flows	\$4,250
Assistant Professor	Hapeman	Paul	Biology	Biology Assessing the Performance of a Simplified Camera Survey Protocol for Detecting Presence of American Marten (Martes americana) in Pre-Harvest Areas of the Green Mountain National Forest in Vermont	
Associate Professor	Hartwig	Heidi	English	The Figure of the Convert in Muriel Spark's Novels	\$3,500
Professor	Hermes	Katherine	History	Indigenous Connecticut, 1550-1900: An Interactive Digital Resource	\$3,256
Professor	Hoopengardner	Barry	Biomolecular Sciences	RNA editing in house spiders: a model for chelicerate RNA processing	\$3,318
Associate Professor	Jackson	Mark	Biology	Characterization of short-term actions of serotonin on the membrane potential of crayfish photoreceptors	\$5,000
Assistant Professor	Johnson	Steven	Engineering	3-D Investigation of the Structures and properties of Green and Sintered Powder Consolidates	\$3,500
Associate Professor	Jones	Shelly	Mathematical Sciences	Culturally Relevant Pedagogy in Mathematics: Theory and Practice	\$3,432
Professor	Kurkovsky	Stan	Computer Science	Effective Data Caching in Mobile Social Network Applications	\$4,250
Associate Professor	Lee	Namhum	Manufacturing & Construction Management	A conceptual Framework for Using Wearable Technology to Monitor Construction Workers' Stress for Construction Safety	\$2,457
Assistant Professor	Levchak	Charise	Sociology	Black Women's Lives: Overcoming Microaggressions and Macroaggressions	\$5,000
Assistant Professor	Marjani	Sadie	Biology	Transcriptome profiling of human IVF embryo spent culture media by RNA-seq	\$4,980
Associate Professor	Maurer	Sarah	Chemistry and Biochemistry	In vitro selection and characterization of hydrophobic RNA	\$3,500
Assistant Professor	Melendez- Rhodes	Tatiana	Counselor Education and Family Therapy	Comparison of relationship quality of couples who are married and couples who cohabitate	\$2,870
Assistant Professor	Meng	Yunliang	Geography	Schools near Toxic Sites: An Environmental Justice Study for Schoolchildren in Boston, MA	\$3,500
Professor	Mione	Thomas	Biology	Wild Relatives of the Tomato	\$2,956

Faculty	Last Name	First Name	Department	Project Title	Funded
Rank					Amount
Professor	Mitrano	John	Sociology	Heritage Tourism's Role in the Ethnic Identity Process	\$4,554
Professor	Mulrooney	James	Biomolecular Sciences	The Role of PI3K in Actin Dynamics and Lamellipodia Formation	\$3,316
Professor	Naoumov	Vlatcheslav	Engineering	Combustion of Pure Bio-Derived Fuels and Fuels with Additives in the Lab- Scale Hybrid Propellant Rocket Engine at the Increased Flow Rates of Oxidizer: Study of the Combustion of Pure Bees Wax and Paraffin Wax Enriched by	\$4,924
Professor	Pearson	Fiona	Sociology	The Making of Politician: Woman, Culture and Politics	\$3,280
Professor	Penniman	Clayton	Biology	Effects of Salinization from Road Deicing Runoff on the Community Physiological Profiles of Heterotrophic Prokaryotes in the Stream Periphyton Community	\$3,500
Professor	Pope- Portelinha	Cynthia	Geography	A Stressful Exile: Comparative Acculturation Stress of Cuban and Venezuelan Refugees in Non-traditional Hosting Locations in the United States	\$5,000
Associate Professor	Reeder	Linda	Manufacturing & Construction Management	Mary Colter's Design Processes and Construction Techniques	\$4,250
Professor	Saha	Krishna	Mathematical Sciences	A Study on Inferential Methods for the Ratio of Two Success Rates in the Analysis of Clustered Binary Data with Application to Chemotherapy Study Data	\$4,250
Professor	Salama	Talat	Manufacturing & Construction Management	Experimental Evaluation of Strengthening Reinforced Concrete Beams Using CFRP Laminates	\$4,250
Professor	Sharma	Nimmi	Physics and Engineering Physics	Laser Measurements of Pollution Particle Size Distributions	\$5,000
Assistant Professor	Singh	Gurbakhshash	Mathematical Sciences	Statistical Inference in the Proportional Probability and Log Binomial Models	\$3,500
Assistant Professor	Singhal	Rahul	Physics and Engineering Physics	Electrochemical characterization of MnO2/carbon nanotube composites for applications to supercapacitors.	\$3,500
Professor	Sommers	Brian	Geography	World War II Memorialization as it is impacted by Modern Balkan Politics.	\$5,000
Assistant Professor	Soper	Carolyne	Economics	Transparency of the Federal Reserve, a force of stability or volatility in financial markets post 2008?	\$2,125
Associate Professor	Stookey	Sarah	Management and Organization	Teaching Capitalism: A national network of students and teachers	\$3,500

CCSU	CSU-AAUP Faculty	Research Grants	Applications –	Spring 2019	Competition
			11		1

Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Associate Librarian	Vickrey	Renata	Library	Determinants of Polish Pride - Ethnic Identity of Children of post-WWII Polish Immigrants to New Zealand	\$4,250
Associate Professor	Wang	Наоуи	Manufacturing & Construction Management	VR/Eye-Tracking Mediated Teleoperation of Dexterous and Legged Space Robots	\$4,250
Professor	Warshauer	Mathew	History	9/11 Generation	\$3,500
Associate Professor	Wei	Fu-Shang	Engineering	Design and Test of a Full-Scale Helicopter Flight Simulator	\$3,500
Associate Professor	Werblow	Jacob	Educational Leadership, Policy & Instructional Technology	Seikatsu Kiroku and other Instructional Practices of Japan's Peace Educators in Promoting Greater Equity, Sustainability, and Peace.	\$4,250
Professor	Westcott	Barry	Chemistry and Biochemistry	Molecular Structure of Models for Vanadyl Impurities in Petroleum	\$3,395
Professor	Wizevich	Michael	Geological Science	Investigation of Late Triassic Dinosaur Trackways of the Eastern Alps, Switzerland	\$5,000
Librarian	Wolynska	Ewa	Library	Eliza Talcott, 1836-1911, Pioneer Missionary and Connecticut Original	\$4,150
Assistant Professor	York	Cassandra	Physical Education and Human Performance	The effect of a low FODMAP diet on gastrointestinal disruption, exercise ability, and mental health in healthy athletic college students	\$4,879
Associate Professor	Zhou	Bin	Engineering	Statistical Analysis of Truck Crash Severity	\$3,430

ECSU	* CSU-AAUP Faculty Research Grants Applica	tions – Spring 2019 Competition
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Faculty	Last Name	First Name	Department	Project Title	Funded
Rank					Amount
Professor	Liu	Xing	Education	Using Replication for Variance in Proportional Odds Models for Complex Sample Data	\$3,480
				(see above)	\$3,480
Associate Professor	Morgan	Kristen	Performing Arts	"Creative Practice Workshop Presentation at the 15th International Conference on the Arts in Society in Galway, Ireland"	\$2,186
				(see above)	\$2,186
				(see above)	\$2,185
Associate Professor	Pakdil	Fatma	Business Administration	Implementing statistical process control in monitoring healthcare processes with lean management perspective	\$3,750
				(see above)	\$3,750
Professor	Aidoo	Anthony	Mathematical Sciences	Chest Radiograph Image Enhancement with Wavelet Decomposition and Morphological Operations	\$3,750
Professor	Bacholle	Michèle	World Languages and Cultures	Curating Annie Ernaux	\$2,369
Associate Professor	Balcerski	Thomas	History	"A hell of a Storm: The War for the American Soul, 1848-1861"	\$2,370
Assistant Professor	Bataille	Amy	Health Sciences	Determining the Cellular Localization of MRP4 and AMPC in Renal Proximal Tuble Cells through Mentor-Directed Undergraduate Research	\$4,569
Associate Professor	Bergstrom- Lynch	Cara	Sociology, Anthropology, Criminology and Social Work	Perceptions of Beauty and Body Image Among a Racially Diverse Sample of LGBTQ Young Adults	\$4,075
Associate Professor	Calissi	Jeff	Music	Rombeau: A sinfonia concentrate for percussion duo and large ensemble	\$4,985
Assistant Professor	Canavan	Paul	Health Science	Analysis of the baseball pitch: Effect of foot placement on body movement and pitching accuracy	\$2,323
Assistant Professor	Chen	Тао	Art & Art History	Gnarled Curves: A Tenacious Life Two Miles Above Sea Level	\$5,000
Professor	Cousins	Alita	Psychological Science	Mate Guarding Scale Questionnaire Development	\$3,750
Assistant Professor	Doucette	Mitchell	Health Science	Firearms and Dementia: How do Families Mitigate Injury Risk?	\$3,700
Assistant Professor	Doyle	Maeve	Art & Art History	Publishing and Pursuing Scholarship on Medieval Illuminated Manuscripts	\$3,750
Professor	Drzwewiecki	Peter	Biological & Environmental Sciences	3-Dimensional Interpretation of Jurassic Environments in the Hartford Basin from a New Rock Core Collection	\$3,342
Associate Professor	Epp	Kristen	Biology	The influence of predators on cover object selection and fidelity in salamanders: a field study	\$2,370
Assistant Professor	Farace	Stefanie	Business Administration	Analyzing video content in social media	\$5,000

Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Professor	Formuci	Steve	English	Profile of an Old Mill Town: Initial	\$2 133
FIOIESSOI	Terruci	Sieve	English	Research	\$2,155
Professor	Fugere	Madeleine	Psychology	The Relative Importance of Physical Unattractiveness and Negative Personality Characteristics to the Mate Choices of Women and Their Parents	\$948
Assistant Professor	Garcia	Christine	English	Autohistoria-teoria Uncovered: Mapping Anzaldúan Writing Pedagogy	\$5,000
Associate Professor	Grandhi	Sukeshini	Business Administration	The Lure and the Risks of Genetic Testing: Understanding people's willingness to obtain and share personal genomic information online and it implications for design	\$2,370
Assistant Professor	Greene	Robert	Art & Art History	Over the Misty Bridge	\$5,000
Associate Professor	Groth	Amy	Biology	Research into the expression and function of an important developmental gene family	\$5,000
Associate Professor	Idjadi	Joshua	Biology	Habitat and geographic determinants of parrotfish gut microbe communities: implications for coral reef recovery	\$2,342
Assistant Professor	Kamola	Stefan	History	The Book of Jamasp the Sage	\$4,049
Assistant Professor	Laux	Derek	Biology	A Novel Zebrafish Transgenic Reporter to Study Oncogene-Induced Senescence in vivo.	\$3,750
Assistant Professor	Lucin	Kurt	Biology	The Effects of Simulated Microgravity on Microglial Function	\$5,000
Professor	Malenczyk	Rita	English	"American Public Memory and the City of the Dead"	\$964
Professor	Mama	Raouf	English	Beninese Riddles	\$5,000
Associate Professor	Mattingly	William Brett	Biology	The role of agricultural legacies in modifying granivore effects on seed bank structure	\$3,750
Associate Professor	McDonnell	Maureen	English and Women's Gender Studies	"Citizenship and Shakespeare: Archival work at the British Library and Community Education at the Shakespeare Center of Los Angeles"	\$3,750
Professor	McNeil	Kenneth	English	Archival Research for Book Project on Scottish Romanticism and Collective Memory in the Transatlantic World	\$843
Associate	Mendoza-	Martin	Political Science,	Funding welfare through the patrimonial	\$5,000
Professor	Botelho		Geography and	state. Natural resources, state intervention and institution building in Bolivia and South Africa	
Assistant Professor	Moore	Scott	History	Austria in the American Mind	\$3,750
Associate Professor	Murdoch	Barbara	Biology	Mining the scorpion microbiome in unusual places	\$5,000
Associate Professor	Oakley	Bryan	Environmental Earth Science	Sediment accumulation rates within the Point Judith Harbor of Refuge constrained using lead-210 age dating	\$5,000

Faculty	Last Name	First Name	Department	Project Title	Funded
Rank					Amount
Professor	Ostwald	Jamel	History	Building a corpus for Early Modern European Military History	\$5,000
Associate Professor	Rahmanifar	Afarin	Art & Art History	"The Women of the Wings"	\$5,000
Professor	Szczys	Patricia	Biology	"Factors Limiting Population Growth: The role of individual marking (bands) and the variability of immune system genes (MHC)."	\$4,795
Professor	Torockio	Christopher	English	Summerhill: A Novel	\$2,370
Assistant Professor	Veerappan	Vijaykumar	Biology	"Phenotypic and gene expression analyses of mutants defective in anthocyanin accumulation and symbiotic nitrogen fixation in the model legume plant Medicago truncatula"	\$5,000
Associate Professor	Villanueva	Emiliano	Business Administration	Quality Upgrading in Exportable Agricultural Commodities: A comparative Analysis of the Swiss and Aregnetine Wine Industries	\$2,370

ECSU CSU-AAUP Faculty Research Grants Applications – Spring 2019 Competition

SCSU	CSU-AAUP	Faculty	Research	Grants	Applications	– Spring	2019	Competiti	on
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Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Assistant Professor	Aguilar	Jemel	Social Work	Understanding faculty and student digital immigration and literacy at SCSU: Exploring the potential for growth	\$3,000
Assistant Professor	Counselman- Carpenter	Elizabeth	Social Work	(see above)	\$3,000
Associate Professor	Arafeh	Sousan	Educational Leadership and Policy Studies	Finding Opportunity in America	\$3,250
Associate Professor	Marchant- Shapiro	Theresa	Political Science	(see above)	\$3,250
Assistant Professor	Brahm	Meghan	Special Education	Identification of Current Educational Practices Used with Students with ASD in CT Schools	\$3,000
Assistant Professor	Bean	Kimberly	Special Education	(see above)	\$3,000
Associate Professor	Carrigan	Braxton	Mathematics	K3-decompositions of Set Intersection Graphs	\$3,500
Professor	Clark	Aaron	Mathematics	(see above)	\$3,500
Assistant Professor	Cook	Barbara	Communication Disorders	A naturalistic peer mentor program to support college students with ASD	\$3,250
Professor	Weiss	Deborah	Communication Disorders	(see above)	\$3,250
Assistant Professor	Cotrufo	Ray	Recreation, Tourism & Sport Management	eSports in Competitive Athletics – Perceptions of NCAA Division II and III Athletic Directors Regarding the Emergence of eSports as an Intercollegiate Sport	\$1,800
Associate Professor	MacGregor	James	Recreation, Tourism & Sport Management	(see above)	\$1,800
Assistant Professor	Nizhnikov	Michael	Psychology	Analysis of changes in behavior and endogenous opioid expression in brain following paternal (fathers) ethanol across generations	\$4,050
	Bordner	Kelly	Psychology	(see above)	\$4,050
Assistant Professor	Pang	Yulei	Mathematics	Identification of human activity change using time series analysis	\$3,250
Professor	Mugno	Ray	Mathematics	(see above)	\$3,250
Assistant Professor	Wei	Yan	Special Education and Reading	Arousing situational interest through bookmarking as a hands-on literacy activity	\$3,250
	Shaw	Louise	Curriculum and Learning	(see above)	\$3,250
Assistant Professor	Wu	Нао	Computer Science	Development of Interactive Cloud-based AI Learning Platform	\$3,250
Assistant Professor	Wu	Binlin	Physics	(see above)	\$3,250
Assistant Professor	Zigmont	Victoria	Public Health	Engaging student researchers to enhance college students' basic needs and improve SCSU's recruitment, retention and academic success	\$3,000
Professor	Vancour	Michele	Public Health	(see above)	\$3,000

SCSU	CSU-AAUP Faculty	Research Grants	Applications –	Spring 2019	Competition
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Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Associate Professor	Baraw	Charles	English	Engaging comics, making public facing and multi-modal arguments	\$2,275
Assistant Professor	Barboza	Meghan	Biology	Saving the dog of the sea: Examination of seal respiratory epithelium during a time of increased seal deaths caused by respiratory illness	\$4,100
Assistant Professor	Bogel	Gayle	Information and Library Science	In Our Own Backyard: Practical and Ethical Responses to the Opioid Crisis in Connecticut Public Libraries	\$1,125
Assistant Professor	Brady	Steven	Biology	Road-mediated (mal)adaptive evolution in amphibians	\$4,500
Assistant Professor	Breny	Jean	Public Health	Formative Evaluation to test a Peer Education Program to Increase Healthy Sexual Behaviors Among Undergraduate Male Students at SCSU	\$3,000
Professor	Breslin	Vincent	Environment, Geography and Marine Sciences	Examination of Atlantic Herring (clupea harengus) for the presence of microplastics	\$5,000
Professor	Brownell	Mia	Art	New Paintings: plate to platelets	\$4,000
Assistant Professor	Budnick	Christopher	Psychology	Workplace fear of missing out: Investigating influences on employee health and motivation	\$3,250
Associate Professor	Chandler	Jeremy	Art	Spotted At First-Light: Creating and Exhibiting New Photographic Artwork	\$3,500
Associate Professor	Coca	Adiel	Chemistry	Preparation and Antibacterial Properties of Equisetin Analogues	\$4,250
Professor	Coron	Cynthia	Earth Sciences	Ash-Fall Induced Climate Change: Archival Lake Records from Shuttle Meadow Reservoir	\$3,237
Assistant Professor	Councilor	КС	Communication, Media and Screen Studies	Graphic medicine at ten years: a comic ethnography	\$3,185
Assistant Professor	Coury	Carmen	History	Constructing Costa Rica's White Republican Mythology	\$4,000
Professor	Crawford	Sarah	Biology	Critical Immune System Parameters Implicated in Abnormal Brain Development and Tumor Formation	\$3,500
Associate Professor	Dodson	Joel	English	"To love a Beggar for a Poet's sake': John Taylor the Waterpoet and the Poverty of Aesthetics"	\$2,154
Associate Professor	Edgington	Nicholas	Biology	Development of a Synthetic Microbial- Based Diagnostic Biosensor to Detect Active Tuberculosis Infections	\$4,335
Associate Professor	Eilderts	Luke	World Languages & Literatures	The Failure of Culture, the Victory of Politics? Recognizing Alsace's Exceptionalism within the Grandest Region	\$3,071
Assistant Professor	Finch	Leon	Physics	Continuing Work on Symmetry Violation Experiments at Brookhaven Lab	\$3,466
Professor	Fluhr	Nicole	English	Vernon Lee's Anti-Archive	\$1,625
Associate Professor	Grace	Sean	Biology	Kelp Farming: a potential contributor to kelp restoration in Long Island Sound	\$4,000

Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Associate Professor	Gregory	Robert	Exercise Science	Development of an Assistive Exoskeleton for the Prevention and Rehabilitation of Diabetic Foot Ulcers	\$3,250
Associate Professor	Harry	Chelsea	Philosophy	Function, Flourishing, and Fair Treatment: An Aristotelian argument for non-human animal well-being and a proposal for its practical application, Stage 3	\$3,500
Associate Professor	Hossain	Md	Computer Science	Enhancing Child Safety by Filtering Internet Content on Smartphones and Tablets	\$3,250
Assistant Professor	Hwang	Candy	Chemistry	Disrupting Quorum Sensing as an Alternative to Antibiotic Treatment	\$4,250
Assistant Professor	Jayawickreme	Dushmantha	Earth Science	Geophysical Exploration of Soil Controls on Vegetation Dynamics of Hyper- Diverse Amazonian Floodplain Rainforests	\$4,500
Assistant Professor	Jeffrey	Rachel	Biology	Characterization of synapse morphology after enriched environment exposure	\$3,500
Associate Professor	Kalbfleisch	Elizabeth	English	The radical style in American life: how the canon wars shaped our polarized culture	\$3,500
Professor	Kearns	James	Chemistry	Does heavy metal contamination affect agave fluid products and create potential health problems?	\$3,250
Assistant Professor	Kern	Darcy	History	Jean Gerson's Concillarism in Fifteenth- century Spain	\$3,250
Associate Professor	Larkin	Erin	World Languages & Literatures	From Word to Image: The origins of Human Forces, abstract novel with graphic syntheses	\$1,750
Professor	Laroocco	Steve	English	The book of shame	\$4,000
Associate Professor	Lavin	Terrence	Art	Digital Craft: Electro-disposition of Metal on 3D Printed Volumetric Forms	\$3,250
Professor	Levine	David	Art / Art History	Research for "Mary's Mandolin: A Biography"	\$3,250
Professor	Marsoobian	Amen	Philosophy	Creating Memory: A Digital Film Recreation of the Armenian Community of Marsovan	\$4,000
Assistant Professor	Maynard	Kristi	Nursing	Evaluating Stigmatizing Tendencies of Nursing Students Towards the Opiod- Misusing Population	\$3,000
Associate Professor	Meyerhoffer	Cassi	Sociology	From the Old Jim Crow to the new: tracing the roots of reconstruction to residential segregation, police brutality and the mass incarceration of black bodies	\$3,000
Professor	Neverow	Vara	English	Resisting Patriarchy: Virginia Wolf, Feminism and sexual politics	\$4,100
Professor	Palma	Pina	World Languages & Literatures	Pontano and the Renaissance at the Court of Aragon	\$3,500
Assistant Professor	Perumbilly	Sebastian	Social Work	Reintegration to civilian life after military deployment: exploring perspectives of degree-seeking veteran students	\$3,000

Faculty Rank	Last Name	First Name	Department	Project Title	Funded Amount
Professor	Pettigrew	David	Philosophy	The failure of the	\$4,000
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				Herzegovina: They legacy of	
				the 1995 Dayton Peace Accords. A	
				book manuscript	
Professor	Pinciu	Val	Mathematics	genus, thickness and graph colorings	\$2,865
Professor	Purdy	Mary	Communication	Improving reading comprehension in	\$1,800
			Disorders	persons with Aphasia	
Assistant	Ramachandar	Sujini	Communication	Structural connectivity differences	\$2,700
Professor			Disorders	associated with stuttering using HDFT	
Assistant	Richmond	Andrew	English	Reading (on) the Medieval Beach:	\$3,734
Professor				Experiencing Climate Change in British	
				Romance	
Associate	Lewis-Roberts	Elizabeth	Biology	Characterization of plant growth	\$4,250
Professor				promoting bacterial colonizers of tall	
				fescue	
Assistant	Roe	Sarah	Philosophy	The history of female medicine and the	\$4,250
Professor				rise of technology: how norms and	
				values have shaped the way we	
				understand women	
Assistant	Rogers	Dana	Communication,	A meta-analysis of mass media-	\$627
Professor			Media and Screen	delivered family planning campaigns in	
			Studies	low-and-middle-income countries: the	
				impact of the type of family planning	
				method being promoted	
Professor	Rogers	Michael	Anthropology	Continued Investigation Late	\$4,000
				Pleistocene archaeology and	
				publication of early modern human	
				fossil remains from Gona, Ethiopia	
Assistant	Ryder	Todd	Chemistry	Synthesis of Novel Cephalosporin	\$4,000
Professor				Analogs	
Assistant	Savelli	Melanie	Communication	The cultivating effect of Harry Potter on	\$2,877
Professor				millennial activism	
Professor	Schmitt	Elena	World Languages	Attrition of writing in the native	\$3,500
			& Literatures	language: a systematic functional	
	~			perspective	*
Assistant	Schwendemann	Todd	Physics	Creation of Nanoparticle Covered	\$4,250
Professor				Surfaces by Pulsed Laser Deposition	
Professor	Serchuk	Camille	Art	The Well, the Lawyer, the Painter and	\$3,500
				the Map: Reality and Representation in	
				Early Modern French Legal	
	~	~	~	Cartography	** • • • •
Assistant	Sherwood	Carrie-Anne	Curriculum and	Planning ambitious science lessons;	\$3,250
Professor			Learning	examining the ways in which preservice	
				elementary teachers adapt curricular	
				materials to anticipate, elicit and	
				leverage student ideas in the service of	
D. C	01.1.1	X7. ·		science learning	ф <i>г</i> .000
Protessor	Shipley	Vivian	English	writing Poems for Remnants, a New	\$5,000
	0.1 1	D 1	D' 1	Book of Poetry	0.075
Associate	Silady	Rebecca	Biology	Does AvrRxol cause plant disease by	\$2,275
Professor				inhibiting photosynthesis?	

Faculty	Last Name	First Name	Department	Project Title	Request
Rank					Amount
Professor	Slomba	Jeff	Art	Returning to materiality: sculptures made from digital capture and virtual alteration	\$4,000
Associate Professor	Suckle-Nelson	Jessica	Psychology	Spirituality and Military	\$3,000
Assistant Professor	Sulkowski	Mikolaj	Biology	Mapping an unknown gene responsible for ectopic wing vein formation in Drosophila	\$4,500
Associate Professor	Taylor	Derek	Communication, Media and Screen Studies	Analog Filmmaking Processes and the Rendering of Connecticut Landscape	\$5,000
Assistant Professor	Umamasheswar	Janani	Sociology	Masculinity, Incarceration, and Homelessness	\$3,250
Professor	Unson	Christine	Public Health	Factors Affecting Willingness of Young Adults to Provide Care to an Older, Disabled Relative	\$3,000
Professor	Vu	Thuan	Art	Translating Vietnamese Imagery	\$4,250
Associate Professor	Walters	Kenneth	Psychology	Sluggish Cognitive Tempo and Self- Concept among College Students	\$1,500
Assistant Professor	Wang	Zhen Ni	Management International Business	The Relation between Servant Leadership and Employee Well-being: A Cross-cultural investigation of its Motivational Mechanism and Boundary Conditions	\$3,000
Assistant Professor	Wu	Binlin	Physics	Developing real-time in situ optical biopsy techniques for brain cancer diagnosis based on fluorescence and Raman spectroscopy and machine learning	\$1,750
Associate Professor	Yang	Charlie	Management International Business	The Effects of Religious Commitment and Emotional Reactions on the Buzz Marketing of a Religious Film	\$1,125
Assistant Professor	Yavuz	Olcay	Educational Leadership and Policy	The SCSU College Access Advocacy Program: Planning, Implementation and Evaluation	\$1,740

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Faculty	Last Name	First Name	Department	Project Title	Funded
Rank					Amount
Professor	Allocco	Katherine	History & Non- Western Culture	Intercessor, Rebel, Regent: Isabella of France and her Political Networks	\$5,000
Assistant Professor	Aloni	Maya	Psychology	The Effect of the Gluten-Free Dietary Restrictions on Impressions of Romantic Partners in a Real-Life Dating Context	\$2,405
Associate Professor	Arsian	Hasan	Justice and Law Administration	Analysis of Civil Litigations of Officer- Involved Shootings	\$2,500
Professor	Astrup	Margaret	Music	CD Recording of a New Abridged Adaptation of Engelbert Humperdinck's Timeless Opera Hansel and Gretel	\$5,000
Professor	Bakhtiarova	Galina	World Languages & Literature	Hispanic Heritage in the U.S. and American Identity: Beyond the Narbeque, Rodeo and Spanish Colonial Revival Architecture	\$5,000
Assistant Professor	Balk	Ethan	Health Promotion and Exercise Science	The Bariatric Surgery Experience in Ethnic Minorities: A Qualitative Study	\$5,000
Professor	Boily	Patrice	Biological & Environmental Science	Contribution of Energy Expenditure to Individual Variability in Diet-Induced Mass Changes	\$5,000
Associate Professor	Boyle	James	Physics, Astronomy & Metrology	Salinity and Sea State Buoy Reliability: Investigation of Potential Systematic Failure Modes	\$5,000
Associate Professor	Connally	Netta	Biological & Environmental Science	Establishing Laboratory Capacity for Detecting Pathogens in Blacklegged Ticks	\$5,000
Assistant Professor	Cordeira	Joshua	Biological & Environmental Science	Does Interleukin-6 Signaling Mediate Changes in High Fat Food Intake After Exercise?	\$5,000
Associate Professor	Eckstein	Jessica	Communication	Psychometric and Predictive Properties of the New Technology-Mediated (TMA) Scale: Extending reliability & Validity Across U.S. Subgroups	\$4,973
Professor	Gadkar- Wilcox	Wynn	History & Non- Western Culture	Cosmopolitanism and Buddhism in Mid- Twentieth Century Vietnam	\$5,000
Assistant Professor	Giamanco	Kristin	Biological & Environmental Science	Use of Cell Culture Models to Study the Formation of Perineuronal Nets	\$5,000
Assistant Professor	Gieschler	Simone	Chemistry & Biochemistry	Post-transitional Modification of Chemokines in Chronic Inflammation	\$5,000
Associate Professor	Han	Xiaoqi	Marketing	Debiasing Omission Neglect	\$2,500
Professor	Hawkins	Stacy Alba	World Languages & Literature	Poetry Translation	\$5,000
Professor	Hirshfield	Russell	Music	The Piano Music of Alexander Scriabin: A Compact Disc Recording	\$5,000
Associate Professor	Huang	Carol	Finance	An Evaluation of Airlines' Port-Merger Financial performance Using a Two- Stage DEA Model	\$3,699
Professor	Jordan	Kathleen Casey	Justice and Law Administration	The Tipping Point: Identification of Variables and Isolation of Casual Factors Significant to School and Campus Shootings	\$5,000

Faculty	Last Name	First Name	Department	Project Title	Funded
Rank					Amount
Assistant Professor	Marino	Kim	Justice and Law Administration	The Inside-Out Prison Exchange Program: Transforming the College Experience	\$2,500
Assistant Professor	Misra	Manoj	Social Sciences	Anti-coal Protest and Asymmetric Environmentalism	\$2,500
Assistant Professor	Monette	Michelle	Biological & Environmental Science	Osmosensation and Signal Transduction in the Osmoregulatory Organs of Atlantic Salmon During Seawater Acclimation	\$5,000
Professor	Nelson	Mary	Biological & Environmental Science	Does the Development of Self-Regulated Learning in Statistics Courses Depend on the Type of Pre and In-class Activities in Flipped Classrooms: A View Using Structural Equation Modeling	\$2,500
Professor	Oumlil	A. Ben	Marketing	Consumer Values, Self-Concept and Store Attribute Importance in a Cross- Cultural Context	\$2,500
Associate Professor	Padykula	Bozena	Nursing	Prevention of Compassion Fatigue with Self-Care and Health-Promotion Practices	\$2,500
Professor	Pan	Zuohong	Social Sciences	Employment Impacts of the Global Value Chain Participation: New Evidence from Multi-country Experience	\$2,500
Associate Professor	Pinou	Theodora	Biological & Environmental Science	Do the Pacific Gyre and Equatorial Currents Contribute to the Genetic Diversity of Olive Ridley Sea Turtles?	\$5,000
Associate Professor	Prieto	Judith	Chemistry	A Protozoan Parasite Parallel Study	\$2,500
Associate Professor	Prunier	Rachel	Biological & Environmental Science	The Effects of Pollinators on Genetic Diversity	\$5,000
Professor	Qi	Shouhua	English	Closing the Kindness Gap: Reception of Tennessee Williams in China	\$5,000
Assistant Professor	Reynolds	Hannah	Biological & Environmental Science	Improving Molecular Detection of White-Nose Syndrome with Use of Loop-Amplification Mediated PCR (LAMP)	\$5,000
Professor	Rosenthal	Joshua	History & Non- Western Culture	Cauca & Popayan in Colombia's Early Republic	\$3,287
Professor	Sharma	Divya	Justice and Law Administration	Crime, Criminality, and Victimization: Framing the Narrative	\$1,350
Professor	Trapani	Sal	Theatre Arts	Ubu: An Absurdist Immersive Gran Guignol Musical	\$5,000
Assistant Professor	Williams	H. Howell	Social Sciences	"Divorced, Guardian Mothers Have Nowhere to Go but Up": The National Organization for Women and Federal Child Support Enforcement (1970-1975)	\$5,000
Associate Professor	Wong	Edwin	Biological & Environmental Science	Quantifying Genes and Gene Expression from Cyanbacteria in Connecticut Waterways	\$4,623
Associate Professor	Yamen	Sharon	Justice and Law Administration	In Defense of Landlords: Addressing the Impact of Airbnb Laws on Property Owners Rights in the "Gig" Economy	\$1,519

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Programming Approval Policy

May 9, 2019

- WHEREAS, Connecticut State Statutes empowers the Board of Regents (BOR) to approve the establishment, modification and other dispositions of academic programming at institutions of the Connecticut State Colleges and Universities (CSCU) System; and
- **WHEREAS,** The approval of academic programming is an exercise of shared governance sequentially occurring upon initiation at the institutional level, the deliberative review of the CSCU Academic Council, the appraisal of the BOR Academic and Student Affairs Committee, and the resolution of the Board of Regents; and
- **WHEREAS,** The BOR deems the approval of academic programming to be a fluid process subject to periodic changes in its procedures and forms to effect greater clarity and further understanding between the layers of shared governance and to enhance efficiency; therefore, be it
- **RESOLVED:** That the Board of Regents for Higher Education adopts the attached Academic Programming Approval Policy, and be it further
- **RESOLVED:** The Academic Programming Approval Policy rescinds all prior System and Board of Regents academic programming approval policies.

A True Copy:

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

ITEM

Adoption of a new Academic Programming Approval Policy

BACKGROUND

Recently several chief academic officers in their role as members of the CSCU Academic Council have expressed to need for changes in the System's existing academic programming approval process. Moreover, members of the BOR's Academic and Student Affairs Committee have expressed dissatisfaction with institutional reporting in several instances of the existing academic programming approval process. Intermediate adjustments by the Office of the System Provost have proven inadequate in fully addressing institutional needs and the unanswered questions and concerns of ASA Regents.

RATIONALE

With the existing academic programming approval policy as a foundation, the Office of the System Provost has examined each of the academic programming actions that require BOR approval and restructured the System's respective procedures and their administering forms from the expressed perspectives of the referenced stakeholders. This restructuring codifies the layers of System's approval process and when combined with reframing the policy statement; a proposal for a new academic programming approval policy that would supersede the existing policy is created.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents adopts the proposed academic programming approval policy.

04/26/2019 – BOR Academic & Student Affairs Committee 05/09/2019 – Board of Regents

Connecticut Board of Regents for Higher Education Academic Programming Approval Policy

Policy Statement

Purpose

Connecticut State Statutes empower the Connecticut Board of Regents (BOR) to grant the state's accreditation of the institutions of the Connecticut State Colleges and Universities (CSCU) System and their academic programs, therein authorizing them to operate and confer higher education credentials. Additionally, the BOR is charged with authorizing approval for the establishment of new academic programming and of changes therein.

The primary goal of the academic programming approval policy and its procedural guidelines is to expedite the various layers of the review process while assuring that programming quality, need, demand, and requisite resources and capacities are demonstrated and can be subjected to periodic accountability. It is also essential that academic programming is aligned with the mission of the Connecticut State Colleges and Universities (CSCU) System and simultaneously with the mission of the applicable CSCU institution.

Domain

It is the Policy of the BOR that its prior approval is required for the following institutional actions regarding academic programming:

- Establishment of a New Academic Program
- Continued Licensure and Accreditation of an Academic Program
- Replication of a College of Technology Program
- Establishment of a CSCU Center/Institute
- Modification of an Academic Program
- Suspension of an Academic Program
- Discontinuation of an Academic Program

The operating principles for the approval process are:

- *Nimbleness* streamlining the approval process while ensuring reverence for the significance of each layered step
- *Responsiveness* paying close attention to the needs of students, the state and the individual institutions
- *Effectiveness* advancing institutional distinctiveness and their productive use of resources, while promoting opportunities for academic innovation, economic growth and development, and (inter-institutional and inter-disciplinary) collaboration

The CSCU Office of the System's Provost and Senior Vice-President for Academic and Student Affairs is charged with developing and revising as necessary forms to expedite the application

process for those actions requiring BOR approval. The downloadable applications forms are to be readily available to institutional officials, faculty and staff on the System's website.

Procedural Guidelines

I. New Academic Programming

A. Concept Paper for New Academic Program

- 1. Per the institution's established procedures, a *Concept Paper for New Academic Program* is developed and approved internally. With the endorsement of the Chief Academic Officer (CAO), the *Concept Paper* is submitted by initiator(s) and/or CAO to the System Office of the Provost.
- 2. After verifying the *Concept Paper* is in order, the designated Academic Affairs staff member in the Office of the Provost arranges via the Administrative Assistant for the *Concept Paper* to be placed on the agenda and within the agenda package for the next meeting of the CSCU Academic Council (AC), for its consideration.
- 3. The *Concept Paper* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Concept Paper* prior to the meeting. The AC advises the initiator(s) and CAO as to whether or not it is advisable that a full proposal be developed and what clarifications and/or improvements are suggested, if any.

B. Application for New Program Approval

- 1. If the institution elects to proceed with establishing the proposed new program, per its established procedures and incorporating the AC's feedback to the *Concept Paper*, the *Application* form for **New Program Approval** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator or CAO to the Office of the Provost.
- 2. After verifying the *Application* is in order, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.
- 3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u> to:
 - a. reject the application, or
 - b. ask for specified clarifications and/or improvements to be made in application and its re-submission to the AC, or
 - c. ask for specified clarifications and/or improvements to be made in application and its submission to the Academic and Student Affairs (ASA) Committee, for its consideration with the AC's recommendation for approval, or
 - d. recommend that the ASA approve the application
- 4. Staffers in the Office of the System Provost will prepare a Staff Report to introduce the *Application* to the ASA the components of an academic approval Staff Report will

include the AC endorsement and the recommendation of the System Provost; and a Board Resolution.

- 5. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO and any further discussion, the ASA votes on whether or not to approve the establishment of the proposed new program, or to requests that specified clarifications and/or improvement be made in the application prior to it being re-submitted to the ASA for re-consideration. An affirmative vote generally triggers the *Application's* Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.
- **NOTES**: New academic programs are: degrees, degrees with option(s), degrees with certificate(s), and certificates (stand-alone and credit-bearing). All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR for a period of seven semesters beginning with its initiation.

C. Application for Continued Licensure and Accreditation

- 1. If the institution elects, after the census date of the program's seventh semester, per the institution's established procedures, the *Application* form for **Continued Licensure and Accreditation** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator or CAO to the Office of the Provost.
- 2. After verifying the *Application* is in order, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.
- 3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>.
- 4. Staffers in the Office of the System Provost will prepare a Staff Report to accompany the *Application* to be forwarded to the ASA the components of an academic approval Staff Report will include the AC endorsement and the recommendation of the System Provost and a Board Resolution.
- 6. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO and any further discussion, the ASA votes on whether or not to approve the continued licensure and accreditation the program, or to request that specified clarifications and/or improvement be made in the application prior to it being re-submitted to the ASA for re-consideration. Alternatively, the ASA may elect to recommend licensure and accreditation of the program for an additional five semesters and the subsequent submission of an *Application* form for **Continued Licensure and Accreditation**. An affirmative vote or alternative option generally triggers the *Application's* Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.

NOTE: If a program meets the definition of Low Completer at the time of submission of an *Application for Continued Licensure and Accreditation* and the institution opts to recommend Program Continuation, the requisite Improvement Plan (Section 4: of the *Application*) must incorporate the applicable elements of the Improvement Plan option for Program Continuation of the Academic Program Review/Low Completer Review Process.

D. Replication of College of Technology Program by Another Community College

PREMISE: Per BOR Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) or modification previously approved by the Board of Regents for another Community College; contingent upon a replication approval process wherein:

- 1. The replicating community college submits a **Letter of Intent** to the College of Technology (COT) Executive Director with an accompanying operational plan and budget from that institution's chief executive officer and/or chief academic officer;
- 2. The COT Executive Director forwards the replication request and an affirming recommendation to the System Provost/Senior Vice President for Academic and Student Affairs,
- 3. The System Provost facilitates a review of the replication request by the Academic and Student Affairs Committee (ASA) of the Board of Regents, including preparation of a Staff Report and accompanying documents, and presentation of the request by the replicating community college's CAO, faculty/staff and/or COT Executive Director present request to ASA,
- 4. The ASA rejects, request further information or recommends approval of the replication request
- 5. The Board of Regents consents or rejects the ASA recommendation

NOTES: The **Letter of Intent** requires completion of the *Application* form for *New Program Approval – Replication of a COT Program*.

As a new academic program, replication of a COT program will be licensed and accredited for seven semesters and must submit an *Application* form for **Continued Licensure and Accreditation** therein, as outlined above in section **C**.

E. New CSCU Center or Institute

- 1. Per the institution's established procedures, a *Concept Paper for the Establishment of a CSCU Center/Institute* is developed and approved internally. With the endorsement of the chief academic officer (CAO), the *Concept Paper* is submitted by initiator(s) and/or CAO to the System Office of the Provost.
- 2. After verifying the *Concept Paper* is in order, the Academic Affairs staff member in the Office of the System Provost arranges via the Administrative Assistant for the *Concept Paper* to be placed on the agenda and within the agenda package for the next meeting of the CSCU Academic Council (AC), for its consideration.

- 3. The *Concept Paper* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Concept Paper* prior to the meeting. The AC advises the initiator(s) and CAO as to whether or not it is prudent that a full proposal be developed and what clarifications and/or improvements are suggested, if any.
- 4. If the institution elects to proceed, a *Proposal to Establish a CSCU Center/Institute* incorporating the AC's feedback to the *Concept Paper* is completed and approved internally. With the endorsement of the CAO, the *Proposal* is submitted by initiator or CAO to the Office of the System Provost.
- 5. After verifying the *Proposal* is in order, the Academic Affairs staff arranges for the *Proposal* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.
- 6. The *Proposal* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Proposal* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>:
- 7. Staffers in the Office of the System Provost will prepare a Staff Report to accompany the *Proposal* to be forwarded to the ASA the components of an academic approval Staff Report will include the AC endorsement and the recommendation of the System Provost and a Board Resolution.
- 7. The *Proposal* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Proposal* prior to the meeting. After clarifications by the initiator(s) and/or CAO and any further discussion, the ASA votes on whether or not to approve the establishment of the proposed new Center/Institute, or to requests that specified clarifications and/or improvement be made in the application prior to it being re-submitted to the ASA for re-consideration. An affirmative vote generally triggers the *Proposal's* Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.

II. Modification of Accredited Program

- 1. Per the institution's established procedures, the *Application* form for the **Modification of Accredited Program** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator(s) or CAO to the System Office of the Provost.
- 2. After verifying the *Application*, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.
- 3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>.
- 4. Office of the Provost staffers will prepare a Staff Report and Board Resolution, and any appropriate documents to accompany the *Application* to be forwarded to the ASA.

- 5. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO, the ASA votes on whether or not to approve the proposed modification of the program. An affirmative vote generally triggers the **Modification's** Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.
- **NOTES:** A program modification is a substantive change to a previously approved (licensed and accredited) academic program, as defined on the *Application* form for program modification. For a simple name change modification of an accredited program, a short *Application for Name Change*-Accredited Academic Program-Modification form is available. Likewise, abbreviated Modification of Accredited Program application forms are available for *CIP Code Number Change* and *Adding an Auxiliary Instructional Site*. An *Application* for *CIP Code Change* will not be reviewed by either the AC or ASA it will be processed by the Office of the System Provost for submission to the Office of Higher Education.

III. Discontinuation or Suspension of Existing Program

- 1. Per the institution's established procedures, the *Application* form for the **Discontinuation of Existing Program** or **Suspension of Existing Program** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator(s) or CAO to the System Office of the Provost.
- 2. After verifying the *Application*, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.
- 3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>.
- 4. Office of the Provost staffers will prepare a Staff Report and Board Resolution, and any appropriate components to accompany the *Application* forwarded to the ASA.
- 5. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO, the ASA votes on whether or not to approve the discontinuation or suspension of an existing program. An affirmative vote generally triggers the program disposition's Staff Report and Board Resolution being place on the Consent Agenda of the next BOR meeting.
- **NOTE:** The Academic Council will undertake its deliberation of an application for program discontinuation or suspension only if a member raises a substantial concern or question, or per the discretion of the System Provost. Likewise, the ASA will undertake its deliberation if a member raises a substantial concern or question, or upon the recommendation of the System Provost.

PROCEDURAL NOTES

- 1. In order for an academic program approval document to be included in the agenda of the next meeting of the CSCU Academic Council, it must be received electronically in the Office of the System Provost to the attention of the Administrative Assistant at least 10 business days prior to that meeting. Otherwise, the approval document will be considered by the Academic Council at its subsequent meeting.
- 2. All required data and information in approval forms must be complete, including CIP Code numbers and OHE numbers for existing programs in order to be presented to the Academic Council.
- 3. In submitting or authorizing an application to the Academic Council, the chief academic officer is assuring the Council that the institution's internal (development and review) processes have been completed with approvals.
- 4. A number of institutional actions regarding academic programming does not require prior approval by the BOR. Such actions include:
 - a) establishment or modification of degree minors, concentrations and specializations,
 - b) establishment or modification of undergraduate certificates or 15 or fewer credit hours, or graduate certificates of 12 or fewer semester hours, and
 - c) establishment or modification of non-credit-bearing certificates, and
 - d) establishment or modification of academic programs that do not qualify students to become eligible for federal financial aid

However, CSCU institutions are required to inform the BOR of their establishing the academic programming listed above via an Informational Report, outlined below:

Below Threshold Proposal

- 1. Per the institution's established procedures, the *Information Report Form* for the establishment of a **New Academic Offering** at *Below-Threshold* standards is completed and approved internally. With the endorsement of the chief academic officer (CAO), the form is submitted by initiator(s) or CAO to the System Office of the Provost.
- 2. After verifying the *Information Form* is in order that the proposed program's requirement for course credit hours does not exceed the threshold requiring BOR action or the definition of academic programming requiring prior BOR approval, the Academic Affairs staff arranges for the **New Academic Offering** to be placed sequentially on the agendas of the AC, ASA and BOR as an Information Item.

May 9, 2019





April 5, 2019

Mr. Matt Fleury **Board Chair** Connecticut Board of Regents 61 Woodland Street Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of March 22, 2019 to President Lombella notifying him of the action taken by the Commission at its March, 2019 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Bailaia Buelle Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President Lombella

3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 Toll Free: 855-886-3272 | Tel: 781-425-7785 | Fax: 781-425-1001

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ce President of the Commission ULA A. HARBECKE arbecke@neche.org

ABDALLAH A. SFEIR (2021) Lebanese American University



March 22, 2019

Dr. James P. Lombella President Asnuntuck Community College 170 Elm Street Enfield, CT 06082-3811

Dear President Lombella:

I write to inform you that at its meeting on March 1, 2019, the New England Commission of Higher Education considered the information about student loan default rates submitted by Asnuntuck Community College and voted to take the following action:

that the report about student loan default rates submitted by Asnuntuck Community College be accepted and no further reporting be requested at this time.

The Commission gives the following reasons for its action.

The report submitted by Asnuntuck Community College (ACC) was accepted because it was substantially responsive to the Commission's request of October 24, 2018. According to the information received, the College's default rate on student loans exceeded 20% in FY15, with a rate of 22.9%. We understand, as indicated in the report, that only a relatively small portion of the Asnuntuck Community College student population utilized the federal student loan program resulting in a small cohort, and that, "as a result, any single default tends to have a disproportionate effect on the overall rate." The Commission acknowledges that ACC suffered a "debilitating loss of statefunded need-based financial aid" during the time when borrowers in the default rate cohort attended the College; the decrease of 71.4% in state funds resulted in a higher number of students accessing federal student loan funds. We are pleased to learn of the steps ACC is taking to minimize student loan defaults, including: diverting its campus-based grant funding "solely to students with higher levels of financial need," offering more robust financial literacy training to first-time student loan borrowers, and considering contracting with a "third-party default management vendor."

The Commission concurs with the College's assessment that its procedures for minimizing the student loan default rate are sufficient. Consequently, no further reporting related to the institution's cohort default rates is requested at this time. The information provided by the College was helpful to the Commission in defining the scope of this issue.

3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 Toll Free: 855-886-3272 | Tel: 781-425-7785 | Fax: 781-425-1001 4-26-2019 Page 141 of 145 www.neche.org

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Vice President of the Commission LAURA M_GAMBINO Igambino@neche org

Vice President of the Commission PAULA A HARBECKE pharbecke@neche org Dr. James P. Lombella March 22, 2019 Page 2

The Commission expressed appreciation for the information provided by Asnuntuck Community College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board and the head of the system of action on its accreditation status. In a few days we will be sending a copy of this letter to Matt Fleury and Mark Ojakian. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

Dawn & grugley

David Quigley

DQ/sjp

Enclosure

cc: Matt Fleury Mark Ojakian




April 5, 2019

Mr. Matt Fleury Board Chair Connecticut Board of Regents 61 Woodland Street Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of March 22, 2019 to President Minkler notifying him of the action taken by the Commission at its March, 2019 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara Bulter Barbara E. Brittingham

BEB/sip

Enclosure

cc: President Minkler

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Vice President of the Commission LAURA M. GAMBINO Igambino@neche org

Vice President of the Commission PAULA A. HARBECKE pharbecke@neche.org



March 22, 2019

Dr. Steven Minkler Interim Chief Executive Officer Middlesex Community College 100 Training Hill Road Middletown, CT 06457

Dear President Minkler:

I write to inform you that at its meeting on March 1, 2019, the New England Commission on Higher Education considered the information about student loan default rates submitted by Middlesex Community College and voted to take the following action:

that the report about student loan default rates submitted by Middlesex Community College be accepted and no further reporting be requested at this time.

The Commission gives the following reasons for its action.

The report submitted by Middlesex Community College (MxCC) was accepted because it was substantially responsive to the Commission's request of October 24, 2018. According to the information received, the College's three-year default rate on student loans exceeded 15% in each of the three years under review, decreasing from 18.9% in FY2013 to 16.6% in FY2015. We also note that the College's repayment rates in FY2014 and FY2015 were higher than the national two-year average and increased from 46.0% to 47.7%. The Commission appreciates that the College's Financial Aid Office conducts detailed analyses to understand which students are most likely to default, and we note with favor that MxCC "has instituted a heavy emphasis on one-on-one loan counseling" and requires faculty to complete and return a "certification of attendance form" for all new borrowers before disbursement of student loans.

The Commission concurs with the College's assessment that its procedures for minimizing the student loan default rate are sufficient. Consequently, no further reporting related to the institution's cohort default rates is requested at this time. The information provided by the College was helpful to the Commission in defining the scope of this issue.

The Commission expressed appreciation for the information provided by Middlesex Community College and hopes that its preparation has contributed

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Norcester, MA IAREY E DUMAY (2019) College of Our Lady of the Elms

EFFREY R GODLEY (2019)

OLEEN C PANTALONE (2019)

-R KO SILVER (2019)

KASSANDRA S. ARDINGER (2020) Trustee Member, Concord, NH

USSELL CAREY (2020)

NCESCO C CESAREO (2020)

AVIER CEVALLOS (2020) Camingham State University

K DANIELS (2020)

NALD D DEHAYES (2020)

PAM Y. EDDINGER (2020) Bunker Hill Community College

OMAS S EDWARDS (2020)

MBERLY M GOFF-CREWS (2020)

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ABDALLAH A SFEIR (2021) Lebanese American University

JOHN M SWEENEY (2021) Providence College

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to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board and the head of the system of action on its accreditation status. In a few days we will be sending a copy of this letter to Matt Fleury and Mark Ojakian The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

David Grugly

David Quigley

DQ/sjp

Enclosure

cc: Matt Fleury Mark Ojakian

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