



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Monday, June 11, 2018 at 1:00 p.m.

61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
 - a. April 27, 2018 – Page 1
2. Consent Items
 - a. Discontinuations
 - i. Optical Business Management – Concentration Only – BS – COSC – Page 7
 - ii. Fire Service Administration – Concentration Only – BS – COSC – Page 11
 - iii. Interior Design Management – Concentration Only – BS – COSC – Page 15
 - iv. Environmental Science – AS – Northwestern CCC – Page 19
 - v. Technology Studies: Electrical Option (COT Degree) – AS – Three Rivers CC – Page 23
 - vi. Technology Studies: Engineering Technology Option (COT Degree) – AS – Three Rivers CC – Page 28
 - vii. Technology Studies: Lean Manufacturing and Supply Chain Mgmt. Option (COT Degree) – AS – Three Rivers CC – Page 33
 - viii. Geology – Concentration – BA/BS – COSC – Page 39
 - ix. Geography – Concentration – BA/BS – COSC – Page 43
 - x. Philosophy – Concentration – BA/BS – COSC – Page 47
 - xi. Physics – Concentration – BA/BS – COSC – Page 51
 - xii. Religious Studies – Concentration – BA/BS – COSC – Page 55
 - xiii. Computer Systems Technology – Computer Servicing Technician – Certificate – Northwestern CCC – Page 59
 - xiv. Computer Systems Technology – Computer Help Desk – Certificate – Northwestern CCC – Page 63
 - xv. Criminal Justice: Computer Crime Deterrence – Option and Certificate – Naugatuck Valley CC – Page 67
 - xvi. Fire Science and EMS – AS, Option, Certificate – Capital CC – Page 71
3. Action Items
 - a. Students First – Updated Plan
 - b. Modifications
 - i. Environmental Sciences: Natural Resources Option – AS – Northwestern CCC [name change] – Page 75
 - ii. Digital Printing and Graphics Technology – BS – CCSU [Name change] – Page 84
 - iii. Health Sciences Major – BS – ECSU [significant modification of courses/course substitutions] – Page 88
 - iv. Visual Arts – Concentration – BA - ECSU [Consolidation of three concentrations into one] – Page 99
 - v. Visual Arts – BA – ECSU [Name change] – Page 108

c. New Programs

- i. Liberal Studies: Earth Science Concentration – BA – ECSU – Page 111
- ii. Cybersecurity – BS – CCSU – Page 121
- iii. Nursing – RN/ADN to BSN – COSC – Page 135
- iv. Sustainable Food Systems – Certificate – Naugatuck Valley CC – Page 161
- v. Social Services Family and Child Studies – Option – AS - Capital CC – Page 173
- vi. Business Management – Certificate – Northwestern CCC – Page 185
- vii. Health Science – BHSc – SCSU – Page 194
- viii. Healthcare Studies – BS – SCSU – Page 210
- ix. American Studies Civic Leadership – BA – SCSU – Page 225

d. Suspensions

- i. English – MA – WCSU – Page 256

e. Accreditation of a Licensed Program

- i. Respiratory Therapy – BSRT – SCSU – Page 260

4. Informational Items

- a. Developments in Academic Programs during the 2017-18 Academic Year – Page 270
- b. Enrollments in Newly-Established Academic Programs – Page 276
- c. Below Threshold
 - i. CAD – Certificate – Norwalk CC – Page 280
 - ii. Early Childhood Education: Infant/Toddler – Certificate – Norwalk CC – Page 283

5. Executive Session



CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – April 27, 2018
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

- Regents Present: Merle Harris, Naomi Cohen, Del Cummings, Larry DeNardis (by conf.), Juan Carlos Leal (by conf.), William Lugo, Hector Navarro (by conf.)
- Regents Absent: Aviva Budd
- Staff Present: Jane Gates, Elsa Núñez, Gayle Barrett (MxCC/CSCU), Candace Barrington, Bill Gammell, Ken Klucznik, Lindsey Norton (HCC/CSCU), Arthur Poole, Pat Ryiz, Mike Stefanowicz, Steve Weinberger, Karen Wosczyzna-Birch (COT/TxCC), Heidi Zenie (TRCC/CSCU)
- Other Attendees: Missy Alexander (WCSU), Gennaro DeAngelis (ACC/TxCC), Janet Hayes (HCC), Sundeep Muppidi (ECSU), Katie O'Callaghan (WCSU), Dimitrios Pachis (ECSU), Chris Parden (QVCC), Bill Salka (ECSU), Alfred Williams (QVCC)

President Elsa Núñez, ECSU, introduced Dr. Bill Salka who will be the new Interim Provost at ECSU when Provost Dimitrios Pachis retires after 40 years of service.

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

1. Approval of Minutes – March 28, 2018. **A motion to approve the minutes from the March 28th meeting was made by N. Cohen, seconded by H. Navarro, and unanimously approved.**

2. Consent Items **A motion to approve the consent items was made by N. Cohen and seconded by H. Navarro. A vote was taken and the consent items were unanimously approved.** Consent items were:

- a. Discontinuations
 - i. Early Childhood – Advanced - Master of Science (non-certification) – ECSU
 - ii. Elementary Education – Advanced - Master of Science (non-certification) – ECSU
 - iii. Reading Language Arts – Advanced - Master of Science (non-certification) – ECSU
 - iv. Secondary Education – Advanced - Master of Science (non-certification) – ECSU
 - v. Accounting for Small Business Option – AA – HCC
 - vi. Business Office Technology: Executive Asst. Option – AA – HCC
 - vii. Computer Technology – AS – MCC
 - viii. Justice Administration – MS – WCSU

3. Action Items

a. Accreditation of a Licensed Program

i. TESOL – 6th Year Certificate – WCSU

A motion to approve was made by N. Cohen and seconded by H. Navarro. Provost Missy Alexander and Prof. Katie O’Callaghan, Chair, Education and Educational Psychology, presented for WCSU. The TESOL (Teaching English as a Second Language) certificate program was approved for licensure by the Board of Regents and for licensure by the CT State Dept. of Education. WCSU is requesting accreditation at the start of the program due to the short timeframe (18 months) to complete the program. WCSU is getting ready to launch the program and is recruiting students. WCSU worked closely with the Danbury and Bethel school districts to develop the curriculum to impact student learning in diverse urban settings. Chair Harris noted that graduate programs should be licensed and accredited simultaneously. **A vote was taken to approve the accreditation of the TESOL 6th Year Certificate and the accreditation was unanimously approved.**

ii. Teaching – MAT (Secondary Education) & Certificate – WCSU

A motion to approve was made by N. Cohen and seconded by H. Navarro. Provost Alexander noted that this program presents exactly the same situation as the TESOL 6th Year Certificate program (3.a.i.). The number of English Language Learners (ELLs) is rising in the region of the state served by WCSU. The MAT program requires students from all content specialties to focus on techniques for supporting ELLs. **A vote was taken to approve the accreditation of the Master of Arts in Teaching (MAT) Secondary Education and Certificate programs and the accreditation was unanimously approved.**

b. Modifications

i. CSCU Pathway Transfer Degree: Early Childhood Teacher Credential (ECTC) Studies – AA [Designation change – AA to AS]

A motion to approve was made by N. Cohen and seconded by H. Navarro. Ken Klucznik, TAP Co-Manager, discussed the request to change the ECTC Studies TAP degree from an AA to an AS designation. In response to Chair Harris’ question, he noted that all TAP degrees have the AA designation; but, since existing ECTC programs are credentialed by the CT Office of Early Childhood, changing the designation of the CSCU Pathways Transfer Degree in ECTC Studies establishes consistency and will help to avoid confusion. **A vote was taken to approve the change in designation of the CSCU Pathway Transfer Degree: Early Childhood Teacher Credential (ECTC) Studies degree from AA to AS and the designation change was unanimously approved.**

Regent Cohen made a comment regarding the NEASC response to the Students First Substantive Change Request. She noted that the NEASC decision has left CSCU in a state of flux. Given the decision, she questioned if the ASA Committee should be approving new programs when we don’t know the financial state and sustainability of the institutions in the system.

c. New Programs

i. ~~American Studies Civic Leadership – BA – SCSU~~ **Moved to ASAC June 8, 2018 Meeting**

ii. Industrial Design – AA – HCC

A motion to approve was made by H. Navarro and seconded by N. Cohen. Asst. Professor Janet Hayes, Graphic Design, presented for HCC. The Industrial Design AA degree combines design and technology. The program incorporates the Computer Science, Manufacturing, Engineering and Design Departments. Instructors, courses and resources for the new AA in Industrial Design will be drawn from these departments.

Questions/Discussion were as follows:

- a) *Local Employment Prospects for Graduates* – The program documentation only specifies national job opportunities. Small local companies (8-10 employees) are hiring entry-level industrial designers. Regent Navarro asked about jobs for graduates in Gaming at Pixar, Disney, ESPN and opportunities in 3D modeling and animation.
- b) *Transfer and Articulation Agreements with other CT Universities* – HCC has a transfer agreement with the University of Bridgeport (Shintaro Akatsu School of Design) and UB offers scholarships. Students can also transfer to Pratt in New York. Chair Harris asked HCC to look into establishing transfer agreements with CT institutions – ECSU, CCSU and/or WCSU as transferring to the University of Bridgeport is more costly for students. Regent Cohen asked if the private institutions offer CC graduates the CT state tuition rates. It was indicated that the private colleges scholarships are generous but do not equal the state tuition rates.
- c) *Advisory Committee* – Chair Harris stated that appointing industrial people to the advisory committee will help align the program with industry needs.

A vote was taken to approve the HCC Industrial Design AA degree. The new degree was approved with Regent Cohen abstaining.

iii. Cybersecurity – AS – QVCC

A motion to approve was made by N. Cohen and seconded by H. Navarro. Alfred Williams, Dean of Academic Affairs and Student Services, and Chris Parden, Associate Professor/Program Coordinator, Computer Networking and Technology, presented for QVCC. The program will make use of QVCC's existing IT offerings and no additional costs for the new program will be incurred. Graduates of the program will be eligible to sit for two national industry exams – CompTIA's Security+ and I.S.C.2's S.S.C.P certifications. Governor Malloy's recent CT Cybersecurity Strategy report indicated that in 2017 there were over 2,000 unfilled cybersecurity jobs in CT and, by 2020, over 1.5 million jobs will need to be filled nationwide. This program will allow QVCC students to earn higher salaries and to transfer to a four-year institution to further their educational and professional needs. Graduates with an AS degree can get jobs in the cybersecurity field as entry-level technicians.

Questions/Discussion were as follows:

- a) *Transfer Articulation to Four-Year Institutions* – Graduates of the QVCC Cybersecurity AS program can transfer to COSC to complete a BS degree.
- b) *Professional Certification Exams* – How is QVCC preparing students to sit for the two national industry exams? Subject matter on the exams is contained in the

program's core classes. The location of the exams is announced to students. QVCC is working on finding scholarships for students to take the exams. Professor Parden is working on getting certified as a trainer so that the certification tests can be held at QVCC.

- c) *Budget* – No costs will be incurred for the program until Year 3 when a full time instructor will be hired. QVCC has the faculty, equipment, and virtual labs to support the program.

A vote was taken to approve the QVCC Cybersecurity AS degree. The new degree was approved with Regent Cohen abstaining.

Regent Cohen stated that she would like to see a summary of new programs approved over the last three years that shows projected costs vs. actual expenses. Provost Gates noted that data is being prepared for the BOR which shows various trends so that future decisions can be made.

d. College of Technology (COT) Program Replications

i. Tunxis CC

A motion to approve was made by N. Cohen and seconded by H. Navarro. Chair

Harris noted that the ASAC previously approved a simpler process for the replication of a COT program where it was already approved at another CC. Tunxis CC is seeking licensure and accreditation of two Technology Studies AS degree options:

- Machine Technology
- Manufacturing Electro-Mechanical Maintenance Technology

and, three certificates:

- Advanced Manufacturing Machine Technology
- Manufacturing Electro-Mechanical Maintenance Technology
- Electronics Technology

These programs, currently offered at Asnuntuck CC, were approved by the ASAC and the BOR. Karen Wosczyzna-Birch, Director, CT College of Technology (COT) and Gennaro DeAngelis, Director of Financial Aid Services, ACC, presented the programs. Provost Gates congratulated Dr. Wosczyzna-Birch on receiving the Academic Innovation and Leadership Award (Postsecondary) from the Connecticut Technology Council. Dr. Wosczyzna-Birch noted that this is the first test of the replication process for COT programs. Technology Studies AS programs are offered at all CCs. Tunxis CC is requesting the replication of the ACC Technology Studies AS programs which include the options and certificates noted above so that students can pursue courses in Advanced Manufacturing, complete certificates in ten months and get paid internships. The AS in Technology Studies seamlessly transfers to CT state and private universities so that students can attain BS degrees. The programs will fulfill the workforce needs of the defense and aerospace industry in Central CT. The COT program has an industry advisory board which provides input to Tunxis CC on industry needs and internships. Because Tunxis CC and Asnuntuck CC have an existing partnership, a single chief executive and a centrally-located administration, direct program expenses will remain low and will be largely covered by tuition and programmatic fees. Additional revenue will be realized through relationships with business and industry partners. Manufacturing equipment will be procured via existing bond funding.

A vote was taken to approve the replication of two Asnuntuck CC Technology Studies AS degree options and three certificates at Tunxis CC. The two Technology Studies AS degree options and three certificates were approved with Regent Cohen abstaining.

e. Promotions and Tenures

- i. CCSU
- ii. ECSU
- iii. SCSU
- iv. WCSU

A motion to approve was made by L. DeNardis and seconded by N. Cohen. Provost Gates stated that the Connecticut State University tenure and promotion awards are made under the requirements of the CSU-AAUP contract. The Academic and Student Affairs Dept. moves tenure and promotion nominations forward to the Academic and Student Affairs Committee and the Board of Regents for approval. Chair Harris noted that, in WCSU's Promotions and Tenure letter, the candidates' departments were not specified. Steven Weinberger, VP, Human Resources, joined the meeting for this portion of the agenda.

Discussion centered around the following four areas:

- a) *Assignment of Tenure and Promotion Process* – An extensive discussion took place regarding the difficulty of approving tenure and promotion nominations without understanding the process and more detailed information. Regent DeNardis stated that the BOR does have the final say in this important decision. The BOR should be informed about extraordinary circumstances that may disqualify a candidate from being awarded tenure or a promotion. It was noted that this is the responsibility of the institutional president and needs to be stated in the letter that is forwarded with the recommendations. Chair Cohen asked that in the future the BOR Resolution could contain a summary of the contract process between the BOR and the CSU-AAUP detailing the obligations and responsibilities of the campus and the BOR.
- b) *Request for Additional Information* – See Item a) above. The ASA Committee is requesting information in addition to the Promotion and Tenure letters from each University President. President Núñez stated that she would like more information on persons nominated for tenures and/or promotions. Chair Harris asked the Committee if they wanted additional information on the candidates for tenure and promotions. The response was affirmative. Chair Harris requested that the summary contain the candidate's department, field, and a sentence about his/her accomplishments, as submitted by the candidate.
- c) *Total Salary Increases for Tenure and Promotions* – Regent Cohen asked if the ASA Committee can get data on the total salary increase for the 2018 Tenures and Promotions. Mr. Weinberger stated that he can provide that information for both the CSUs and the CCs.
- d) *Tenured Faculty Load* – Chair Harris asked if there are enough students for the faculty members granted tenure. President Núñez noted that if enrollment is not sufficient, tenure is not made.

A vote was taken to approve the 2018 Promotions and Tenures and the 2018 Promotions and Tenures were unanimously approved.

4. Informational Items

- a. TAP Update - Ken Klucznik and Candace Barrington, TAP Co-Managers discussed the four documents, listed below.
 - i. TAP Course Substitution Policy (approved by TAP Coordinating Council) – This lays out the policy for the CC Graduation Audit.
 - ii. Reverse Transfer/Provisional Protocol (endorsed by TAP Coordinating Council) – Reverse transfers for the CCs are handled differently. The CSUs receive students before they graduate. This policy establishes a protocol for the CSUs. The policy was established to avoid undue burden on the CSUs. The bulk of the work needs to be done at the CCs.
 - iii. CSCU Pathway Transfer Degree Options (with two supporting documents) (approved by TAP Coordinating Council) – Establishes the relationship between the sending Associate's degree and the receiving Bachelor's Degree. Presents three additional options for using Transfer Tickets. Insures that students can get into a CSU and complete 120 credits.
 - iv. Revised Advising Guides – Provides more information for advisors and students. Chair Harris and Regents Cummings and Cohen thanked Drs. Klucznik and Barrington for their hard work on the TAP policies and programs and the value that they bring to CSCU's students.
- b. Below Threshold
 - i. Digital and Interactive Media Arts (DIMA) – Option – WCSU
No vote is taken on Below Threshold programs. The programs will be submitted to the Office of Higher Education.

Chair Harris asked for a motion to adjourn the meeting. The motion was made by N. Cohen, seconded by H. Navarro and unanimously approved. The meeting was adjourned at 11:20 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to a Bachelor of Science degree with a Concentration in Optical Business Management at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to a Bachelor of Science degree with a Concentration in Optical Business Management at Charter Oak State College

BACKGROUNDSummary

This program was established in 2006-07 at the request of an administrator at Middlesex Community College which has degree programs in the field of ophthalmology. However, only one student has graduated with that concentration.

Rationale

There are no students enrolled in the program. A bachelor's degree is not needed to open a business or practice as an optician. Students with such an interest have opted to complete a degree in business or health care administration.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee
06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3.8.2018	
Discontinued Program: Concentration in Optical Bus. Mgmt CIP: OHE#: Accreditation Date: Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Summer 2018		
Program Characteristics Name of Program: Concentration in Optical Bus. Mgmt. Degree: Title of Award (e.g. Master of Arts) Bachelor of Science (we are not doing away with the B.S, just the concentration. Certificate: (specify type and level) Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are no students in the program. It was developed in 2006-07 at the request of the director of the program at Middlesex Community College. However, since the development only one student has graduated with that concentration. A bachelor's degree is not required to open a business or practice as an optician. Students who were interested in the concentration have instead opted to complete their degree with a major in business or health care administration.

Phase Out/Teach Out Strategy

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

There are no students in the concentration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to a Bachelor of Science degree with a Concentration in Fire Service Administration at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to a Bachelor of Science degree with a Concentration in Fire Service Administration at Charter Oak State College

BACKGROUNDSummary

This program was established in 2008 at the request of several community colleges. However, there have been no graduates with this concentration.

Rationale

There are no students enrolled in the program. Students with an interest in this area opt for Public Safety Administration.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3.8.2018		
Discontinued Program: Concentration in Fire Service Administration CIP: OHE#: Accreditation Date:			
Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Summer 2018			
Program Characteristics			
Name of Program: Concentration in Fire Service Administration			
Degree: Title of Award (<i>e.g. Master of Arts</i>) Bachelor of Science (not doing away with the BS, only the concentration)			
Certificate: (<i>specify type and level</i>)			
Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined			
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) offering the Program:			
Institutional Contact for this Proposal: Shirley M. Adams		Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The concentration was developed in 2008 in response to requests from a number of community colleges. However, there have been no graduates from the concentration. Students usually opt for Public Safety Administration.

Phase Out/Teach Out Strategy

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

There are no students currently in the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to a Bachelor of Science degree with a Concentration in Interior Design Management at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to a Bachelor of Science degree with a Concentration in Interior Design Management at Charter Oak State College

BACKGROUNDSummary

This program was established in 2008 in partnership with west coast community colleges. However, that partnership has ended.

Rationale

There are no students enrolled in the program.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College		Date of Submission to CSCU Office of the Provost: 3.8.2018	
Discontinued Program: Concentration in Interior Design Mgmt. CIP: OHE#: Accreditation Date: Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Summer 2018			
Program Characteristics Name of Program: Concentration in Interior Design Management Degree: Title of Award (e.g. Master of Arts) Bachelor of Science (Not doing away with BS, only the concentration) Certificate: (specify type and level) Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:			
Institutional Contact for this Proposal: Shirley M. Adams		Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are no students in the program. The program was developed in 2008 when we had a partnership with some community colleges on the west coast. Those partnerships have ended.

Phase Out/Teach Out Strategy

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

There are no students currently in the concentration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Environmental Science leading to an Associates of Science degree at Northwestern Connecticut Community College, with a phase-out period ending Spring Semester 2019.

A True Copy:

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

ITEM

Discontinuation of a program in Environmental Science leading to an Associates of Science degree at Northwestern Connecticut Community College with a phase-out period ending Spring Semester 2019

BACKGROUNDSummary

Following a review of the degree program covering a five-year period, the institution has decided upon its discontinuation and to establish a related program that has greater student interests. More students have chosen to enter the Natural Resources Option of the referenced program in comparison to Environmental Science at a 4 to 1 ratio. Thus, Northwestern is establishing a Natural Resources degree program.

Rationale

The broader title Natural Resources encapsulates a number of fields to a much greater degree than Environmental Science; thus, facilitating little-to-no transfer issues. It is anticipated that the new program will be much easier to market, advisement will be clearer and student identification with the program will be greater.

Phase-Out/Teach-Out Strategy

New students will no longer be enrolled in the Environmental Science program. Currently enrolled students will be able to take required courses for the Environmental Science degree which will be continued under Natural Resources. They also have the option of transferring to Natural Resources.

Resources

No 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.

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern Connecticut Community College	Date of Submission to CSCU Office of the Provost: 3/26/18	
Discontinued Program: A.S. Environmental Science CIP: 03.0104 OHE#: 009351 Accreditation Date: Phase Out /Teach Out Period 1 year Expected Date of Program Termination May 2018		
Program Characteristics Name of Program: Environmental Science Degree: Title of Award (<i>e.g. Master of Arts</i>) Associates Degree Certificate: (<i>specify type and level</i>) Modality of Program: On ground Online X Combined		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) offering the Program: NCCC		
Institutional Contact for this Proposal: Tara Jo Holmberg	Title: Department Chair/Professor	Tel.: 860-738-6363 e-mail: tholmberg@nwcc.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This proposal is for the termination of the Environmental Science AS degree. All courses for students currently in the program will continue to be offered so that students will be able to meet graduation requirements. However, beginning in May 2018, students will no longer be admitted into the program and but will instead be enrolled in the A.S. Natural Resources program (see accompanying application). This program proposal follows suggestions from the previous 5 year program review of the Environmental Science and Environmental Science – Natural Resources Option programs at NCCC.

Reasons for this termination include:

1. More students at NCCC pursue the AS Environmental Science - Natural Resources Option degree versus the AS Environmental Science degree (currently 80% to 20%). By streamlining the programs, making the current option the parent program, and building in course options for students who would like to take more of the physical sciences, overall enrollment in the program will be consolidated, making advising within the program easier for students and the faculty advisor.
2. There are little-to-no transfer issues with the program being consolidated under the name Natural Resources (see accompanying proposal). Students transfer into programs as varied as "biology", "natural resources", "environmental science", "environmental studies", "environmental biology", "conservation biology", "ecology and evolutionary biology", "sustainability studies", "forestry and fisheries", and "wildlife biology", among others. The name "natural resources" is one that encapsulates a number of these fields and was the original name of this program.
3. Having only one program is much easier to market. It will help students identify the Natural Resources program as the one that might interest them as it is a bit clearer in the name what is involved. In my years of being an instructor of environmental science, it is clear that most students (and non-students) do not understand what the field entails.
4. Finally, it will assist Center for Student Development with placing students into one major that will help them achieve their goals rather than trying to determine which of the two is the best fit for them with possible changes of major forms to deal with later.

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.)

All of the courses in the program will continue to be offered as part of the new Natural Resources A.S. program or are still offered at the college. Students currently in the Environmental Science program and its option will be able to complete the program or transition into the new program seamlessly.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Technology Studies leading to an Associate in Science degree with an Electrical Option at Three Rivers Community College, with a phase-out period ending Spring Semester 2020.

A True Copy:

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

ITEM

Discontinuation of a program in Technology Studies leading to an Associate in Science degree with an Electrical Option at Three Rivers Community College with a phase-out period ending Spring Semester 2020.

BACKGROUNDSummary

The offering of another program with a similar name and curriculum has created confusion among students and advisors as to which programs students should pursue.

Rationale

There has been low enrollment and low completion in this program for several years.

Phase-Out/Teach-Out Strategy

A two-year phase-out period is planned wherein students will be advised to develop and execute a plan of study toward completion or transfer to the other Electrical degree program.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: April 24, 2018	
Discontinued Program: Technologies Studies: Electrical Option CIP: 150000 OHE#: Accreditation Date:		
Phase Out /Teach Out Period Fall 2018 – Spring 2020 Expected Date of Program Termination		
Program Characteristics		
Name of Program: Technology Studies: Electrical Option (COT degree)		
Degree: Title of Award (e.g. Master of Arts) Associate of Science		
Certificate: (specify type and level)		
Modality of Program: X On ground Online Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Technology/Three Rivers		
Institutional Contact for this Proposal: Jerry Ice	Title: Academic Dean	Tel.: (860) 215-9004 e-mail: jice@threerivers.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Reason(s) for Technology Studies: Electrical Option termination recommendation:

- Insufficient enrollment/graduates for an extensive period of time.
- Redundant and unnecessary due to existing (another) Electrical associate degree
- Unnecessary and confusion for students and Advising as to why there are two degrees

Low annual enrollment:

Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
1	1	2	4	2
Provided by TRCC IR and published on website				

Low annual graduates:

Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
0	0	0	0	0
Provided by TRCC IR and published on website				

Proposed action moving forward:

Disseminate program termination and advise students of choice to change majors to existing Electrical associates degree or remain in this option and complete the courses required for the teach-out.

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.)

Effective Date:

Additional enrollment into the Technology Studies: Electrical Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this program is no longer available.

Students Effected:

The College will establish a verified list of students eligible for the Teach-Out plan.

Notice:

Students currently enrolled in the Technology Studies: Electrical Option degree program will be contacted via email to inform them that:

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

- Program termination will occur;
- They will have two years from the date of program cancellation to complete the degree requirements; they will be advised of all other possible degree alternatives (e.g., existing/other Electrical associates degree)

Plan:

Students actively enrolled in the Technology Studies: Electrical Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study.

Execution:

The agreed upon plan (change majors or complete degree via teach out) shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Technology Studies leading to an Associate in Science degree with an Engineering Technology Option at Three Rivers Community College, with a phase-out period ending Spring Semester 2020.

A True Copy:

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

ITEM

Discontinuation of a program in Technology Studies leading to an Associate in Science degree with an Engineering Technology Option at Three Rivers Community College with a phase-out period ending Spring Semester 2020.

BACKGROUNDSummary

The offering of another program with a similar name and curriculum has created confusion among students and advisors as to which programs students should pursue.

Rationale

There has been low enrollment and low completion in this program for several years.

Phase-Out/Teach-Out Strategy

A two-year phase-out period is planned wherein students will be advised to develop and implement a plan of study toward completion or transfer to the Engineering Science degree program.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: April 24, 2018	
Discontinued Program: Technologies Studies: Engineering Technology Option CIP: 150000 OHE#: Accreditation Date:		
Phase Out /Teach Out Period Fall 2018 – Spring 2020 Expected Date of Program Termination		
Program Characteristics		
Name of Program: Technology Studies: Engineering Technology Option (COT degree)		
Degree: Title of Award (<i>e.g. Master of Arts</i>) Associate of Science		
Certificate: (<i>specify type and level</i>)		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) offering the Program: Technology/Three Rivers		
Institutional Contact for this Proposal: Jerry Ice	Title: Academic Dean	Tel.: (860) 215-9004 e-mail: jice@threerivers.edu

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

Notes regarding Application:
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 Date for Inclusion in BOR-ASA Meeting Package:
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 Comments:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Reason(s) for Technology Studies: Engineering Option termination recommendation:

- Insufficient enrollment/graduates for an extensive period of time.
- Redundant and unnecessary due Engineering Science (COT) associate degree
- Unnecessary confusion for students and Advising as to why there are two degrees

Low annual enrollment:

Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
5	5	6	8	1
Provided by TRCC IR and published on website				

Low annual graduates:

Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
0	1	0	0	2
Provided by TRCC IR and published on website				

Proposed action moving forward:

Disseminate program termination and advise students of choice to change majors to Engineering Science or Technology Studies (both COT) associates degrees or remain in this option and complete the courses required for the teach-out.

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.)

Effective Date:

Additional enrollment into the Technology Studies: Engineering Technology Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this program is no longer available.

Students Effected:

The College will establish a verified list of students eligible for the Teach-Out plan.

Notice:

Students currently enrolled in the Technology Studies: Engineering Technology Option degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g., other COT degrees)

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

Plan:

Students actively enrolled in the Technology Studies: Engineering Technology Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study.

Execution:

The agreed upon plan (change majors or complete degree via teach out) shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Technology Studies leading to an Associate in Science degree with a Lean Manufacturing and Supply Chain Management Option at Three Rivers Community College, with a phase-out period ending Spring Semester 2020.

A True Copy:

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

ITEM

Discontinuation of a program in Technology Studies leading to an Associate in Science degree with a Lean Manufacturing and Supply Chain Management Option at Three Rivers Community College with a phase-out period ending Spring Semester 2020.

BACKGROUNDRationale

There has been low enrollment and low completion in this program for several years.

Phase-Out/Teach-Out Strategy

A two-year phase-out period is planned wherein students will be informed of the program's Discontinuation and advised to develop and implement a plan of study toward completion within that timeframe.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: April 24, 2018	
Discontinued Program: Technologies Studies: Lean Manufacturing & Supply Chain Management CIP: 150000 OHE#: Accreditation Date:		
Phase Out /Teach Out Period Fall 2018 – Spring 2020 Expected Date of Program Termination		
Program Characteristics		
Name of Program: Technology Studies: Lean Manufacturing & Supply Chain Management Option (COT degree)		
Degree: Title of Award (<i>e.g. Master of Arts</i>) Associate of Science		
Certificate: (<i>specify type and level</i>)		
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: Technology/Three Rivers		
Institutional Contact for this Proposal: Jerry Ice	Title: Academic Dean	Tel.: (860) 215-9004 e-mail: jice@threerivers.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Reason(s) for Technology Studies: Lean Manufacturing & Supply Chain Management Option termination recommendation:

- Insufficient enrollment/graduates for an extensive period of time.

Low annual enrollment:

Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
3	2	1	1	0
Provided by TRCC IR and published on website				

Low annual graduates:

Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
0	0	0	0	0
Provided by TRCC IR and published on website				

Proposed action moving forward:

Disseminate program termination and advise students of choice to change majors to another associates degree or remain in this option and complete the courses required for the teach-out.

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.)

Effective Date:

Additional enrollment into the Technology Studies: Lean Manufacturing & Chain Supply Management Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this program is no longer available.

Students Effected:

The College will establish a verified list of students eligible for the Teach-Out plan.

Notice:

Students currently enrolled in the Technology Studies: Lean Manufacturing & Supply Chain Option degree program will be contacted via email to inform them that:

- Program termination will occur;
- They will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives

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

Plan:

Students actively enrolled in the Technology Studies: Lean Manufacturing & Supply Chain Management Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study.

Execution:

The agreed upon plan (change majors or complete degree via teach out) shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

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

Teach-out Plan - Technology Studies: Lean Manufacturing & Supply Chain Management Option

General Information	
Scheduling	Students currently enrolled at the date of this issuance will have the opportunity to complete their degree requirements in accordance with the schedule shown below. Note that the courses shown are the only novel courses in the program that students would need for a teach-out. If minimum course enrollment has not been attained, Independent Studies or Course Substitutions shall be considered as remedies. Each teach-out plan is individual to the student and will be administered on a case-by-case basis.
Period of Teach-out:	June 1, 2018 through June 1, 2020

COURSES (CIV SPECIFIC)	Semester					
	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
MFG 171 Introduction to Lean Manufacturing					✓	
MFG 172 Introduction to Lean Supply Chain Management					✓	
MFG 271 Advanced Lean Manufacturing						✓
MFG 272 Implementing Lean Supply Chain Management						✓

Course substitutions will be considered on a case-by-case bases and require approval by the Academic Dean.						
SUBSTITUTIONS						
MFG 171 Introduction to Lean Manufacturing					✓	
MFG 172 Introduction to Lean Supply Chain Management					✓	
MFG 271 Advanced Lean Manufacturing						✓
MFG 272 Implementing Lean Supply Chain Management						✓

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Geology at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Geology at Charter Oak State College

BACKGROUNDSummary

This program was established in in 1996 when the College was expanding its offering to parallel those of a traditional college; and to communicate to potential students how their previous credits in Geology could fit into a General Studies degree program at Charter Oak

Rationale

There are no students enrolled in the program. Additionally, the College does not offer the courses required for this concentration. Students who transfer in with Geology credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3.8.2018	
Discontinued Program: Geology Concentration. CIP: 24.0101 OHE#: Accreditation Date: Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Fall 2018		
Program Characteristics Name of Program: Concentration in Geology Degree: Title of Award (e.g. Master of Arts) Bachelor of Science or Bachelor of Art (Not doing away with BS or BA, only the concentration) Certificate: (specify type and level) Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are no students in the program. The concentration was developed in 1996 at a time when the college was expanding its concentrations to parallel some of the programs offered by traditional colleges. Also to help students better understand how their previous course work would fit into a general studies degree.

Secondly, we do not offer courses in this content area and students have trouble getting upper level credits. Since students often have to matriculate at another institution to take the upper level credits, they often matriculate at that institution.

Students who transfer in with geology credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase Out/Teach Out Strategy

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

There are no students currently in the concentration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Geography at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Geography at Charter Oak State College

BACKGROUNDSummary

This program was established in in 1979 when the College was expanding its offering to parallel those of a traditional college; and to communicate to potential students how their previous credits in Geography could fit into a General Studies degree program at Charter Oak.

Rationale

There are no students enrolled in the program. Additionally, the College does not offer the courses required for this concentration. Students who transfer in with Geography credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3.8.2018	
Discontinued Program: Geography Concentration. CIP: 24.0101 OHE#: Accreditation Date:		
Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Fall 2018		
Program Characteristics		
Name of Program: Concentration in Geography		
Degree: Title of Award (<i>e.g. Master of Arts</i>) Bachelor of Arts or Bachelor of Science (Not doing away with BA or BS, only the concentration)		
Certificate: (<i>specify type and level</i>)		
Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) offering the Program:		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

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

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Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are no students in the program. The concentration was developed before 1979 at a time when the college was expanding its concentrations to parallel some of the programs offered by traditional colleges. Also to help students better understand how their previous course work would fit into a general studies degree.

Secondly, we do not offer courses in this content area and students have trouble getting upper level credits. Since students often have to matriculate at another institution to take the upper level credits, they often matriculate at that institution.

Students who transfer in with geography credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase Out/Teach Out Strategy

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

There are no students currently in the concentration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Philosophy at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Philosophy at Charter Oak State College

BACKGROUNDSummary

This program was established in in 1979 when the College was expanding its offering to parallel those of a traditional college; and to communicate to potential students how their previous credits in Philosophy could fit into a General Studies degree program at Charter Oak.

Rationale

There are no students enrolled in the program. Additionally, the College does not offer the courses required for this concentration. Students who transfer in with Philosophy credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3.8.2018	
Discontinued Program: Philosophy Concentration. CIP: 24.0101 OHE#: Accreditation Date: Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Fall 2018		
Program Characteristics Name of Program: Concentration in Philosophy Degree: Title of Award (<i>e.g. Master of Arts</i>) Bachelor of Arts and Bachelor of Science (Not doing away with BA or BS, only the concentration) Certificate: (<i>specify type and level</i>) Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) offering the Program:		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are no students in the program. The concentration was developed before 1979 at a time when the college was expanding its concentrations to parallel some of the programs offered by traditional colleges. Also to help students better understand how their previous course work would fit into a general studies degree.

Secondly, we do not offer courses in this content area and students have trouble getting upper level credits. Since students often have to matriculate at another institution to take the upper level credits, they often matriculate at that institution.

Students who transfer in with philosophy credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase Out/Teach Out Strategy

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

There are no students currently in the concentration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Physics at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Physics at Charter Oak State College

BACKGROUNDSummary

This program was established in in 1979 when the College was expanding its offering to parallel those of a traditional college; and to communicate to potential students how their previous credits in Physics could fit into a General Studies degree program at Charter Oak.

Rationale

There are no students enrolled in the program. Additionally, the College does not offer the courses required for this concentration. Students who transfer in with Physics credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3.8.2018	
Discontinued Program: Physics Concentration. CIP: 24.0101 OHE#: Accreditation Date: Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Fall 2018		
Program Characteristics Name of Program: Concentration in Physics Degree: Title of Award (e.g. Master of Arts) Bachelor of Science or Bachelor of Art (Not doing away with BS or BA, only the concentration) Certificate: (specify type and level) Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are no students in the program. The concentration was developed before 1979 at a time when the college was expanding its concentrations to parallel some of the programs offered by traditional colleges. Also to help students better understand how their previous course work would fit into a general studies degree.

Secondly, we do not offer courses in this content area and students have trouble getting upper level credits. Since students often have to matriculate at another institution to take the upper level credits, they often matriculate at that institution.

Students who transfer in with physics credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase Out/Teach Out Strategy

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

There are no students currently in the concentration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Religious Studies at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in General Studies leading to either a Bachelor of Arts or a Bachelor of Science degree with a Concentration in Religious Studies at Charter Oak State College

BACKGROUNDSummary

This program was established in in 1979 when the College was expanding its offering to parallel those of a traditional college; and to communicate to potential students how their previous credits in Religious Studies could fit into a General Studies degree program at Charter Oak.

Rationale

There are no students enrolled in the program. Additionally, the College does not offer the courses required for this concentration. Students who transfer in with Religious Studies credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3.8.2018	
Discontinued Program: Religious Studies Concentration. CIP: 24.0101 OHE#: Accreditation Date:		
Phase Out /Teach Out Period Summer 2018 Expected Date of Program Termination Fall 2018		
Program Characteristics		
Name of Program: Concentration in Religious Studies		
Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts and Bachelor of Science (Not doing away with BA or BS , only the concentration)		
Certificate: (specify type and level)		
Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are no students in the program. The concentration was developed before 1979 at a time when the college was expanding its concentrations to parallel some of the programs offered by traditional colleges. Also to help students better understand how their previous course work would fit into a general studies degree.

Secondly, we do not offer courses in this content area and students have trouble getting upper level credits. Since students often have to matriculate at another institution to take the upper level credits, they often matriculate at that institution.

Students who transfer in with religious studies credits will still be able to earn a general studies degree through the liberal studies concentration or the individualized studies concentration.

Phase Out/Teach Out Strategy

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

There are no students currently in the concentration.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Systems Technology leading to a Certificate in Computer Servicing Technician at Northwestern Connecticut Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Computer Systems Technology leading to a Certificate in Computer Servicing Technician at Northwestern Connecticut Community College

BACKGROUNDSummary

The academic program review process reveals that there has not been any enrollment in this program for several years. The institution's Computer Science Advisory Board recommends that the program be terminated.

Rationale

The courses required for this certificate program have not been offered for several years.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a phase-out / teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee
06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT CC		Date of Submission to CSCU Office of the Provost: 4/4/2018
Discontinued Program: CIP: 15.1202 OHE#: 15769 Accreditation Date: Phase Out /Teach Out Period None Expected Date of Program Termination Immediate		
Program Characteristics		
Name of Program: Computer Systems Technology		
Degree: Title of Award (e.g. Master of Arts)		
Certificate: (specify type and level) Computer Servicing Technician Certificate		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) : Business & Computer Department		
Location (e.g. main campus) offering the Program : Main Campus		
Institutional Contact for this Proposal: Michael Gow	Title: Associate Professor	Tel.: (860) 738-6458 e-mail: mgow@nwcc.commnet.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program review identified that there has not been any enrollment in the certificate.

Most of the required courses have not run in several years.

CS Advisory Board recommended it be terminated.

Phase Out/Teach Out Strategy

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

There are currently no students enrolled in the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Systems Technology leading to a Certificate in Computer Help Desk at Northwestern Connecticut Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Computer Systems Technology leading to a Certificate in Computer Help Desk at Northwestern Connecticut Community College

BACKGROUNDSummary

The academic program review process reveals that there has not been any enrollment in this program for several years. The institution's Computer Science Advisory Board recommends that the program be terminated.

Rationale

The courses required for this certificate program have not been offered for several years.

Phase-Out/Teach-Out Strategy

Since there are no students enrolled, there is no need for a phase-out / teach-out strategy.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee
06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT CC	Date of Submission to CSCU Office of the Provost: 4/4/2018
Discontinued Program: CIP: 15.1202 OHE#: 15768 Accreditation Date:	
Phase Out /Teach Out Period None Expected Date of Program Termination Immediate	
Program Characteristics	
Name of Program: Computer Systems Technology	
Degree: Title of Award (e.g. Master of Arts)	
Certificate: (specify type and level) Computer Help Desk Certificate	
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined	
Institution's Unit (e.g. School of Business) : Business & Computer Department	
Location (e.g. main campus) offering the Program : Main Campus	
Institutional Contact for this Proposal: Michael Gow	Title: Associate Professor Tel.: (860) 738-6458 e-mail: mgow@nwcc.commnet.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program review identified that there has not been any enrollment in the certificate.

Most of the required courses have not run in several years.

CS Advisory Board recommended it be terminated.

Phase Out/Teach Out Strategy

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

There are currently no students enrolled in the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Criminal Justice/Public Safety leading to an Associate of Science degree with a Computer Crime Deterrence Option or Certificate at Naugatuck Valley Community College, with a two-year phase-out period ending Spring Semester 2020.

A True Copy:

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

ITEM

Discontinuation of a program in Criminal Justice/Public Safety leading to an Associate of Science degree with a Computer Crime Deterrence Option or Certificate at Naugatuck Valley Community College with a two-year phase-out period ending Spring Semester 2020

BACKGROUNDSummary

The institution's new associate degree program in Cybersecurity replaces the Computer Crime Deterrence Option and accompanying Certificate.

Rationale

The referenced program is now obsolete and would be redundant. The program's courses are among those of the new degree program.

Phase-Out/Teach-Out Strategy

Students currently enrolled in the degree program are being advised and afforded the opportunity to complete the option. No new students have been admitted during the current academic year. It is anticipated that current students will complete the referenced degree option by the end of the two-year phase-out period. No students are enrolled in the certificate program.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: April 2018	
(1) Discontinued Program: CJ: Computer Crime Deterrence Option CIP: 430107 OHE#: 07645 Accreditation Date: 09/01/2000 Phase Out /Teach Out Period Fall 2017-Fall 2019 Expected Date of Program Termination: January 2020		
(2) Discontinued Program: Computer Crime Deterrence Certificate CIP: 430116 OHE#: 07628 Accreditation Date: N/A Phase Out /Teach Out Period N/A Expected Date of Program Termination: Immediately		
Program Characteristics		
Name of Program:		
(1) Criminal Justice/Public Safety: Computer Crime Deterrence Option and (2) Computer Crime Deterrence Certificate		
Degree: Title of Award (e.g. Master of Arts) Associate of Science		
Certificate: (specify type and level) Certificate C2		
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: Liberal Arts & Behavioral and Social Sciences Division		
Institutional Contact for this Proposal: Dr. Lisa Dresdner	Title: Associate Dean of LABSS and Interim Dean of Academic Affairs	Tel.: 203-575-8004 e-mail: ldresdner@nv.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:

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The College's new Associate Degree program, Cybersecurity A.S., approved by the BOR in April 2016, replaces the Computer Crime Deterrence Option, along with its accompanying Computer Crime Deterrence Certificate. Keeping these programs becomes redundant and obsolete. Currently, two full-time faculty members teach in the Criminal Justice/Public Safety Program. The courses in the Computer Crime Deterrence Option and Certificate are included (among others) in the new Cybersecurity program.

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.)

The College enrolled its last anticipated cohort of students for the Computer Crime Deterrence Option in Fall 2016. Students currently enrolled in the degree program are being advised carefully and given a chance to complete the option, while no new students have been allowed into the option since Fall 2017. Appropriate course substitution may be considered to facilitate graduation within the two years of the phase-out. The degree can be terminated effective January 1, 2020. Students who are currently enrolled in the option are given three choices:

- 1) Stay in the program and complete phase-out period
- 2) Withdraw from the program and choose another major
- 3) Withdraw from the program and enroll in the new Cybersecurity program

The Certificate can be terminated immediately, as there are no students enrolled.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Fire Science and EMS leading to an Associate of Science degree with an Option or Certificate at Capital Community College, with a two-year phase-out period ending Spring Semester 2020.

A True Copy:

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

ITEM

Discontinuation of a program in Fire Science and EMS leading to an Associate of Science degree with an Option or Certificate at Capital Community College, with a two-year phase-out period ending Spring Semester 2020

BACKGROUNDSummary

The reference program has had increasingly low enrollment over the past few years. Despite efforts to re-invigorate admissions, each entering class has had less than five students.

Rationale

Given this chronic low enrollment and the college's economic realities, the program could no longer be supported.

Phase-Out/Teach-Out Strategy

Current students will be notified of the program's closing and advised as to how they might complete those courses required for their graduation, through the Spring Semester of 2020.

Resources

No 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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office: 5/9/18	
Discontinued Program: Fire Science CIP: 430202 DHE# (if available): See below Accreditation Date: 2/1/71 Phase Out /Teach Out Period 4 semesters Expected Date of Program Termination May 2019		
Program Characteristics Name of Program: Fire Science and EMS Degree: Title of Award (e.g. Master of Arts) Fire Science and EMS, A.S. (OHE#00272); Fire Science and EMS: Emergency Management Response Option, A.S. (OHE#11586) Certificate: (specify type and level) Fire Science and EMS: Emergency Management Response Certificate (OHE#11209) Modality of Program: X On ground Online Combined Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Main Campus		
Institutional Contact for this Proposal: Daniel Tauber	Title: Program Coordinator	Tel.: 860.906.5153 e-mail: DTauber@capitalcc.edu

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Fire Science has had increasingly low enrollment over the past few years. Despite efforts to re-invigorate admissions, each class has had less than five students for four or five semesters. Given this chronic issue and the economic realities in the college, the program could no longer be supported.

	GRADUATES				
	2012-2013 Graduates	2013-2014 Graduates	2014-2015 Graduates	2015-2016 Graduates	2016-2017 Graduates
Fire Science and EMS, A.S.	2	3	1	6	2
Fire Science and ESM: EMR Option, A.S.	0	0	0	1	0
	FALL ENROLLMENT				
	Fall 2013 Headcount	Fall 2014 Headcount	Fall 2015 Headcount	Fall 2016 Headcount	Fall 2017 Headcount
Fire Science and EMS, A.S.	33	21	24	13	9
Fire Science and ESM: EMR Option, A.S.	10	7	2	2	5

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.)

The entire list of students registered in the Fire Science program has been notified by email that program will be closing. Each student transcript has been reviewed for classes still required to graduate. These courses will each be offered one last time. When registration opens for each semester, individual students will be notified of the upcoming course and that it will be the last time offered at Capital. The student is strongly urged to register for the class.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree option – Environmental Science: Natural Resources Option leading to an Associate of Science degree and its name change to Natural Resources at Northwestern Community College.

A True Copy:

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

ITEM

Modification of a program in Environmental Science: Natural Resources Option leading to an Associate of Science degree and its name change to Natural Resources at Northwestern Community College

BACKGROUNDSummary

This application accompanies the institution's application for the discontinuation of its Environmental Science degree program. Both applications resulted from the academic program review of the Environmental Science degree program.

Rationale

More students currently pursue the Natural Resources degree option than the parent degree at a 4 to 1 ratio. The broader title Natural Resources encapsulates a number of fields to a much greater degree than Environmental Science; thus, facilitating little-to-no transfer issues. It is anticipated that the new program will be much easier to market, advisement will be clearer and student identification with the program will be greater. New course options will afford students the opportunity to take more physical science courses. The new program's electives are now open within a specific field or discipline, facilitating to a greater degree transfer options for those students desiring to do so.

Resources

No additional resources are required for modification of this program.

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.

06/11/2018 – BOR Academic & Student Affairs Committee
06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern Connecticut Community College	Date of Submission to CSCU Office of the Provost:
Most Recent NEASC Institutional Accreditation Action and Date: 2013	
Original Program Characteristics CIP Code No. 030104 Title of CIP Code Name of Program: Environmental Science: Natural Resources Option Degree: Title of Award (e.g. Master of Arts) A.S Certificate: (specify type and level) Date Program was Initiated: Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61 (62)	Original Program Credit Distribution # Cr in Program Core Courses: 30 # Cr of Electives in the Field: 31 (32) # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 (62) From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) X Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Natural Resources Degree: Title of Award (e.g. Master of Arts) A.S Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2018 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 30 # Cr of Electives in the Field: 31 (32) # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
<p>*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.</p>	

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:
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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

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 address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal:

Title:

Tel.:

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)*

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)*

This application is for the change of the A.S. Environmental Science – Natural Resources Option to A.S. Natural Resources, elevating the current option to being the parent program. The application accompanies the application for termination of the A.S. Environmental Science program at NCCC. Beginning in May 2018, students will be enrolled in the A.S. Natural Resources program (see accompanying proposal). This program proposal follows suggestions from the previous 5 year program review of the Environmental Science and Environmental Science – Natural Resources Option programs at NCCC.

- 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?

More students at NCCC currently pursue the AS Environmental Science - Natural Resources Option degree versus the parent AS Environmental Science degree (currently 80% to 20%). The accompanying application will terminate the AS Environmental Science degree and elevate the Natural Resources degree. By streamlining the programs, making the current option the parent program, and building in course options for students who would like to take more of the physical sciences, overall enrollment in the program will be consolidated, making advising within the program easier for students and the faculty advisor.

- Please describe any transfer agreements with CSU 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)*

There are little-to-no transfer issues with program being renamed Natural Resources and both parent and option consolidated under one program (see accompanying proposal). Students transfer into

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

programs as varied as “biology”, “natural resources”, “environmental science”, “environmental studies”, “environmental biology”, “conservation biology”, “ecology and evolutionary biology”, “sustainability studies”, “forestry and fisheries”, and “wildlife biology”, among others. The name “natural resources” is one that encapsulates a number of these fields and was the original name of this program.

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

Having only one program is much easier to market. It will help students identify the Natural Resources program as the one that might interest them as it is a bit clearer in the name what is involved. In my years of being an instructor of environmental science, it is clear that most students (and non-students) do not understand what the field entails.

Finally, it will assist the Center for Student Development with placing students into one major that will help them achieve their goals, rather than trying to determine which of the previous two is the best fit for them with possible changes of major forms to deal with later.

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

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.*

Consolidation of Natural Resources and Environmental Science into one program that has the vast majority of enrollment being Natural Resources.

The major changes include:

- When specific courses are recommended within the 2-year graduation sequence;
- HPE* electives have been removed as they are no longer needed for transfer;
- By changing the CHE* or PHY* elective to a broader Natural Science elective, advising becomes easier for students depending on their ultimate pathway. For example, CHE* 122 becomes an option within the program for those wanting a more traditional physical sciences approach and EAS* 102 is an alternative option for those who want to pursue a natural resources pathway.
 - As a note, EAS* 102 transfer has not been looked at within the system for a long time but with NCCC’s degree change, the larger plan within the statewide Environmental Science Working Group is to discuss EAS* 102 as a group with both CCSU and UCONN to revise its transfer to an Earth Science course;
 - Addition of EVS* 135. This one-credit career explorations course is already being offered once per year at MXCC as a hybrid and will be taught online at NCCC. This course is intended for Natural Resources students and those interested in careers within the vast framework of the environmental sciences.
- Some of the previously directed electives are now open electives within a specific field or discipline (e.g. Social Science, History, and Natural Science) to assist with better transfer options;
- MAT* 137 has been removed as a terminal math option. Students must now take at least MAT* 167 and MAT* 186 to graduate due to transfer requirements;
- BIO* 178 and BIO* 270 are now listed as co-options in the degree program, depending on the students’ level of readiness;

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

- BIO* 121 and BIO* 122 are co-listed twice to give students flexibility on when to take BIO* 122 based on their year of entry (it is only offered in the spring of even years);
- The former General Elective has been changed to a Liberal Arts Elective for more effective transfer.
- Reduction in credit total from 62(63) to 61(62).

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

No new resources. Current program is being modified to consolidate Natural Resources and Environmental Science degrees to efficiency purposes.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year _15__		Fall Term, Year _16__		Fall Term, Year _17__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	3		1	1	1	1
New Students	2		7		3	2
Returning Students	4	10	4	7	4	9
ACTUAL Headcount Enrollment	9	10	12	8	8	12
Fall FTE accounted for by Program Majors	8.3	5.1	11.1	4.3	7.1	5.9
Size of Credentialed Group(s) for Given Year	3 (2016)		2(2017)		3 (2018)	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*²

NATURAL RESOURCES A.S. PROGRAM	
SEMESTER 1	13

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.

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

ENG* 101 Composition	3
EVS* 100 Introduction to Environmental Science	3
Humanities or Arts Elective (see program advisor)	3
MAT* 167 Principles of Statistics	3
EVS* 135 Exploring Environmental Careers	1
SEMESTER 2	17
ENG* 102 Literature & Composition	3
BIO* 121 General Biology I	4
CSA* 135 Spreadsheet Apps	3
Behavioral Science Elective (see program advisor)	3
MAT* 186 Precalculus or BIO* 122 General Biology II	4
SEMESTER 3	17
CHE* 121 General Chemistry I	4
HIS* Elective 200-level or above (see program advisor)	3
Social Science Elective (see program advisor)	3
BIO* 178 General Ecology OR BIO* 270 Ecology	4
COM* 173 Public Speaking	3
SEMESTER 4	14(15)
MAT* 186 Precalculus or BIO* 122 General Biology II	4
Natural Science Elective (see program advisor)	3(4)
BIO* 235 Microbiology	4
Liberal Arts Elective (see program advisor)	3
TOTAL CREDITS	61(62)

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

Upon successful completion of all program requirements, graduates should be able to:

1. Demonstrate basic laboratory skills and a working knowledge of safety procedures.
2. Understand and be able to apply the scientific method of inquiry.
3. Demonstrate a basic understanding of experimental design and statistical analysis.
4. Understand basic cellular and organismal biological principles.
5. Explain organismal energy and nutrient requirements in addition to the general structure and function of the six kingdoms of life.
6. Use a dichotomous key for organism identification.
7. Demonstrate a working knowledge of community species interactions, ecosystem dynamics, and successional states.
8. Explain the various processes that shape communities from terrestrial and aquatic community structure sampling and analysis.
9. Explain the principles of evolution, natural selection, genetics, and ecology.
10. Demonstrate basic understanding of chemical concepts, including chemical formulas, compounds, reactions, basic acid/base theory, solutions, and gasses.
11. Demonstrate a basic understanding of field sampling, soil composition, and pH testing.
12. Define the term natural resources and identify some important environmental concerns we face today

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

13. Evaluate the major environmental risks we face and describe how science and risk assessment inform decision-making.
14. Identify the importance of wicked problems, resilience, and adaptive management in planning.
15. Transfer to a 4-year program in Natural Resources, Biological Sciences or Environmental Science.
- 16.

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:

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

This is a program consolidation of Environmental Resources and Natural Resources A.S. degrees. As such there are no changes to revenue or expenditures.

PROJECTED Program Revenue	Fall 20__	Fall 20__	Fall 20__
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$ -	\$ -	\$ -

PROJECTED Program Expenditures*	Fall 20__	Fall 20__	Fall 20__
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			

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

	\$	\$	\$
Total Estimated Program Expenditures	-	-	-

*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 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Digital Printing & Graphics Technology, specially a name change to Graphics Technology at Central Connecticut State University.

A True Copy:

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

ITEM

Modification/Name Change of a degree program – from Digital Printing & Graphics Technology to Graphics Technology at Central Connecticut State University

BACKGROUND

Summary

The proposed name change is one of the recommendations among the findings of a study funded by a CSU-AAUP Faculty Research grant. The study focused on employers' expectations of graduates' technical and managerial competencies in Digital Graphics & Print Media. The study was endorsed/supported by several regional industry organizations. The referenced program is the only one in New England that prepares graduates for productive careers in printing and associated industries.

Resources

There are no financial impacts anticipated due to the proposed name change.

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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NAME CHANGE-ACCREDITED ACADEMIC PROGRAM-MODIFICATION

NAME CHANGE REQUEST	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Current Academic Program Name of Program: Digital Printing & Graphics Technology Type of Offering (e.g. Grad Certificate, Minor, Option) BS Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Program # Cr in Core Courses: 30 # Cr of Electives: 9 # Cr of Other: 17 # Cr Special Requirements (e.g. internship): 19 Total # Cr the Institution Requires to Award the Credential 120
CIP Code No. (if applicable) 10.0301 Title of CIP Code Graphic	OHE#
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology, Central Connecticut State University, New Britain, CT	
Proposed New Name of Program: Graphics Technology <p>The Graphics Technology (GRT) program will continue the same mission as the B.S. in Digital Printing & Graphics Technology (DPGT) program. The program offers two concentrations (career tracks), namely: Networking Information Technology and Interactive Computer Graphics Technology. Students are required to select one concentration (15 credit hours). The program modification is based on the outcome of a needs assessment consisting of a survey based study of 102 Digital Graphics & Print Media companies in the New England States (NES) region (CT, MA, RI, ME, VT, and NH). The study focused on employers' expectations of graduates' technical and managerial competencies in Digital Graphics & Print Media. The study was funded by a CSU-AAUP research grant and was endorsed/supported by the Printing Industries of New England States (PINE), the Printing and Graphic Scholarship Foundation (PGSF), and the Graphic Communications Scholarship Fund of New England (GCSFNE). The program changes being proposed as a result of the study findings will improve our ability to graduate students who meet or exceed the technical and managerial competencies that employers expect of recent graduates. According to PINE, the largest non-profit industry association representing the New England States (NES), the graphics technology program at CCSU is the only program in New England that prepares graduates for productive careers in printing and associated industries.</p>	
Explanation / Justification (Please provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.) <p>The existing curriculum was updated over the 2012-13 academic school year with the advice of an Industrial Advisory Board. The proposed changes for Graphics Technology program will encompass 95% of the existing curriculum of DPGT with minor curricular changes for tracks. CCSU has a program in Graphic Design as do many two-year and four-year institutions in Connecticut. However, the Graphics Technology degree is unique because it encompasses design through production and delivery; essentially it is a digital graphics & print media manufacturing program that puts emphasis on print production technologies, interactive computer graphics technologies, and networking information technologies. This program is unique to Connecticut and New England since most similar programs have been dissolved or replaced with the less expensive design curriculum. Students in the Digital Printing & Graphics Technology (DPGT) program will be transitioned to the new degree in Graphics Technology resulting with the first graduates following BOR approval.</p>	
Programmatic Changes (If applicable, please provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) <p>The proposed program B.S. in Graphics Technology (GRT) introduces two tracks (concentrations, 15 credit hours each) and a new major core class. Students are required to select one track. Each track requires student to complete a total of five courses. The curriculum prepares students to enter into the rapidly changing printing and associated industries (graphic arts/graphic communications/direct marketing, etc.), which are ranked one of the</p>	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NAME CHANGE-ACCREDITED ACADEMIC PROGRAM-MODIFICATION

largest manufacturing industries in the United States. This program covers: digital pre-media, digital printing, packaging technology, color reproduction, digital photography, graphic management information systems (GMIS), press and post-press operations, as well as science and analytical mathematics, supplemental computer-related courses, with business and management courses to round out the curriculum. All of the courses allow digital media content to be created and shared via computer-based publications, printed materials, interactive formats, as well as emerging digital print technologies. The graduates of this program are employed by the industry as Network-enabled Graphic Technologists, Workflow Analysts, Integrated Graphic Technologists, Creative Interactive Graphic Technologists, Management trainees, Production Supervisors, Job Planners and Estimators, Customer Service Representatives, Pre-press Technologists, and Digital Color Print Quality Coordinators. Some of the program's graduates are owners of digital graphics, print and non-print businesses.

Cost and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)*

No new resources are required. The Dept. is considering establishing an articulation agreement with the Graphics Technology programs of CT State Technical High Schools. The agreement will allow us to increase student enrollment in the new program. Also, it provides an opportunity for graduates of technical high schools to pursue a B.S. degree in Graphics Technology at CCSU. This agreement aligns with the current President of CCSU's goal of increasing student enrollment in diverse academic programs.

Institutional Contact for this Proposal: Dr. Karen Tracey

Title: Professor and
Chairperson

Tel.: 860-832-1842 e-mail:
Tracey@ccsu.edu

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

Notes regarding Request:

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

Program Modification

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Health Sciences leading to a Bachelor of Science degree at Eastern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program in Health Sciences leading to a Bachelor of Science degree at Eastern Connecticut State University

BACKGROUNDSummary

The Health Sciences major currently offers three concentrations and proposes to eliminate one and modify another. The new structure calls for continuing the Public Health concentration, dropping Pre-Physical Therapy and modifying Pre-Nursing and changing its name to Allied Health with modification of course sequences and elective course selection.

Rationale

It was determined that there was too much overlap in course requirements for Pre-Nursing and Pre-Physical Therapy. The proposal also introduces greater flexibility into elective requirements, enhances career advising and streamlines the selection of pre-requisites for graduate programs. The new Allied Health concentration will be open to students interested in careers in Physical Therapy, Nursing, Health Care Administration, Physician Assistant, Pharmacy, Optometry and Medical/Dental professions.

Resources

No additional resources are required for modification of this program.

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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost: FEB 2018
Most Recent NEASC Institutional Accreditation Action and Date: NA	
Original Program Characteristics CIP Code No. 51.0000 Title of CIP Code 17678 Name of Program: HEALTH SCIENCES MAJOR Degree: Title of Award (e.g. Master of Arts) BS Certificate: (specify type and level) Date Program was Initiated: 2014 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Less than 50% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120- includes 46 cr of Liberal Arts Curriculum (LAC)	Original Program Credit Distribution # Cr in Program Core Courses: 26 # Cr of Electives in the Field: 0-9 # Cr of Free Electives: 12-28 # Cr Special Requirements: 16-36 <u>Total # Cr in the Program (sum of all #Cr above): 46-62</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: HEALTH SCIENCES Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: 08/2018 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Less than 50% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 - includes 46 cr of Liberal Arts Curriculum (LAC) Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 26-27 # Cr of Electives in the Field: 9-12 # Cr of Free Electives: 15-23 # Cr Special Requirements (include internship, etc.): 16-20 <u>Total # Cr in the Program (sum of all #Cr above): 51-59</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution
*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 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

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Dr. Dimitrios S. Pachis Title: Provost and VP Academic Affairs Tel.: 860-465-5246
e- mail: pachis@easternct.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)

Health Sciences Major – original version		Health Sciences Major – new version	
3 concentrations		2 concentrations	
1. Public Health		1. Public Health	
2. Pre-Nursing	<i>Modify Pre-Nursing] >></i>	2. Allied Health (covers all skills	
	<i>]</i>	In Pre-N and Pre-PT)	
3. Pre-Physical Therapy	<i>Drop Pre-PT]</i>		

Table 1. Outline of program modification for Health Sciences major.

The Department of Health Sciences proposes to modify the Health Major as follows: (1) maintain the Public Health Concentration as is (2) delete the Pre-Physical Therapy Concentration from the major; (3) rename the Pre-Nursing concentration to Allied Health Concentration with modification of course sequences and elective course selection.

The Health Sciences major admitted the first cohort of first-year students in the fall 2014 semester. The current major curriculum consists of 26-27 credits of common core courses and a choice of three concentrations: Public Health, Pre-Nursing and Pre-Physical Therapy. After almost four years in operation, we have realized that there may be too much overlap in course requirements between Pre-Nursing and Pre-Physical Therapy concentrations. This presented coding problems in the registrar's office as students chose concentrations. Secondly these two concentrations-while they serve pre-health professional students in name only are not flexible enough for other students who may want to pursue careers in areas other than nursing and physical therapy. Our rationale for this

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

program modification is to remove and avoid overlapping course requirements, introduce flexibility into elective requirements, and enhance career advising and streamline the selection of pre-requisites for graduate program admission. Our mission to provide outstanding experiential education to future health professionals and empowering them to address issues in health through education, service, research and cutting-edge scholarly activities is unchanged.

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 proposed Health Sciences Major program modification will leave the major with two (2) concentrations: Public Health and Allied Health. The major is designed to build upon supporting courses in chemistry, mathematics, health and physical education, sociology, health informatics, healthcare management and psychology to prepare students for careers in the healthcare field. The curriculum consists of a common core group of courses followed by specific course work in a selected area of concentration.

This major provides an integrated foundation of knowledge in biological science disciplines that includes morphological, cellular, physiological, developmental and evolutionary principles. Much of the coursework utilizes the scientific method and emphasizes skills in analysis, evaluation, and critical thinking. Students are prepared to demonstrate their ability to use appropriate scientific equipment and familiarity with the standard array of lab techniques. This is accomplished by offering upper level courses that are more focused, with emphasis on health-related and physiologically based topics. A capstone experience provides further opportunity for development of writing and scientific communication skills and generates interest in career prospects and community services.

The Health Sciences major prepares students for entrance into graduate schools and professional health schools (physical therapy, occupational therapy, public health, nursing, physician assistant, including preparation for national admissions examinations). It provides students with practical skills that can qualify them for entry-level positions in biology and health-related occupations. In addition, this major prepares students to demonstrate ability to integrate community service with career advising, student involvement, leadership development, recreation and other extracurricular opportunities.

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

The proposed Health Sciences major allows students to develop their liberal arts education competencies while focusing on specific requirements of career skills for the health fields.

In the first two years, Health Science students will develop a sound knowledge of core principles in biology, with the appropriate supporting courses in chemistry, math, health and physical education and psychology. Upper-level classes will offer a more focused emphasis on health-related and physiologically-based topics. Students in the Public Health concentration will be required to take overall 25 credits of courses covering public health, global health, health policy, epidemiology, nutrition and microbiology. Additionally, and dependent upon their particular interests, students will select 9 credits of coursework from areas such as public relations crisis management, drinking water management, stress management, the sociology of mental illness, substance abuse, health communications and health promotion and prevention.

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

The new Allied Health concentration is opened to students who are interested in future careers in Physical therapy, Nursing, Medical/dental profession, Healthcare administration, Physician Assistant, Pharmacy and optometry. Consequently, they will take 20 credits of courses in microbiology, anatomy and physiology and general chemistry. Another 12 credits for this concentration will come from a group of electives consisting of Organic Chemistry, Biochemistry, Quantitative Research Methods, Principles of Toxicology, Principles of Pharmacology, Abnormal and Health Psychology, Deviance, Drugs and Society, Principles of Management, Health Communication and Exercise Management for Persons with Diseases and Disabilities. All students will take Health Science 438 *Current Topics in Health Sciences Seminar*. This course provides students with the capstone experience in writing and scientific communication skills, and meets Eastern's Liberal Arts Core Tier III requirement.

- 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)* Does not apply.
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided N/A

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

The Health Sciences major prepares students for health care positions requiring a strong health sciences background, such as Medical and Clinical Laboratory Technologist and Healthcare Technologists and for admission to graduate programs such as Physician's Assistant, Occupational Health and Safety Specialists, and Physical Therapy. The Bureau of Labor Statistics predicts that from 2010 to 2020 the healthcare and social assistance industry in the U.S. will create about 28 percent of all new jobs created in the U.S. economy. "This industry—which includes public and private hospitals, nursing and residential care facilities, and individual and family services—is expected to grow by 33 percent, or 5.7 million new jobs. Employment growth will be driven by an aging population and longer life expectancies, as well as new treatments and technologies." The Bureau estimates that "Employment among healthcare occupations is expected to increase by 29 percent. This growth, resulting in a projected 3.5 million new jobs, will be driven by increasing demand for healthcare services."

The Connecticut Department of Labor estimates that from 2008 – 2018 growth in health care support occupations would exceed that in all other occupational categories and that Healthcare Practitioners and Technical Occupations would be the fifth fastest growing occupational category in the state. The Connecticut Department of Labor estimated that from 2008 to 2018 average industry growth in the state would be 4.6% while growth in the Health Care and Social Assistance industry would grow by 14.3%.

A June 2012 Georgetown Center on Education and the Workforce report states that between 2010 and 2020 there will be over 70,000 openings in Connecticut in Healthcare Professional and Technical Occupations and Healthcare Support Occupations. Twenty-six percent of these jobs will be in Allied Health and 22% will require a bachelor's degree. Thirty-seven percent will be in healthcare support occupations. Additionally, data collected regarding 2013 College-Bound Seniors reported by the College Board indicated that 19% of all seniors taking the SAT intended to major in the Health Professions and related Clinical Services. The Health Sciences area had the highest percentage of students compared to all other majors. The 2017 NACE Salary Survey, compiled from data derived from the Bureau of Labor Statistics, the U.S. Census Bureau, and a master data set developed by Job Search Intelligence, showed that for the health sciences, starting salaries for the class of 2017 averaged \$51,022, a 4.0% increase over the 2015 average salary.

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

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.*

This program modification is proposed to remove and avoid overlapping course requirements, introduce flexibility into elective requirements, and enhance career advising and streamline post-graduate admission pre-requisites. We propose to (1) maintain the Public Health Concentration as is; (2) Delete the Pre-Physical Therapy Concentration from the major; (3) Rename the Pre-Nursing concentration to Allied Health Concentration with modification of course sequences and elective course selection.

The modified Health Sciences major program will continue to have 26-27 core credits required for all its students.

We are proposing to maintain the Public Health concentration at 34 credits, comprised of 25 concentration credit requirements and 9 credits of electives.

The new proposed Allied Health concentration shall consist of 32 credits - 20 required for concentration and 12 electives credits.

Admission and graduation requirements along with mode of delivery shall remain the same. Institutional support shall remain the same along with the newly acquired Anatomage Virtual Dissection Table to support for the Health Sciences and all anatomy and physiology related courses on campus.

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

No additional resources are needed to implement the program modification.

Faculty

The Health Sciences major program currently utilizes five (5) full-time faculty in addition to ten (10) part-time faculty. Existing equipment and laboratory facilities are sufficient for the current level of enrollment.

The Health Sciences program currently has an enrollment of 315 students across three concentrations (Public Health, Pre-Nursing and Pre-Physical Therapy). Based on current enrollments, it is estimated that total enrollment will be approximately 50 students every Fall with 30 to 35 students graduating each year. Historically in the last three admission cycle enrollment has been robust about approximate 60 on the average; however, since Eastern does not anticipate expanding enrollment, the effect on revenue will be neutral to positive net. This program will support the growing demands in the health sector within our state and promote improved retention by providing a program for students who might otherwise transfer to reach their future career objectives in a health sciences field.

Learning Resources

The current learning resources are adequate for the Health Sciences major.

Facilities

Eastern's 174,000 square foot Science Building includes multipurpose classrooms and laboratory space.

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

Existing equipment will be sufficient, assuming enrollment remains at approximately 60 students. Laboratory facilities are outstanding although the program, which will highlight hands-on laboratory experiences, may need additional laboratory space for human anatomy and physiology and possibly chemistry.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2014/15		Fall Term, Year 2015/16		Fall Term, Year 2016/17	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	13	0	27	5	24	0
New Students	15	0	97	1	88	0
Returning Students	0	0	48	4	149	12
ACTUAL Headcount Enrollment	28	0	172	10	261	12
Fall FTE accounted for by Program Majors	26.7		175.9		259.8	
Size of Credentialed Group(s) for Given Year	1		4		37	

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			26-27	Other Related/Special Requirements		
HSC 215 Biology for the Health Sciences with Lab**	1,2,4		4			
HSC 225 Medical Terminology	1,2,4,6		3			
PSY 212 Lifespan Development	2		3			
MAT 216 Statistical Data Analysis	7	T1M	3			
BIO 304/314 Genetics and Society/Lab	1,4,8		4			
BIS 362 Healthcare Informatics	7	T2IT	3			
HSC 302 Research Methods for Health Sciences OR HSC 400 Quantitative research Methods for Health Sciences	1,4,5,6,8,9		3			
HSC 438 Current Topics in health Sciences Seminar	1,2,4		3			
ALLIED HEALTH CONCENTRATION			32			
Allied Health Core Courses			20	Allied Health Concentration		12

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

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

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

				Electives		
HSC 425 Microbiology/Lab OR	1,4		4	PHY 204 Gen Physics I/Lab	3,4	4
BIO 334 General Microbiology/Lab OR	1,4			PHY 205 Gen Physics II/Lab	3,4	4
BIO 301/302 Microbes & Your Health/lab	1,4			CHE 216 Organic Chem I Lab	3,4	4
HSC/HPE 318 Anatomy and Physiology I /lab	1,4		4	CHE 217 Organic Chem II Lab	3,4	4
HSC/HPE 319 Anatomy and Physiology II/lab	1,4		4	CHE 316 Biochemistry I	3,4	4
CHE 210/212 Gen. Chemistry/Lab I	3,4		4	MAT 243 Calculus I/ Technology	7	3
CHE 211/213 Gen Chemistry/lab II	3,4		4	HSC 400 Quantitative Research Method	1,4,5,6,8,9	4
				HSC 308 Principles of Toxicology	3	3
				HSC 408 Principles of Pharmacology	3	3
				HSC 404 Infection, Immunity, Inflammation	3	3
				PSY 301 Abnormal Psychology	1,2	3
				PSY 325 Health Psychology	1,2	3
				SOC 307 Deviance	1,2	3
				SOC 311 Drugs and Society	1,2	3
				SOC 312 Sociology of Mental Illness	2	3
				BUS 201 Principles of Management	2	3
				BUS 350 Healthcare Management	2	3
				COM 255 Health Communications	6,8	3
				SLM 375 Exercise management for persons with diseases and Disabilities	1,4	3
				Elective Courses in the Field		
PUBLIC HEALTH CONCENTRATION			25			
Public Health Core Courses			16	Electives for Public Health		9
PBH 228 Introduction to Public Health	1,4,8		3	HSC 235 Conflicts Native America Health	1,4,6, 8	3
PBH 206 Epidemiology for the Liberal Arts	1,3,4		3	HSC/COM Health Communication	2,6,9	3
PBH 209 Nutrition and Public Health	1, 3, 4,6		3	PBH 330 Global Health	1,4,3,6	3
PBH 494 Field Internship in Public Health	1,3,4,6,9		3	HPE 326 Stress Management	2	3
BIO 301/302 Microbes and Your Health/lab	1,3,4		4	SWK 344 Substance Abuse	2,9	3
				SWK 375 Health promotion and Prevention	2,9	3
				HSC 306 Introduction to Health Policy	1,4,8	3

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

		SOC 312 Sociology of Mental Health	2	3
		COM 464 Public Relations Crisis Management	2,6	3
		EES 323 Drinking Water Management	2	3
		HSC 404 Infection Immunity & Inflammation	2,3,4	3
Total Other Credits Required to Issue Modified Credential				

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

1. Provide an integrated foundation of knowledge in biological disciplines that includes morphological, cellular, molecular, physiological, developmental, and evolutionary principles
2. Present information on the life sciences that utilize the scientific method and emphasize skills in analysis, evaluation, and critical thinking.
3. Prepare students for entrance into graduate schools and professional health schools (physical therapy, occupational therapy, public health, nursing, physician assistant, including preparation for national admissions examination, such as the Graduate Record Examination (GRE), Medical College Admission Test (MCAT) and similar examinations, or provide students with practical skills that can qualify them for entry level positions in biology and health-related occupations
4. Students will demonstrate scientific knowledge and skills in scientific reasoning and will be able to apply scientific principles to biology based problems.
5. Students will be able to effectively find and use resources from the literature.
6. Students will demonstrate effective oral, written and visual communication.
7. Students will demonstrate mathematical knowledge and skills in the biological sciences.
8. Student will demonstrate ability to identify ethical issues and to evaluate them rigorously from different side, specifically related to the health sciences.
9. Student will demonstrate ability to integrate student services with career advising, student involvement, leadership development and recreation and other extracurricular opportunities.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

The Health Sciences program currently has an enrollment of 315 students across three concentrations (Public Health Studies, Pre-Nursing and Pre-Physical Therapy). Based on current enrollments, it is estimated that total enrollment will be approximately 50 students every Fall with 30 to 35 students graduating each year. Historically in the last three admission cycle enrollment has been robust about approximate 60 on the average; however, since Eastern does not anticipate expanding enrollment, the effect on revenue will be neutral to positive net. Health Sciences majors will be students who would otherwise have selected unclassified individualized majors using similar courses or those who would have transferred out of the system. This program will support the growing demands in the health sector within our state and promote improved retention by providing a program for students who might otherwise transfer to reach their future career objectives in a health sciences field.

This program currently utilizes five full-time faculty and ten part-time faculty. Existing equipment will be sufficient assuming enrollment remains at current levels. Laboratory facilities are outstanding.

The proposed program modification is not expected to result in any budgetary changes.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 29, 2018

RESOLVED: That the Board of Regents for Higher Education approve consolidation of three concentrations in the B.A. in Visual Arts at Eastern Connecticut State University into one Studio Art concentration.

A True Copy:

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

ITEM

Consolidation of three art concentrations (Painting & Drawing, Printmaking, and Sculpture) into a Studio Art Concentration

BACKGROUNDSummary

The Department of Art & Art History proposes to consolidate 3 studio art concentrations into a single Studio Art Concentration, eliminating three separate concentrations, (1) Painting & Drawing, (2) Printmaking, and (3) Sculpture. This will result in the department offering 4 concentrations: Art History, Digital Art & Design, Illustration, and Studio Art.

Need for the Program

The Studio Art Concentration will provide benefit to both the students and the department by

- Including more common required courses that enables the department to streamline course scheduling in a way that eliminates the necessity of offering more courses that are low-enrolled in favor of offering fewer courses with stronger enrollments
- Establishing a broader studio art program while providing students with focused electives in a single area
- Creating a program that better targets art world careers - today's artists typically work in a variety of mediums, crossing boundaries between painting, printmaking and sculpture. Students need a variety of hands-on skills to translate their undergraduate experiences into real world applications and to develop competitive portfolios for graduate school. Students who pursue art education need a variety of hands-on skills for developing creative projects with strong educational value for their students.

Curriculum

Students will complete 26 credits in foundational courses, another 18 credits in required courses that provide skills in a broad range of studio art skills, and four courses from their chosen concentration to develop in-depth skills. All students will complete a Senior Seminar in Studio Arts as their capstone course.

Students

By consolidating these concentrations, we will build a stronger sense of community among our studio art concentrators, allowing them to work more closely together and to share creative ideas and inspire one another. The revised program also creates increased opportunities for students to work with a wider range of faculty.

Faculty

This program continues to draw on the expertise of our talented studio art faculty, providing students with the opportunity to be exposed to a wider range of faculty and work in collaboration with other students and faculty.

Learning Resources

No changes are required; current resources will meet our needs.

Facilities

Our new Fine Arts Instructional Center (FAIC) will continue to meet our needs for this program.

Fiscal Note

We are streamlining course offerings and providing fewer courses with stronger enrollment.

Review of Documents:

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

Accreditation: N.A.

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

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost: 11-28-2017
Most Recent NEASC Institutional Accreditation Action and Date: : Interim (fifth-year) Report Approved, 2015	
Original Program Characteristics CIP Code No. 50.0702 Title of CIP Code Fine/Studio Arts, General Name of Program: Painting/Drawing; Printmaking; Sculpture Degree: Visual Art Title of Award (e.g. Master of Arts) B.A. Certificate: (specify type and level) Date Program was Initiated: Modality of Program: On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	Original Program Credit Distribution # Cr in Program Core Courses: 38-41 # Cr of Electives in the Field: 6-9 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 50 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) x Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Studio Art Degree: Visual Art Title of Award (e.g. Master of Arts) B.A. Certificate ¹ : (specify type and level) Program Initiation Date: When approved Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 44 # Cr of Electives in the Field: 12 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 59 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 59
*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 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 2018- 2022 Date of Program Termination *

Three concentrations within the major are being consolidated for the reasons listed below. Students who have already declared one of the existing concentrations will have the option to stay in that program. The courses are still being taught under the new format, so there is no extra cost.

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Dimitrios Pachis Title: Provost Tel.: 860-465-5246 e- mail: achis@easternct.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)*

Currently the department offers 6 concentrations — We propose to eliminate three of those concentrations (1) Painting & Drawing, (2) Printmaking, and (3) Sculpture — and replace them with a single, consolidated Studio Art Concentration. This will result in the department offering 4 concentrations rather than 6: Art History, Digital Art & Design, Illustration, and Studio Art.

The new concentration:

- Includes more common required courses that enables the department to streamline course scheduling in a way that eliminates the necessity of offering more courses that are low-enrolled in favor of offering fewer courses with stronger enrollments
- Establishes a broader studio art program while providing students with focused electives in a single area
- Creates a program that better targets art world careers - today's artists typically work in a variety of mediums, crossing boundaries between painting, printmaking and sculpture. Students need a variety of hands-on skills to translate their undergraduate experiences into real world applications. Students who go on to work in the fabrication industry (such as they might do if working for the Lego corporation, for example) will develop a more competitive portfolio as they enter the job market. Stronger portfolios will also strengthen students' opportunities of being accepted into graduate school. Students who pursue art education need a variety of hands-on skills for developing creative projects with strong educational value for their students.
- Builds a stronger sense of community among our studio art concentrators by allowing them to work more closely together and to share creative ideas and inspire one another. In addition to expanding opportunities for collaborations among students, the revised program also creates increased opportunities for students to work with a wider range of faculty.

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)*

This consolidation creates a program that better targets art world careers - today's artists typically work in a variety of mediums, crossing boundaries between painting, printmaking and sculpture. Students need a variety of hands-on skills to translate their undergraduate experiences into real world applications. Students who go on to work in the fabrication industry (such as they might do if working for the Lego corporation, for example) will develop a more competitive portfolio as they enter the job market. Stronger portfolios will also strengthen students' opportunities of being accepted into

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

graduate school. Students who pursue art education need a variety of hands-on skills for developing creative projects with strong educational value for their students.

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

This program continues to draw on the expertise of our highly talented studio art faculty, providing students with the opportunity to be exposed to a wider range of faculty and work in collaboration with other students and faculty.

- 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*)

Eastern continues to participate in the TAP program to provide pathways to our students.

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

Each CSCU offers some form of Studio Art major to their students. This change will simply allow us to offer this more efficiently and in a way that better serves the students.

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

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 Department of Art & Art History proposes to consolidate 3 studio art concentrations into a single Studio Art Concentration

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*)

This is not a new program; no additional resources will be needed for this program.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

Total of Three Program Concentrations						
ACTUAL Enrollment	Fall Term, Year 2014-15		Fall Term, Year 2015-16		Fall Term, Year 2016-17	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	10	1	9	1	9	3
New Students	7	1	8	0	9	0
Returning Students	31	6	23	5	16	3
ACTUAL Headcount Enrollment	48	8	40	6	34	6
Fall FTE accounted for by Program Majors	50		42		36.5	
Size of Credentialed Group(s) for Given Year	19		11		15	

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

Painting & Drawing						
ACTUAL Enrollment	First Term, Year 2014-15		First Term, Year 2015-16		First Term, Year 2016-17	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	7	0	6	1	5	1
New Students	7	1	6	0	7	0
Returning Students	22	3	15	3	12	2
ACTUAL Headcount Enrollment	36	4	27	4	24	3
ACTUAL FTE per Year	36.3		27.3		24.5	
Size of Credentialed Group for Given Year	13		7		11	

Printmaking						
ACTUAL Enrollment	First Term, Year 2014-15		First Term, Year 2015-16		First Term, Year 2016-17	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	3	1	1	0	0	2
New Students	0	0	0	0	1	0
Returning Students	5	0	6	1	2	1
ACTUAL Headcount Enrollment	8	1	7	1	3	3
ACTUAL FTE per Year	7.7		7.8		4.1	
Size of Credentialed Group for Given Year	5		4		3	

Sculpture						
ACTUAL Enrollment	First Term, Year 2014-15		First Term, Year 2015-16		First Term, Year 2016-17	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	2	0	4	0
New Students	0	0	2	0	1	0
Returning Students	4	3	2	1	2	0
ACTUAL Headcount Enrollment	4	3	6	1	7	0
ACTUAL FTE per Year	6.0		6.9		7.9	
Size of Credentialed Group for Given Year	1		0		1	

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

Curriculum Details for a Program Modification <i>(to be used as appropriate for specific modification request)</i> ²						
Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
See attached						
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</i> 1. 2. 3. 4. 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:

This is not a new program, and no additional resources are required.

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

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

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

Department of Art & Art History/ECSU
Proposal for New Concentration in Studio Art (10.31.17)

	NEW Program Studio Art	OLD Program #1 Painting/Drawing	OLD Program #2 Printmaking	OLD Program #3 Sculpture
Foundation Courses (26 credits)	ART 110 2D Design ART 111 3D Design ART 112 Color Theory ART 124 Digital Imaging ART 201 Relief Printmaking I ART 202 Drawing I ART 211 Art History I ART 212 Art History II	ART 110 2D Design ART 111 3D Design ART 112 Color Theory ART 124 Digital Imaging ART 201 Relief Printmaking I ART 202 Drawing I ART 211 Art History I ART 212 Art History II	ART 110 2D Design ART 111 3D Design ART 112 Color Theory ART 124 Digital Imaging ART 201 Relief Printmaking I ART 202 Drawing I ART 211 Art History I ART 212 Art History II	ART 110 2D Design ART 111 3D Design ART 112 Color Theory ART 124 Digital Imaging ART 201 Relief Printmaking I ART 202 Drawing I ART 211 Art History I ART 212 Art History II
Required Courses (18 credits)	ART 215 Painting I ART 206 Sculpture I ART 306 Wood Sculpture I ART 318 Intaglio Printmaking I ART 320 Water Based Screen Print ART 352 Intermediate Drawing	(15 credits) ART 215 Painting I ART 308 Painting II ART 309 Figure Drawing I ART 352 Intermediate Drawing ART 408 Advanced Painting OR ART 409 Figure Drawing II OR ART 420 Advanced Drawing	(12 credits) ART 230 Visual Journals ART 317 Polyester Plate Lithography ART 318 Intaglio Printmaking I ART 320 Water Based Screen Printing	(12 credits) ART 206 Sculpture I ART 306 Wood Sculpture I OR ART 315 Figure Modeling ART 324 Metal Construction ART 406 Sculpture II
Advanced Options (12 credits; 9 must be 300 or higher) Select 4 courses in ONE area (Painting/Drawing OR Printmaking OR Sculpture)	Painting & Drawing ART 307 Portraiture ART 308 Painting II ART 309 Figure Drawing I ART 314 Landscape Painting I ART 322 Illustration I ART 470 Advanced Topics/PAD Printmaking ART 220 Relief Printmaking II ART 230 Visual Journals & Bookmaking ART 317 Polyester Plate Lithography ART 319 Expressions Handmade ART 418 Printing for Textiles ART 470 Advanced Topics/ Printmaking Sculpture ART 207 Ceramic Sculpture ART 208 Surface Design ART 217 Ceramics ART 235 Relief Sculpture ART 315 Figure Modeling ART 353 Installation Art ART 324 Metal Construction ART 470 Advanced Topics/Sculpture	(6 credits) ART 205 Water Media ART 307 Portraiture ART 312 Experimental Methods ART 314 Landscape Painting I ART 322 Illustration I ART 365 Special Topics/PAD ART 390 Practicum ART 395 Drawing in Color ART 408 Advanced Painting ART 409 Figure Drawing II ART 414 Landscape Painting II ART 419 Professional Practices ART 430 Advanced Drawing ART 470 Advanced Topics ART 480 Independent Study ART 490 Internship	(9 credits) ART 220 Relief Printmaking II ART 319 Expressions/Handmade Paper ART 365 Special Topics in Printmaking ART 418 Printing for Textiles ART 420 Intaglio Printmaking II ART 470 Advanced Topics/ Printmaking ART 480 Independent Study ART 490 Internship	(9 credits) ART 207 Ceramic Sculpture ART 208 Surface Design ART 217 Ceramics ART 235 Relief Sculpture ART 306 Wood Sculpture I ART 315 Figure Modeling ART 324 Metal Construction ART 365 Special Topics in Sculpture ART 470 Advanced Topics/Sculpture ART 480 Independent Study ART 490 Internship
Capstone (3 credits)	ART 485 Senior Seminar in Studio Art	ART 485 Senior Project in Studio Art	ART 485 Senior Project in Studio Art	ART 485 Senior Project in Studio Art
Total Credits	59	50	50	50

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

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

PROJECTED Program Revenue	Fall 2018	Fall 2019	Fall 2020
Tuition (do not include internal transfers)	141,950	170,340	210,086
Program-Specific Fees			
Other Revenue (registration fee)	1,000	1,200	1,400
Total Estimated Program Revenue	\$ 142,950	\$ 171,540	\$ 211,566

PROJECTED Program Expenditures*	Fall 20__	Fall 20__	Fall 20__
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	\$ -	\$ -	\$ -

*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 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 29, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of the title of the B.A. in Visual Arts at Eastern Connecticut State University to the B.A. in Art.

A True Copy:

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

ITEM

Change the name of the Art and Art History department's B.A. in Visual Art to a B.A. in Art

BACKGROUNDSummary

The Department of Art and Art History changed to its current name from its former, the Department of Visual Art, in 2013. At the time, our degree name was not changed. Having a degree name that is different from our department name has caused confusion. Therefore, we wish to change the name of our degree from BA in Visual Art to BA in Art. The new degree name will make it easier for students to access information about our program and will make our degree name consistent with the other CSUs.

Need for the Program

See above.

Curriculum

Curriculum will not change.

Students

By making this change, we will make it easier for students to access information about the program. Further, it will make the degree name consistent with the other CSUs.

Faculty

Faculty will not change/

Learning Resources

No changes are required; current resources will meet our needs.

Facilities

Facilities will not be impacted.

Fiscal Note

This is just a name change and will not impact the budget.

Review of Documents:

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

Accreditation: N.A.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

NAME CHANGE REQUEST		
Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost: March 28, 2018	
Characteristics of Current Academic Program Name of Program: Visual Arts Type of Offering (e.g. Grad Certificate, Minor, Option) B.A. Modality of Program: x On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Program # Cr in Core Courses: 38-41 # Cr of Electives: 6-9 # Cr of Other: # Cr Special Requirements (e.g. internship): 3 Total # Cr the Institution Requires to Award the Credential 50	
CIP Code No. (if applicable) 50.0702	Title of CIP Code Fine/Studio Art	OHE#
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts & Sciences / Main campus		
Proposed New Name of Program: Art		
Explanation / Justification (Please provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.) The Department of Art & Art History proposes to change our degree name from BA in Visual Art to BA in Art RATIONALE for Modification: The Department of Art and Art History changed to its current name from its former, the Department of Visual Art, in 2013. At the time, our degree name was not changed. Having a degree name that is different from our department name has caused confusion. Therefore, we wish to change the name of our degree from BA in Visual Art to BA in Art. The new degree name will make it easier for students to access information about our program and will make our degree name consistent with the other CSUs.		
Programmatic Changes (If applicable, please provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) This is just a name change and will not have programmatic implications.		
Cost and Availability of Adequate Resources (As applicable, please provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change) This is just a name change and will not impact the budget.		
Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@easternct.edu

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)
Notes regarding Request: 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

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Concentration in Earth Science within the Liberal Studies program leading to a Bachelor of Arts degree at Eastern Connecticut State University.

A True Copy:

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

ITEM

Licensure and accreditation of a new Concentration in Earth Science within the Liberal Studies program leading to a Bachelor of Arts degree at Eastern Connecticut State University

BACKGROUND**Summary**

The Liberal Studies program prepares students for teacher certification. The proposed concentration would become the program's fifth option for students, allowing them to build in-depth knowledge in a single science; thus, simplifying the process of earning cross-endorsement as secondary teachers.

Rationale

The proposed concentration combines the benefits of the existing Liberal Studies program with the strengths of the Environmental Earth Science department; and complements students' coursework in Eastern's Early Childhood and Elementary Education programs.

Resources

No additional resources would be needed to implement the proposed concentration. Projected revenue for the program significantly exceeds projected expenditures in each year for the first three years of the program.

RECOMMENDATION

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

06/11/2018 – BOR Academic & Student Affairs Committee
06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost: March 28, 2018	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Liberal Studies: Earth Science Concentration Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts Certificate: (specify type and level) Anticipated Program Initiation Date: Fall, 2018 Anticipated Date of First Graduation: Spring, 2022 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	Program Credit Distribution # Cr in Program Core Courses: 49-50 # Cr of Electives in the Field: 3-4 # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 53-54 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 53-54	
Type of Approval Action Being Sought: Licensure or x Licensure and Accreditation - (see NOTE below)		
CIP Code No. (optional) 24.0102 Title of CIP Code Liberal Arts and Sciences/Liberal Studies		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts and Sciences, main campus		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@eastern.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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Liberal Studies major is open to students who are also Early Childhood Education or Elementary Education majors or pre-majors. The program provides students with background and content knowledge in the natural sciences, social sciences, English, and mathematics necessary to be effective early childhood and elementary teachers. Completed simultaneously with the requirements for the Early Childhood Education or Elementary Education major and with Eastern's Liberal Arts Core requirements, the Liberal Studies major prepares students for teacher certification. Students in the major currently have a choice of four concentrations: English, History/Social Science, Mathematics, and Natural Science. The proposed concentration in Earth Science will diversify students' options, allow students to build in-depth knowledge in a single science (in contrast to the interdisciplinary Natural Science concentration), and simplify the process of earning cross-endorsement as secondary educators.

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)*

The new concentration, like the existing concentrations, will prepare students to work as early childhood or elementary educators.

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

This proposed concentration combines the benefits of the existing Liberal Studies major with the strengths of the Environmental Earth Science department. It complements students' coursework in Eastern's Early Childhood and Elementary Education programs.

- 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)*
None

Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
None

-

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.)

No additional resources are needed for the implementation of this new concentration. All courses contained within the concentration are already offered on a regular basis.

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

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. Identify and analyze pure and applied scientific problems
2. Collect, analyze, and interpret primary and secondary data
3. Demonstrate the relevance of applied geosciences to society
4. Explain local-to-global physical processes and energy issues at the intersection between humanity and planet Earth
5. Explain internal and surficial Earth processes
6. Interpret geological records of environmental change
7. Define concepts related to energy and sustainability

These outcomes will be assessed within each individual course, at the instructor's discretion, and will also be assessed through the Liberal Studies Program assessment measures. The program relies on two assessment measures: scores on students' teacher certification exams and a reflective exit portfolio students turn in before graduation. In the case of the Earth Science concentration, the most relevant certification exam is Praxis 5035: Elementary Education: Science. The exit portfolio is assessed via rubrics developed by the program faculty.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*
No additional expenses will be incurred.

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?

0

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

<25%

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

Masters Degree in relevant field

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)*

None

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

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*		
EES 130 Ancient Environments w/ Lab	1,2,5,6	EES 104, EES 106/112, EES 110/112, EES 125/112, EES 202/112, EES 220/221 OR EES 220/112	4	All students in the Earth Science concentration must complete the same general major requirements as students in the existing concentrations in English, Mathematics, Natural Science, and History/Social Science.		
EES 205 Sustainable Energy	1,2,3,4,7	LAC T1NS	3			
EES 224 Landform Analysis w/ Lab	1,2,5,6	EES 104, EES 106/112, EES 110/112, EES 125/112, EES 202/112, OR EES 220/221	4			
EES 330 Mineralogy and Rock Analysis w/ Lab	1,2,5	EES 104, EES 106/112, EES 110/112, EES 125/112, EES 202/112, OR EES 200/221 AND CHE 210/212	4			
Core Course Prerequisites				Elective Courses in the Field		
				ONE of the following:		
				EES 204 Global Climate Change	1,2,3,4,5,7	3
				EES 222 Water & Society	1,2,3,4,5,7	3
				EES 340 Geographic Information Systems w/ Lab	1,2,3	4

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

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

		EES 344 Sedimentology & Stratigraphy w/ Lab	1,2,5	4
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)				
<p>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: "<i>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.</i>")</p> <p>Admission Requirements: Any student who has declared pre-Elementary Education or pre-Early Childhood Education as a major or who has been admitted to one of those majors through the CARE admission process may declare a Liberal Studies major. It is not open to other students. Students enrolled in the Liberal Studies major will be dropped from the major after completing 60 credits if they are not admitted to the Early Childhood or Elementary Education certification programs through the CARE admission process.</p> <p>Program Requirements: Like all Liberal Studies majors, Liberal Studies majors with a concentration in Earth Science will complete 31 credits of core courses. They will also complete 18-19 credits of courses in their concentration and 3 credits of a capstone course (LSM 400) for a total of 53-54 credits.</p>				

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

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

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

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
Dr. Catherine Carlson, professor	Michigan State University	Hydrogeology & Hydrology	Environmental Health Science
Dr. Dickson Cunningham, professor	University of Texas, Austin	Structural Geology/Tectonics Mineralogy/Petrology	Department Chair EES Field Courses
Dr. Peter Drzewiecki, professor	University of Wisconsin	Sedimentology & Stratigraphy	Historical Geology
Dr. James (Drew) Hyatt, professor	Queen's University, Kingston, Ontario, Canada	Geomorphology and Physical Geography	Assistant Chair EES Field Methods
Dr. Meredith Metcalf, assistant professor	University of Connecticut	Geographic Information Systems	Remote Sensing, Geospatial Analysis
Dr. Stephen A. Nathan, assistant professor	University of Massachusetts, Amherst	Energy Geoscience	Climate Science
Dr. Bryan Oakley, assistant professor	University of Rhode Island	Environmental Earth Science	Coastal Geoscience, Glacial and Quaternary Geology
Dr. Paul Torcellini, associate professor	Purdue University	Sustainable Energy Studies	Sustainable Energy and Building Design

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)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	4		6				8		10				8		8			
New Students (first time matriculating)	3						5						6					
Continuing Students progressing to credential			3				3		8				8		14			
Headcount Enrollment	7		9				16		18				22		22			
Total Estimated FTE per Year¹																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	22,712		34,068				45,424		56,780				45,424		45,424			
Tuition from Internal Transfer ²	17,034		17,034				45,424		45,424				79,492		79,492			
Program Specific Fees (lab fees, etc.)																		
Other Revenue (registration fees)	280		360				640		720				880		880			
Total Annual Program Revenue	40,026		51,462		0		91,488		102,924		0		125,796		125,796		0	
PROJECTED Program Expenditures ³							<p>NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</p> <p>1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring</p> <p>2 Revenues from all courses students will be taking.</p> <p>3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.</p> <p>5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that</p>											
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) ⁴																		
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴																		
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵																		

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

Estimated Indirect Costs ⁶				6	program separately. Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.
Total Expenditures per Year					

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Cybersecurity program leading to a Bachelor 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

Licensure and accreditation of a new program leading to a Bachelor of Science degree in Cybersecurity at Central Connecticut State University

BACKGROUNDSummary

With the increasing focus on information security across all sectors, the demand for graduates with cybersecurity skills and knowledge is projected to be one of the fastest growing occupational fields in both the state and the nation. The State Department of Labor projects a 16.3% increase in openings for Information Security Analysts.

Rationale

CCSU is accredited by ABET for both its Computer Science and Computer Engineering programs. With a Criminal Justice program, as well, Central is uniquely suited to leverage existing strong programs and faculty to deliver a deeply technical interdisciplinary degree in cybersecurity. Existing and new courses across four departments will form the proposed programs, reflecting current trends in the industry. Existing classrooms and laboratories have been recently equipped with state-of-the-art technology. The System's College of Technology provides seamless career pathways between the community colleges and Central. Once the proposed program is approved, Central will work with the community colleges to include it within enhanced transfer agreements.

Resources

Student interest in the proposed program is expected to be high, it is anticipated that enrollment will be over 100 students by 2023. Projected revenue significantly exceeds projected expenditures in each year for the first three years of the program.

RECOMMENDATION

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

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: August, 2013		
Program Characteristics Name of Program: Cybersecurity Degree: Title of Award (<i>e.g. Master of Arts</i>) Bachelor of Science Certificate: (<i>specify type and level</i>) Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: May 2022 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 120	Program Credit Distribution # Cr in Program Core Courses: 51-52 # Cr of Electives in the Field: 18-24 # Cr of Free Electives: 1-9 # Cr Special Requirements (<i>include internship, etc.</i>): <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 111	
Type of Approval Action Being Sought: Licensure or X Licensure and Accreditation - (see NOTE below) CIP Code No. (<i>optional</i>) 11.1003 Title of CIP Code Computer and Information Systems Security		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: School of Engineering, Science and Technology, CCSU Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: NSA 2021 • If program prepares graduates eligibility to state/professional license, please identify: (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)		
Institutional Contact for this Proposal: Karen Tracey / Stan Kurkovsky	Title: Chair / Chair	Tel.: 860-832-1842 / 860-832-2720 e-mail: Tracey@ccsu.edu / kurkovsky@ccsu.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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The proposed Cybersecurity program has been designed specifically to support the missions of CCSU to provide access to higher education for all citizens in this State who can benefit from our offerings and of the School of Engineering, Science, and Technology, which is a state-designated Center of Excellence. The School of Engineering, Science, and Technology has a long tradition of providing quality education including the application of theory and principles with technological and applied student learning experiences within its classrooms and laboratories. The school offers the most dynamic engineering and technology curriculum in the CSCU system and excellence in educating students to be IT professionals with highly qualified faculty, curricula linking theory and practice, and up-to-date lab equipment. The creation of this program is in response to these missions; it also follows our longstanding commitment to provide research and internship experiences for our students, curricular components that make our graduates particularly qualified for careers in the various fields of cybersecurity or for graduate work and research. This program aligns well with the University and school missions of being responsive to industry and workforce needs, as described in the following section.

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)*

With the increasing focus on information security across all industries, the demand for graduates with a cybersecurity background is projected to be one of the fastest growing and most highly demanded skill sets across all computer occupations according to the United States Department of Labor. Nationwide they project the need for Information Security Analysts to grow by 18%, an increase of 14,800 jobs in computer security alone and 12% across all computer related occupations to 4.4 million jobs by 2024. According to the Connecticut Department of Labor, the 2014-2024 occupational projection for Information Security Analysts anticipates an increase of 16.3% to 1,018 security specific jobs by 2024 with an average salary of \$97,686. Of these the Hartford area that CCSU serves is expected to see both the highest growth and most need for these positions with 320 of those positions as of 2014. According to Cyberseek.org (a project supported by the National Initiative for Cybersecurity Education (NICE), a program of the National Institute of Standards and Technology in the U.S. Department of Commerce), there are 4,153 total jobs in Connecticut currently demanding cybersecurity skills and Connecticut's supply of cybersecurity workers is well below the national average. They find the specific skill demands span a wide range of specialties including management focused roles such as those addressed by other programs in the state, but the top demand among these is in deep technical skill roles (Cyber Security Analyst/Specialist, Cyber Security Engineer, Network Engineer, Software Engineer, and Systems Engineer), which is the target of this program. Demand for cybersecurity professionals over the past few years grew 3.5 times faster than demand for other IT jobs and about 12 times faster than for all other jobs, according to a 2015 study by Burning Glass Technologies in Boston, which develops technologies designed to match people with jobs. The study also shows that the number of cybersecurity job postings in Connecticut is 2,771 in 2014, a 98% growth from 2010. In 2016, Cybersecurity Ventures announced that the cybersecurity unemployment rate has dropped to zero-percent. According to the Economic Development and Employer Planning System (EDEPS), an analytical tool for business, education, workforce and economic planners, there were 18 graduates of Computer and Information Systems Security/Information Assurance in Connecticut over year 2014-2015, among which, 2 from Charter Oak State College, 2 from Norwalk Community College, and 14 from American Institute-West Hartford, which offers a 33 credit certificate program. The demand and graduates in cybersecurity related areas are summarized in the following two tables.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Demand in Connecticut	2014	2016	2024
Occupational projection for Information Security Analysts (Connecticut Department of Labor)			1,018
Jobs in Connecticut currently demanding cybersecurity skills (Cyberseek.org)		4,153	
Cybersecurity job postings (Burning Glass Technologies)	2,771		

Graduates in Connecticut (2014-2015)	Certificate	A.S.	B.S.
Charter Oak State College	2		
Norwalk Community College		2	
American Institute-West Hartford	14		

There is a great demand nationwide for cybersecurity professionals. According to Forbes, the cybersecurity market will grow from \$75 billion in 2015 to \$170 billion by 2020. More than 209,000 cybersecurity jobs in the U. S. are unfilled, and postings are up 74% over the past five years. U.S. News and World Report ranked a career in Information Security Analysts eighth on its list of the 100 best jobs for 2015 and the profession is growing at a rate of 36.5% through 2022. Cybersecurity graduates will be in high demand as cybersecurity engineers/specialists/analysts/architects, security analysts, system administrators, network architects, and system engineers to name a few according to the job site Monster Worldwide. According to the Connecticut Economic Digest, "The top employing industries for information security analysts in Connecticut are financial activities with 47% and professional and business services with 45%. The remaining analysts can be found in the manufacturing, trade, transportation & utilities, and education & health services industries." A 2015 study by Burning Glass Technologies states that the Professional Services, Finance, and Manufacturing/Defense sectors have the highest demand for cybersecurity jobs. The fastest increases in demand for cybersecurity workers are in industries managing increasing volumes of consumer data such as Finance (+137% over the last five years), Health Care (+121%), and Retail Trade (+89%). They are among the top industries in Connecticut.

- 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?

CCSU is the only school in the Connecticut State Colleges & University system, and one of only three programs public or private in the state of Connecticut with ABET accredited programs in both Computer Engineering and Computer Science as well as a Criminal Justice program. This combination makes CCSU uniquely suited within the system in being able to leverage our existing strong programs and faculty in Computer Science, Networking Information Technology, Criminal Justice, and Political Science to deliver a deeply technical interdisciplinary degree. The BS in Cybersecurity program will utilize courses in our existing accredited programs, as well as, new courses across these four departments to create a program designed to qualify as a Center of Academic Excellence in Cybersecurity. The proposed program is based on the strength, skills and knowledge of the existing diverse faculty, which reflect current trends found in the industry. The facilities, laboratories, classrooms and equipment in the program have been recently equipped with state-of-the-art technology. The existing laboratories are adequate for most courses in the new program and can be easily expanded to embrace the new components. The current knowledge base, technologies, and laboratory facilities are adequate to launch the Cybersecurity program immediately with new courses and hands-on laboratory components.

- 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*)

The Connecticut College of Technology (COT) provides seamless career pathways between community colleges and partner universities for students to earn certificates, Associate of Science and Bachelor of Science degrees in Engineering and Technology disciplines. Students in any of the twelve Connecticut Community Colleges can complete associate degree programs that transfer seamlessly to five public and private universities offering their major: Central Connecticut State University, Fairfield University, University of Connecticut, University of Hartford, and University of New

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION





Connecticut State Colleges & Universities





APPLICATION FOR NEW PROGRAM APPROVAL






Haven. CCSU currently has transfer agreements for some related existing programs with Capital Community College, Manchester Community College, Middlesex Community College. In addition, the Computer Science TAP Pathway currently available to students across the entire CSCU system could be adapted to a Cybersecurity TAP Pathway since all but one course currently mapped to CCSU in that pathway also fall within the proposed Cybersecurity BS program. Once the Cybersecurity program is approved, the school will work with the community colleges to enhance transfer agreement to include the new program. We recommend extending pathways under COT and TAP to allow students to transfer from the 4 security related Associate programs at Gateway, Norwalk, NVCC, and Capital, or more schools in the future. Currently, CCSU is in the TAP Cybersecurity Working Group and working with colleagues from community colleges and state universities on a possible pathway agreement.



- Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
CCSU's School of Engineering, Science & Technology is a state-designated Center of Excellence. The proposed program has been well planned and fully deliberated over the past two years to leverage CCSU's greatest assets of our ABET accredited Computer Engineering and Computer Science programs, as well as, our Criminology and Criminal Justice, and Political Science departments to offer an interdisciplinary deeply technical degree that differs from other CSCU institutions. The proposed interdisciplinary program integrates hardware, software, and legal aspects of cybersecurity, and offer students a more complete coverage in the area of study. The curriculum has been proposed and updated with the advice of industrial advisory members affiliated with several departments on campus in the related areas. The proposed Cybersecurity degree is unique because it is built on top of the existing solid foundation of computer networking, computer science, as well as criminology and policy, but then leverages our faculty expertise and facilities in these departments to include the combination of hands-on labs and advanced cybersecurity specific coursework required to meet the criteria for Centers of Academic Excellence in Cybersecurity. The 2015 study by Burning Glass Technologies listed the expertise required for various cybersecurity roles in demand: Information Security, Network Setup, Core Database/Coding/Scripting, Auditing, Network Protocols, and System Administration. CCSU's existing Computer Science and Networking Information Technology programs and faculty provide a solid foundation in all these areas. Within the CSCU system there are currently 4 community colleges offering Associate's degrees related security (Gateway, Norwalk, NVCC, and Capital). Charter Oak and Western are the only two schools in the system to offer Bachelor programs in Cybersecurity. Western Connecticut State University has proposed a Cybersecurity degree, but the focus of their program is on the MIS and justice side of cybersecurity with the program not requiring any computer science or networking classes above the 200 level. Charter Oak State College offers an online Cybersecurity degree that while more technology focused, does not go in depth on the computer science aspects or include criminology. Charter Oak State College also does not have the ABET accreditation or on-campus facilities that are strongly recommended for meeting the academic content requirements for recognition as a Center of Academic Excellence. As an on-campus program, we can provide students an interactive learning environment and hands-on experience with our cutting-edge equipment. Other schools have either MS, minor, or certificate programs with limited scope. Currently there are three such schools in Connecticut, Sacred Heart University MS program based on CS or Network Security concentration in CS, University of New Haven's certificate programs focusing on Criminal Justices and Forensics, and University of Connecticut Minor in Information Assurance and certificate program requiring four entry level security related courses.
To further explore the demand for these differences, we conducted a survey in February 2017 of current CCSU students majoring in our existing programs to gauge potential interest of incoming students. These respondents represented a mix of class year and backgrounds coming into CCSU.

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




What is your class standing?		Response Total	Response Percent
Freshman		10	10%
Sophomore		17	16%
Junior		39	37%
Senior		39	37%
Total respondents		105	







Please indicate if any of the following apply to you		Response Total	Response Percent
Transferred to CCSU from a CT community college		38	36%
Transferred to CCSU from another university		22	21%
Hold a Bachelors in another field		7	7%
Returned to CCSU after working for a year or more without being a student		10	10%

What is your major?		Response Total	Response Percent
Computer Science Honors		33	31%
Computer Science Alternative		22	21%
Networking Information Technology		23	22%
Computer Engineering Technology		21	20%
Not Declared/Other		6	6%

Would you choose Cybersecurity as your major if you were still a freshman		Response Total	Response Percent
Yes		72	70%
No		31	30%

Respondents could select more than one option

Would you like to take a BS Cybersecurity degree		Response Total	Response Percent
Purely online		18	17%
Hybrid (face-to-face classroom meetings/labs and online sessions)		67	64%
Primarily face-to-face classroom meetings/labs		51	49%

In addition to security, what other aspects do you expect the new Cybersecurity program to emphasize?		Response Total	Response Percent
Software Development/Programming		76	72%
Networking		85	81%
System Administration		71	68%
Criminology Justice/Legal Issues		58	55%
Business/Finance/Accounting		22	21%
Other		9	9%

The only other public school in the state to have ABET accreditation of both Computer Engineering and Computer Science is the University of Connecticut. Currently, while UCONN offers a concentration in Cybersecurity and are recognized as a Center of Academic Excellence in Cyber Defense Research, they do not offer a 4 year degree in Cybersecurity. The goal of the proposed program is to position CCSU to be the first university in Connecticut recognized as a Center of Academic Excellence in Cyber Defense Education and Center of Academic Excellence in Cyber

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

Operations.

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.)

The new program will largely utilize the existing resources in the School of Engineering, Science, and Technology. These resources include faculty, staff, facilities, and laboratories. The existing lab equipments, including computer, server, router, switch, firewall, and licensed software, are also sufficient to support the launch of the new program. Adjunct faculty are expected for some of the new courses in the short term. Due to the large demand, the program is expected to recruit 15-20 students in the first year (2018-2019) and over 100 by 2023.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

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. Understand the up-to-date concepts, technologies, design issues, and tools in cybersecurity
2. Understand cybersecurity policies and laws and exhibit ethical and legal responsibilities
3. Demonstrate the capability of software tools utilization and development including operating system, database, and application. Be able to analyze threats, identify vulnerabilities, and develop security solutions.
4. Demonstrate the capability of hardware development and system administration to design, implement, and analyze electronic, network and server systems. Be able to assess, implement, and manage security needs to defend the systems.
5. Apply the knowledge and skills of information assurance and penetration testing to conduct risk and liability assessments and test the effectiveness of security measures.
6. Apply the knowledge and skills of digital investigation to identify and preserve the digital evidence.
7. Recognize the need for and demonstrate the ability to engage in lifelong learning in cybersecurity careers.

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

The Cybersecurity Program will be administered by the Computer Electronics & Graphics Technology Department (CEGT) and the Computer Science Department. Dr. Karen Coale Tracey and Dr. Stan Kurkovsky, Chairpersons, are responsible for the administration of the program as part of their normal duties. Dr. Xiaobing Hou and Dr. Chad Williams will co-coordinate the program.

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?

Initially the program will be covered by existing full-time and adjunct faculty, but once the program is on track to prove its viability by demonstrating substantial enrollments; it is anticipated 1 additional full-time faculty member would be needed by each department.

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

30%

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

30%

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

Master's Degree; individuals with a Bachelor's Degree will be considered if their expertise is needed and the department seeks a dispensation for degree.

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)*

No new resources are needed

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

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*		
CYS 227 Introduction to Cybersecurity	1,7	CET 249	3	Cyber Defense Concentration		
CET 229 Comp. Hardware Architecture	4		3	CET 113 Intro to Info Processing	3	3
CET 249 Intro. to Networking Technology	4		3	CET 439 Enterprise Messaging Systems	3,4	3
CET 339 Comp. System Administration	3,4	CET 229	3	CET 449 Advanced Networking	4	3
CET 349 Network Routing	4	CET 249	3	CET 479 Network Administration	3,4	3
CET 459 Network Security Technologies	1,2,3	CET 349	3	CS 460 Database Concepts	1,3,4	3
CYS 467 Network Security Management	1,4	CYS 227, CET 349	3	CS 481 Operating Systems Design	1,3,4	3
CYS 477 Ethical Hacking and Penetration Testing	1,3,4,5	CET 459	3			
CS 151 Computer Science I	3	MATH 152	3	Cyber Operations Concentration		
CS 152 Computer Science II	3	CS 151	3	CET 223 Basic Electrical Circuits	4	3
CS 153 Computer Science III	1,3	CS 152	3	CET 363 Digital Circuits	4	3
CS 253 Data and File Structures	1,3	CS 152	3	CET 466 Logic Design	4	3
CYS 492 Computer Security	1,3,4	CS 253	3	CET 469 Wireless Networks and Security	1,4	3
CYS 493 Secure Software Systems	1,3,4,5	CS 253	3	CS 254 Computer Organization and Assembly Language Programming	3	3
CYS 494 Cryptographic Systems	1,3	CS 253	3	CS 355 Systems Programming	1,3,4	3
PS 211 The International and Domestic Legal Environment of Cybersecurity OR CRM 414 Cybercrime	2		3 OR 4	CS 481 Operating Systems Design	1,3,4	3
CYS 400 Internship & Senior Seminar	7		3	CYS 291/CYS 487 Computer Forensics / Network Forensics	1,6	3
				General Concentration		
				Free electives		
Core Course Prerequisites				Elective Courses in the Field		
MATH 152 Calculus I			4			
MATH 217 Discrete Mathematics for CS			4			

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

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

Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)				43

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 proposed Cybersecurity program of study will require 120 credits of undergraduate work including a 480-hour internship in a relevant industry. This includes the General Education courses that meet all relevant requirements, totaling 43 credits. Cybersecurity program major Core Requirements make up 51-52 credits. There are three concentrations to meet various requirements by the industry. Finally, free electives allow students to take courses that meet their professional interests, prerequisites to university requirements as well as to fulfill total credit requirements and must maintain a GPA of 2.00.

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

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

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

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
Computer Electronics and Graphics Technology Department			
Karen Tracey	UMASS-Amherst, EdD	Computer Application & Integration	Department Chair
Xiaobing Hou	University of Pittsburgh, PhD	Computer Network, Information Science, Cybersecurity	Program Co-Coordinator
Shuju Wu	University of Pittsburgh, PhD	Telecommunication, Computer Network, Server and Network Security	
Deborah Zanella	Nova Southeastern University, PhD	Electronics	
Sangho Park	University of Texas at Austin, PhD	Electrical and Computer Engineering	
Computer Science Department			
Stan Kurkovsky, Ph.D.	University of Louisiana, Lafayette	Software engineering, Forensics	Department Chair
Chad Williams, Ph.D.	University of Illinois at Chicago	Cybersecurity, Secure Software Systems	Program Co-Coordinator
Bradley Kjell, Ph.D.	University of Wisconsin, Madison	Cryptographic systems, Data visualization	
Fatemeh Abdollahzadeh, Ph.D.	Loughborough University, England	Parallel programming	
Sixia Chen, Ph.D.	UConn, Storrs	Distributed computing, Algorithms	
Zdravko Markov, Ph.D.	Sofia University, Bulgaria	Data mining, Artificial intelligence	
Irena Pevac, Ph.D.	University of Belgrade, Serbia	Data bases, Algorithms	
Neli Zlatareva, Ph.D.	Higher Institute of Mechanical and Electrical Engineering, Sofia, Bulgaria	Artificial intelligence, Semantic web	

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)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs	10	4	9	4			6	2	6	2			2	1	1	1		
New Students (first time matriculating)	15	2	13	2		9	23	4	23	4		11	25	7	25	7		13
Continuing Students progressing to credential	0	0	0	0			19	5	16	5			37	9	35	9		
Headcount Enrollment	25	6	22	6	0	9	48	11	45	11	0	11	64	17	61	17	0	13
Total Estimated FTE per Year ¹	27.00		24.00		1.00		51.67		48.67		3.67		69.67		66.67		4.33	
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	\$79,320	\$3,120	\$68,744	\$3,120	0	\$15,093	\$222,096	\$14,040	\$206,232	\$14,040	0	\$18,447	\$327,856	\$24,960	\$317,280	\$24,960	0	\$21,801
Tuition from Internal Transfer ²	\$52,880	\$6,240	\$47,592	\$6,240	0	0	\$31,728	\$3,120	\$31,728	\$3,120	0	0	\$10,576	\$1,560	\$5,288	\$1,560	0	0
Program Specific Fees (lab fees, etc.)	\$800	\$0	\$1,600	\$0	0	0	\$1,600	\$0	\$2,400	\$0	0	0	\$3,200	\$0	\$4,000	\$0	0	0
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$284,749						\$548,551						\$743,041					
PROJECTED Program Expenditures ³							NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”											
	First Year		Second Year		Third Year													
Administration (Chair or Coordinator) ⁴	\$13,780		\$14,469		\$15,193		1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
Faculty (Full-time, total for program) ⁴	\$172,251		\$337,612		\$502,973													
Faculty (Part-time, total for program) ⁴	\$20,931		\$34,886		\$48,840													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program	\$1,000		\$1,200		\$1,400													
Equipment (List in narrative)																		
Other ⁵	\$3,000		\$3,000		\$20,000													
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$210,962		\$391,166		\$588,405													

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Nursing program leading to a Baccalaureate of Science in Nursing degree at Charter Oak State College.

A True Copy:

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

ITEM

Licensure and accreditation of a new program leading to a Baccalaureate of Science in Nursing degree at Charter Oak State College

BACKGROUNDSummary

The proposed fully online program is for adults who have already earned an associate degree in nursing and a Registered Nurse license; expanding the number of the institution's offerings in the health arena and the number of workforce programs. Additionally, nursing students at the community colleges could take online courses concurrently at Charter Oak.

Rationale

A number of forces in medicine are advancing an ideal that registered nurses possess a minimum of a baccalaureate in nursing. An overwhelming majority of graduates of the community colleges' nursing programs have indicated on surveys that they intend to pursue a baccalaureate through an online program. The CSCU System's nursing programs are deficient in this feature. The proposed program has been developed in alignment with the concept-based curriculum adopted by the community colleges. Charter Oak plans to formalize a seamless non-redundant transfer articulation pathway agreement with the community colleges' six nursing programs.

Resources

The cost of course development for the new program will be covered by a grant. Charter Oak will set aside funds for the program's startup costs. Projected revenue will significantly exceed projected expenditures in Year Three of the program.

RECOMMENDATION

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

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 3/29/18	
Most Recent NEASC Institutional Accreditation Action and Date: Fall 2016, 10 year renewal		
Program Characteristics Name of Program: Registered Nurse (RN)/Associate Degree in Nursing (ADN) to Baccalaureate in Nursing (BSN) Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Certificate: (specify type and level) Anticipated Program Initiation Date: fall 2019 Anticipated Date of First Graduation: spring 2021 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? 100% 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: 61 # Cr of Electives in the Field: 8 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 51 <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21	
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) Title of CIP Code		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Main campus		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Collegiate Nursing Education (CCNE), 2020 If program prepares graduates eligibility to state/professional license, please identify: No (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Shirley Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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*:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

- 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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

As part of the CSCU system, Charter Oak State College, the state's only public, online, degree-granting institution provides affordable, diverse, and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. This fully online program for adults who have already earned an associate degree in nursing (ADN) and a Registered Nurse (RN) license is a natural degree for the College to offer. As it is designed, it will also allow adults who have matriculated at Charter Oak to earn additional credits from the community colleges, if they elect to do so, thus saving the students money. Alternatively, students can take these same courses online from Charter Oak, thus providing them with flexibility in scheduling. This degree also continues to expand the number of offerings in the health arena offered by Charter Oak and expands the number of workforce programs offered by the College.

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)*

By the year 2020, the Institute of Medicine (IOM) has set a goal that 80% of registered nurses (RNs) in the United States (US) should possess a minimum of a baccalaureate degree in nursing (BSN) (IOM, 2010). Though the IOM recommendations promote the value of a more educated nursing workforce, they clearly acknowledge the importance of the ADN as an educational pathway for entry into the profession for diverse men and women (IOM, 2010). National education leaders have endorsed the movement to facilitate the academic progression of ADNs to the BSN and beyond (AACN, AACC, ACCT, NLN, NOADN, 2012). Annually, close to 50% of CT's RN candidates graduate with an ADN (CT State Board of Examiners for Nursing, 2013-2017). Of these, 63% graduate from the CT Community College Nursing Program (CT-CCNP) (CT State Board of Examiners for Nursing, 2013-2017). The CT-CCNP has regularly surveyed graduating students related to their plans for educational advancement. The surveys reveal that just under 100% of respondents plan to continue their education (CT-CCNP, 2015, 2016). An RN to BSN program is in the plans for 75% of respondents, while 24% plan to enroll in an RN to MSN program (CT-CCNP, 2016). Close to three quarters of these graduates would prefer to enroll in an online program (CT-CCNP, 2015, 2016). To meet similar preferences nationwide, some 747 RN to BSN programs are available throughout the US, with more than 600 (80%) offered at least partially online (AACN, 2017).

According to the Bureau of Labor Statistics as of May 2016, CT's registered nurses earn a mean annual salary of \$78,270 and an hourly wage of \$37.63. Location quotients for employment of nurses throughout the regions of CT range from 0.79-1.35. The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average. The range of these ratios correspond to population densities and numbers of healthcare facilities available for employment within the regions of CT. Connecticut's Preschool through Twenty and Workforce Information Network (P20 WIN) securely links data between education and workforce agencies in the state. Data from P20 WIN inform that collectively, over the 3 most recent reporting periods, graduates of the CT-CCNP are employed within CT's healthcare sector at the rate of 81% (2012-13), 86% (2013-14) and 89% (2014-15) at the third quarter following graduation. As a "strictly CT" data source, these data do not capture graduates who work outside of CT, thus we are confident employment rates are even higher.

CT-CCNP graduates who advance their education to the baccalaureate in nursing (BSN) through a program such as the proposed Charter Oak RN/ADN to BSN program, increase their opportunities for advancement in the workplace and increased earnings. A BSN affords a registered nurse greater opportunity for leadership positions in patient care settings and in some cases increases opportunities to obtain a position in other settings.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

In addition, nurses with a BSN may choose to approach further education later in their career required for roles such as nurse practitioner, nurse educator/faculty, or a doctorally prepared nurse researcher or university faculty.

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?

Charter Oak State College's mission is to serve adult students through alternative modes of services. The proposed fully online program is designed to meet the needs of busy, working adults. In addition, the ADN to BSN degree adds to the growing number of programs offered by Charter Oak in the health arena—B.S. in Health Information Management, B.S. in Health Care Administration, concentration in Health Studies, and certificates in Health Information Management, Health Insurance Customer Service, Health Care Administration, and credentials in Long Term Care and Medical Coding.

Charter Oak has over 15 years of online course delivery experience and a solid method for developing and delivering online courses.

- 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)*

The program has been developed in alignment with the concept-based ADN curriculum (program modification) that is currently undergoing approval at CT's community colleges to ensure seamless transfer. Upon program approval, Charter Oak plans to formalize a seamless, non-redundant transfer articulation pathway agreement with the CT Community College Nursing Program (CT-CCNP) offered at six of the CT community colleges.

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

With three-quarters of graduating CT-CCNP students seeking an online RN/ADN to BSN program, CSCU programs are deficient in this feature. The offering of a unique online RN/ADN to BSN program by CSCU's own online college, Charter Oak State College (COSC), rounds out opportunities available through CSCU institutions for the greater than 400 CT-CCNP graduates each year and the many ADNs employed by CT's healthcare institutions who seek a BSN. In addition to the RN to BSN programs offered by CCSU, SCSU and WCSU, a shared online curriculum model aligned with the CT-CCNP concept-based curriculum would seamlessly advance the CT-CCNP ADN toward the competencies of a baccalaureate prepared nurse. The shared curriculum model was chosen for this program based upon its identification as one of the four most promising practices for the educational advancement of ADNs to the BSN (Close, Gorski, Scroczyński, Farmer, & Wortock, 2015). Consistent program philosophies between the CT-CCNP and the COSC online RN to BSN program, would eliminate redundancy in the educational advancement experience.

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.)

Charter Oak will set aside dollars for the startup costs. Course development is covered by a grant. As with most new programs Charter Oak launches that require a program administrator, the College doesn't recoup its costs until year three. Since Charter Oak pays faculty per student, the income and expenses vary with enrollment.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

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. Demonstrate purposeful, informed, outcome-oriented thinking and action.
2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges.
3. Integrate leadership skills of systems thinking, communication and change facilitation to meet patient care and organizational needs across the continuum of care.
4. Recognize the impact of economic, political, social, ethical and demographic forces affecting the delivery of regional, national and global health care.
5. Provide care that is cognizant of and respectful of the patients' cultural beliefs and practices.
6. Interact using effective communication skills with patients, families and interprofessional team members fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. Identify and integrate reliable evidence to provide the highest level of quality nursing care.
8. Participate in patient safety and quality initiatives within the context of an inter-professional team.
9. Utilize and manage information technology to provide safe, effective patient care and incorporate current knowledge in health care delivery.
10. Incorporate professional nursing standards and accountability into practice.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*
One full time administrator will be hired to direct and teach in the program. The qualifications of the nurse administrator will be consistent with CCNE accreditation requirements with doctoral preparation preferred. Once the program is approved by the BOR, the College will commence the hiring process.

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?

0

What percent of credits in the program will be taught by adjunct faculty?
All will be taught by adjunct faculty and the full time administrator.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program
Master's degree in nursing, preferably with higher education experience and online teaching experience.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

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*		
NUR 300 Baccalaureate Nursing Role	1, 3, 4, 9,10	ADN	3	COSC Cornerstone		3
NUR 310 Healthcare Policy, Economics, Regulation and Ethics	1, 3, 4, 10	ADN	4	COSC Global Curric Req		3
NUR 315 Nursing Research and Expanded Evidence-Based Practice	1, 2, 7	ADN	3	COSC Quantitative Reasoning MAT 105 Statistics (CC MAT*167 Principles of Statistics)		3
NUR 320 Population Health (3 cr lecture; 2 cr practicum)	1, 2, 4, 5, 6, 7	ADN	5	COSC Aesthetic (see list of CC courses meeting req)		3
NUR 400 Continuous Quality Improvement, Safety, and Interprofessional Collaboration	6, 8, 9	ADN	4	COSC Non-US (see list of CC courses meeting req)		3
NUR 410 Organization and Systems Leadership across the Continuum of Care	1, 2, 3, 4, 6, 8, 9, 10	ADN	4	COSC US (see list of CC courses meeting req)		3
NUR 415 Baccalaureate Nursing Capstone	1, 2, 3, 7, 9, 10	ADN	3	COSC Oral (see list of CC courses meeting req)		3
				Total CR to be completed at COSC → 26 + 6 = 32		
Total BSN Nursing Course Credits			26	Total		21
Core Course Prerequisites				Elective Courses in the Field		
ADN Nursing Course work (Block Credit Transfer)			35	CC CHE* 111 (or equivalent)^		4
Additional CT-CCNP credits transferred toward the BSN:				CC BIO*1XX (or equivalent)^		4
BIO*211 Anatomy & Physiology I			4	<i>^these courses are taken as admissions requirements by most CT-CCNP students, other courses can be substituted with approval</i>		
BIO*212 Anatomy & Physiology II			4			
BIO*235 Microbiology			4			
ENG*101 English Composition			3			
ENG*102 English Comp & Lit (or 200 level ENG)			3			
Elective: Humanities, FA (see CC courses meeting COSC Req)			3			
PSY*111 General Psychology			3			
PSY*201 Life Span Development			3			
SOC*101 Principles of Sociology			3			
Total			91	Total Required		29
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)			0			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
Total Credits required for the BSN Degree						120

*A table containing course descriptions, learning outcomes, and credits is attached.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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 RN/ADN to BSN program has been designed to meet the recommendations of the *Connecticut Articulation Model for Nurse Educational Mobility* (CLN, 1992, 2014), established at the urging of the Connecticut state legislature in 1992 to maximize opportunities for nursing educational advancement. Consistent with the model, the Charter Oak RN/ADN to BSN program incorporates full acceptance of the 35 credits earned in the nursing discipline through the CT-CCNP. In addition, full acceptance of all general education requirements of the CT-CCNP is incorporated. Charter Oak is exploring a mechanism to require only the program core courses in the nursing discipline for CT-CCNP graduates who possess a baccalaureate degree in another field. The program core courses in the nursing discipline have been developed to meet the *Essentials of Baccalaureate Education for Professional Practice* (CCNE, 2008) using the *Massachusetts Nurse of the Future Core Competencies* as a curricular framework (MA NOF, 2010, 2016) and minimize redundant educational requirements.

Consistent application of the knowledge, skills, and attitudes of the baccalaureate prepared nurse is a requirement of all courses through interactive learning opportunities. Clinical practice application is a component of two courses and provides students with the opportunity to demonstrate the integration of new knowledge, skills, and attitudes acquired through the coursework. A culminating three credit capstone course requires students to demonstrate behaviors consistent with baccalaureate nursing practice through a clinical application experience. As licensed registered nurses, students collaborate with faculty and clinical practice settings to meet the learning outcomes of the capstone course through manageable and meaningful projects.

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

The Charter Oak Cornerstone course maximizes prior learning and experience in activities such as scholarly writing and analysis to enhance the success of students with baccalaureate level learning. Additional liberal education requirements ensure the education of the nurse across representative academic disciplines.

As a component of the capstone course requirements, with the assistance of the faculty, students identify and provide justification for a project related to a specific population health challenge. Students then design and implement their project and evaluate its impact. Some examples of student projects are as follows:

- Participate in implementing or evaluating a Global Health Initiative
- Significant leadership in taking political action which directly impacts health
- Show an improvement in nursing care for consumers
- Professional development for allied health and or human services staff
- Develop, deliver, and evaluate a change on a unit in compliance with the area's health organization
- Develop and implement new policy/procedure
- Develop and implement a community health fair
- Development or update a clinical guideline, care plan or policy
- Provide an employee safety or skills fair initiative
- Implement an occupational health initiative or workplace wellness initiative
- Create and evaluate a public online education module
- Collaborate with an institution, such as a day care center or homeless shelter, to develop and implement a policy to minimize transmission of communicable diseases

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

- Work with staff to write an administrative policy that will improve care/communication among the units in the facility
- Lead a interprofessional performance improvement team currently working on implementation/evaluation of national patient safety goals
- Work with public health and or community leaders to develop a disaster/emergency preparedness plan for a specific population (i.e. group home) in a community

*Attachments providing course descriptions, learning outcomes, credits, and a sample course sequencing plan are provided

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.

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

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

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)

PROJECTED Enrollment	First Year 2018-19						Second Year 2019-20						Third Year 2020-21					
	Fall		Spring		Summer		Fall		Spring		Summer		Fall		Spring		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)								30		40				30		40		
Continuing Students (progressing to credential)										25		30		60		85		40
Headcount Enrollment (credits in parentheses)								30 (180)		65 (390)		30 (180)		90 (540)		125 (750)		40 (240)
Total Estimated FTE per Year ¹							31.25						70					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall		Spring		Summer		Fall		Spring		Summer		Fall		Spring		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition & Fees ²								64410		139,555		64410		199,027		276,426		88,456
Tuition & Fees from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$0						\$268,375						\$563,909					
PROJECTED Program Expenditures ³							<div>NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</div> <div><div>1</div>1 FTE = 12 credit hours for undergraduate programs per year; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring (1 FTE = 24 credits per year)</div> <div><div>2</div>Revenues from all courses students will be taking. In-state tuition plus college & tech fee.</div> <div><div>3</div>Capital outlay costs, instructional spending for research and services, etc. can be excluded.</div> <div><div>4</div>If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.</div> <div><div>5</div>e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</div> <div><div>6</div>Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance. Indirect is 8% of salary and fringe.</div>											
	First Year	Second Year		Third Year														
Administration (chair or coordinator) ⁴	\$86,450 Spring 2019 (half year)	\$172,900 (includes fringe)		\$172,900														
Faculty (FT, total for program) ⁴	0	0		0														
Faculty (PT, total for program) ⁴ \$230.10 per seat + 50% fringe	0	7 faculty \$86,288		13 faculty \$193,284														
Support Staff (lab or grad assist)	0	0		0														
Library Resources Program	5,000	0		0														
Equipment (list in narrative)	0	0		0														
Other – Course Development ⁵	31,000 (21K non-expense course dev grant + CCNE)	15,000 (CCNE site visit)		3,000 CCNE membership														
Estimated Indirect Costs ⁶	6,916	20,735		29,295														
Total Expenditures per Year	\$108,366		\$294,923		\$398,479													
Net Profit	(108,366)		(26,548)		165,430													

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

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- Institute of Medicine (US). Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing. (2010). *Summary of the February 2010 forum on the future of nursing education*.
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Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 300 Baccalaureate Nursing Role	3	Admission to Program or Permission of the Program Director	The baccalaureate nursing role is examined expanding on the foundations of associate degree nursing education. The course emphasizes contemporary issues related to and including nursing history and theory, ethics, professional development, scholarship, research and evidence-based practice, intra- and inter-professional relations influencing teamwork and collaboration across health care delivery settings, population health, and healthcare policy, finance and regulatory environments.	<ol style="list-style-type: none"> 1. Examine significant events in nursing history that have influenced the profession's evolution. 2. Discuss the role of nursing theory in guiding practice at the bedside and within an organization. 3. Describe strategies to address ethical dilemmas in nursing practice and organizational leadership. 4. Compare the characteristics of research and evidence-based practice. 5. Understand the need to withstand, recover or grow in the face of stressors and changing demands. 6. Demonstrate scholarship including sound written and oral presentation skills. 7. Discuss the importance of constructive intra- and interprofessional communications in safe, effective patient care and organizational improvement. 8. Evaluate the similarities and differences in nursing care of individuals versus care of families, communities and populations of clients. 	PLO #1,3,4,9,10 <ol style="list-style-type: none"> 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 3. Integrate leadership skills of systems thinking, communication and change facilitation to meet patient care and organizational needs across the continuum of care. 4. Recognize the impact of economic, political, social, ethical and demographic forces affecting the delivery of regional, national and global health care. 9. Utilize and manage information technology to provide safe, effective patient care and incorporate current knowledge in health care delivery. <p>Incorporate professional nursing standards and accountability into practice.</p>

Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

				<p>9. Investigate how health care policy at national and state levels affects nursing practice and the profession.</p> <p>10. Explore the impact of health care financing decisions on delivery of health care and the well-being of individuals and communities.</p> <p>11. Analyze the role of relevant regulatory bodies on nursing practice and healthcare organizations.</p>	
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Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 310 Healthcare Policy, Economics, Regulation and Ethics	4	NUR 300	Course examines the leadership issues related to professional nursing and health from an economic, legal, regulatory and political framework. Evidence based strategies designed to influence organizational, institutional and governmental decisions impacting nursing, leadership and health care are discussed. Topics for discussion include compliance with regulatory standards, nursing ethics and professional responsibility and the sociopolitical landscape.	<ol style="list-style-type: none"> 1. Analyze the role of relevant regulatory bodies on nursing practice and healthcare organizations. 2. Delineate economic and patient care delivery influences of competition, regulation and profit motive in health care delivery. 3. Demonstrate a working knowledge of staffing budget development in inpatient and outpatient settings. 4. Discuss the impact of value-based reimbursement. 5. Investigate how health care policy at national and state levels affects nursing practice and the profession. 6. Engage in ethical reasoning and actions to promote advocacy, collaboration and social justice. 7. Articulate legal and ethical issues relevant to managing nursing care in varied settings. 8. Employ problem solving strategies to determine professional nursing potential to address health care disparities. 9. Identify community, state and global health issues that influence the delivery of health care. 10. Describe strategies to address ethical dilemmas in nursing 	PLO #1,2,4,6,10 <ol style="list-style-type: none"> 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges. 4. Recognize the impact of economic, political, social, ethical and demographic forces affecting the delivery of regional, national and global health care. 6. Interact using effective communication skills with patients, families and interprofessional team members fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes. 10. Incorporate professional nursing standards and accountability into practice.

Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

				practice and organizational leadership. 11. Demonstrate understanding of ethical principles, values, concepts and decision making that apply to professional nursing practice, interprofessional collaboration and patient care.	
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Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 315 Nursing Research and Expanded Evidence-Based Practice	3	NUR 300	This course examines sources of evidence, the nature of inquiry, and research concepts, language and processes. Qualitative and quantitative research methods are compared. Skills needed to select, critique and apply nursing research are developed. Levels of evidence are explored and applied to developing an evidence-based practice brief in the student's area of clinical interest. Prerequisite: Statistics.	<ol style="list-style-type: none"> 1. Identify and analyze sources of evidence relevant to type of research inquiry. 2. Describe the research process utilizing applicable concepts and terminology. 3. Differentiate between evidence, theory and research in nursing practice area of interest. 4. Compare qualitative and quantitative methodologies in nursing research and appropriate application of each. 5. Relate the application of research and information management to develop and maintain current theory-based nursing across the continuum of care and organizational structure. 6. Develop research critique knowledge and skills. 7. Discuss levels of evidence and approaches to determining appropriate application to inquiry. 8. Describe rationale for research to include diverse groups for generalizability of results, interpretation of studies, and application to practice. 9. Identify and investigate a clinical nursing problem of interest to develop and present a current, comprehensive evidence-based practice brief. 	PLO #1, 2, 7 <ol style="list-style-type: none"> 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges. 7. Identify and integrate reliable evidence to provide the highest level of quality nursing care.

Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 320 Population Health	5 3L 2P	NUR 300 and NUR 315	Course explores population focused nursing to enhance individual, family and community well-being by analyzing and incorporating social and cultural characteristics that impact health. Topics include social determinants of health, epidemiology, environmental health and public health science. The practicum provides opportunity to support health promotion efforts for a selected population. <i>Note: course is 3 credits of Lecture/theory and 2 credits of clinical Practicum (90 hours of clinical practice over one semester)</i>	<ol style="list-style-type: none"> 1. Detail the current forces contributing to the decline in quality, increasing fragmentation and rising costs of healthcare in United States 2. Discuss the political, economic, environmental and cultural factors impacting health and health care with a global nursing view 3. Identify the Triple Aim and the impact on nursing care across the continuum of care. 4. Describe the components of the Robert Wood Johnson Culture of Health Framework. 5. Define the difference between population health and population health management. 6. Identify population health nursing roles. 7. Utilize county health rankings and other relevant data sources to identify major health issues in county of residence. 8. Describe how cultural diversity, ethnic, spiritual and socioeconomic backgrounds function as sources of patient, family and community values. 9. Analyze the multiple dimensions of patient centered care including patient/family/ community 	PLO # 1, 2, 4, 5, 6, 7 <ol style="list-style-type: none"> 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges 4. Recognize the impact of economic, political, social, ethical and demographic forces affecting the delivery of regional, national and global health care. 5. Provide care that is cognizant of and respectful of the patients' cultural beliefs and practices. 6. Interact using effective communication skills with patients, families and interprofessional team members fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes. 7. Identify and integrate reliable evidence to provide the highest level of quality nursing care.

Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

				<p>preferences, and values; coordination and integration of care; information, communication and education; physical comfort and emotional support; involvement of family and significant other, care transitions and continuity.</p> <p>10. Identify the tools needed to promote learning and behavior change that promote health and meet social and emotional needs</p> <p>11. Develop individualized learning objectives for a community- based practicum (practicum)</p> <p>12. Negotiate appropriate practicum site to accomplish individualized learning objectives (practicum)</p> <p>13. Describe the perspectives and the contributions of the interprofessional team within the community service organization (practicum)</p> <p>14. Describe the workforce diversity, health disparities and social determinants of health that are being addressed with the community service organization practicum site (practicum)</p>	
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Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 400 Continuous Quality Improvement, Safety and Interprofessional Collaboration	4	NUR 300, NUR 310, and NUR 315	Examines quality improvement and safety initiatives focused on measuring and improving patient outcomes and the interprofessional collaboration and communication skills needed to effectively communicate with patients, families and other health professionals in a responsible and responsive manner that supports a team approach to quality health care. Topics include the factors that create a culture of safety and the nursing context for improving the processes of care and outcomes.	<ol style="list-style-type: none"> 1. Identify National Patient Safety Goals and application in various organization settings. 2. Identify human factors and basic safety design principles that affect patient safety. 3. Describe the elements for sustaining High Reliable Organizations (HRO). 4. Describe processes used in understanding causes of errors and in allocation of responsibility and accountability. 5. Identify the benchmarks that arise from established safety initiatives. 6. Recognize the complexity and sensitivity of the clinical management of medical errors and adverse events. 7. Describe the effective use of technology and standardized practices that support safe practice. 8. Define the elements of root cause analysis. 9. Analyze nursing accountability and action to ensure quality health care and patient safety. 10. Explain the importance of variation and measurement in providing quality of nursing care with awareness of diverse populations and/or issues. 	PLO # 1,2,6,7,8, 9, 10 <ol style="list-style-type: none"> 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges. 6. Interact using effective communication skills with patients, families and interprofessional team members fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes. 7. Identify and integrate reliable evidence to provide the highest level of quality nursing care. 8. Participate in patient safety and quality initiatives within the context of an inter-professional team. 9. Utilize and manage information technology to provide safe, effective patient care and incorporate current knowledge in health care delivery. 10. Incorporate professional nursing standards and accountability into practice

Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

				<ul style="list-style-type: none">11. Identify the domains of interprofessional competencies and the connection to nursing care.12. Describe scope of practice, team missions, objectives norms and resources and roles of interprofessional and nursing health care team.13. Demonstrate understanding of the impact of effective collaboration and interprofessional team functioning on safety and quality of care.	
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Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 410 Organization and Systems Leadership across the Continuum of Care	4	NUR 300, NUR 310, NUR 315, & NUR 400	This course explores the principles of organizations and systems, leadership and management strategies for the baccalaureate prepared registered nurse in a variety of healthcare settings. Emphasis will be on the skills necessary to facilitate group dynamics, personnel management and the coordination of care of clients and health care personnel. Current quality improvement and safety standards that differentiate health care organizations and the use of advanced technology to analyze and synthesize information to make critical decisions will also be examined.	<ol style="list-style-type: none"> 1. Use critical thinking to analyze the dynamics of leadership and management in nursing. 2. Demonstrate an awareness of and responsiveness to the larger context of the health care system. 3. Analyze the dynamics of systems thinking and change theory strategies as they relate to the ethical, moral and legal dimensions of professional nursing. 4. Discuss collaboration within significant systems utilizing advocacy and change theory in conflict management and performance appraisal for the delivery of professional nursing care. 5. Delineate how to integrate leadership skills of systems thinking, communication and facilitating change to meet patient care needs. 6. Describe quality improvement and safety standards as a basis for evaluating the effectiveness of organizations. 7. Recognize the complexity of the health care delivery system including how patient care services are organized and 	PLO # 1, 2, 3, 4, 6, 8, 9, 10 <ol style="list-style-type: none"> 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges. 3. Integrate leadership skills of systems thinking, communication and change facilitation to meet patient care and organizational needs across the continuum of care. 4. Recognize the impact of economic, political, social, ethical and demographic forces affecting the delivery of regional, national and global health care. 6. Interact using effective communication skills with patients, families and interprofessional team members fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes. 8. Participate in patient safety and quality initiatives within the context of an interprofessional team.

Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

				financed and how reimbursement is structured. 8. Explain the centrality of the interprofessional team to quality patient care. 9. Identify the impact of sociocultural, economic, legal and political factors influencing health care delivery and practice. 10. Discuss how to incorporate budget and resource allocation into the management role. 11. Describe how technology and information management are related to the quality and safety of patient care.	9. Utilize and manage information technology to provide safe, effective patient care and incorporate current knowledge in health care delivery. 10. Incorporate professional nursing standards and accountability into practice.
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Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN Course Descriptions and Learning Outcomes

Course Title	Credits	Pre or Co-Requisite Course(s)/Other requirements	Course Description	Course Learning Outcomes (SLOs)	Program Learning Outcomes (PLOs)
NUR 415 Baccalaureate Nursing Capstone	3	NUR 300, NUR 310, NUR 315, NUR 320, NUR 400, & NUR 410	<p>Synthesis of the baccalaureate nursing role is demonstrated by application of theories and concepts from nursing, liberal arts, and science to respond to complex and specific needs of student-selected, faculty approved, population. Students identify and provide rationale/justification for the project related to a specific population health challenge, investigate and analyze current relevant knowledge, design and implement a project to address the identified challenge and evaluate the impact. Written and oral project presentation required.</p> <p><i>Note: course is 3 units "laboratory" (135 hours over the semester) that is focused on leadership in solving a population-based challenge in a health care delivery setting.</i></p>	<ol style="list-style-type: none"> 1. Identify specific health challenges of a selected population. 2. Negotiate appropriate site to accomplish project. 3. Determine and describe rational for one challenge of the population amenable to intervention. 4. Identify and analyze current, relevant literature that addresses components of the population's challenge. 5. Apply broad range of theory and concepts to design a project that addresses the specific challenge. 6. Implement project and assess outcomes. 7. Analyze alternate strategies that could improve outcomes. 8. Discuss how the project demonstrates baccalaureate nursing role competencies, has contributed to personal professional development and influences future practice. 9. Exhibit scholarship including sound written and oral presentation skills. 	<p>PLO #1, 2, 3, 7, 9, 10</p> <ol style="list-style-type: none"> 1. Demonstrate purposeful, informed, outcome-oriented thinking and action. 2. Use critical thinking skills to make sound clinical judgments, identify and address individual, population, and organizational challenges. 3. Integrate leadership skills of systems thinking, communication and change facilitation to meet patient care and organizational needs across the continuum of care. 7. Identify and integrate reliable evidence to provide the highest level of quality nursing care. 9. Utilize and manage information technology to provide safe, effective patient care and incorporate current knowledge in health care delivery. 10. Incorporate professional nursing standards and accountability into practice.

Connecticut State Colleges and Universities
Application for New Program Approval
RN/ADN to BSN NUR Course Offerings and Sequencing

The NUR course sequencing and Pre-or Co-requisites allow for maximum student scheduling flexibility while ensuring curricular integrity. The course sequencing pattern differs depending upon whether a student/cohort commences the program in the FALL or SPRING. Summer offerings accommodate relatively shorter summer session and unit load. The only difference between the two patterns is that Nurs 320 and Nurs 310 are switched in the sequence. This pattern is based on cohort scheduling with the opportunity for individualized student program planning in response to unforeseen student and/or program circumstances.

Students who need to take the general education courses can do so along with the NUR courses and may approach full time study.

NUR Course Sequence (terms are 8 weeks in length)

FALL start

Semester	FALL		SPRING		SUMMER	
<i>TERM</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>
COURSES	NUR 300 (3) NUR 315 (3)	NUR 310 (4)	NUR 320 (5)	NUR 400 (4)	NUR 410 (4)	NUR 415 (3)
Credit Total	6	4	5	4	4	3

SPRING start

Semester	SPRING		SUMMER		FALL	
<i>TERM</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>2</i>
COURSES	NUR 300 (3) NUR 315 (3)	NUR 320 (5)	NUR 310 (4)	NUR 400 (4)	NUR 410 (4)	NUR 415 (3)
Credit Total	6	5	4	4	4	3

Prerequisites and corequisites:

NUR 300 (Pre- or co-requisite: Admission to Program or permission of Program Director)

NUR 310 (Pre- or co-requisite: NUR 300)

NUR 315 (Pre- or co-requisite: NUR 300)

NUR 320 (Pre- or co-requisite: NUR 300 and NUR 315)

NUR 400 (Pre-or co-requisite: NUR 300, NUR 310 and NUR 315)

NUR 410 (Pre-or co-requisite: NUR 300, NUR 310, NUR 315, NUR 400)

NUR 415 (Pre-or co-requisite: NUR 300, NUR 310, NUR 315, NUR 320, NUR 400, NUR 410)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Sustainable Food Systems program leading to a Certificate 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 new Sustainable Food Systems program leading to a Certificate at Naugatuck Valley Community College

BACKGROUNDSummary

The proposed program will provide students with career skills in agriculture and the food-service industry and prepared them for professional certification as a Qualified Food Operator and/or Commercial Pesticide Applicator. The occupational outlook for sustainable foods is strong in Connecticut. Job growth has been and is expected to exceed 11%. A summit held at NVCC and attended by industry members, community partners and legislators illustrates support for the proposed program's curriculum.

Rationale

NVCC has well-developed programs in Horticulture and Hospitality. The proposed program would utilize the strengths of the existing programs - curriculum, faculty and other associated resources, including the campus' four existing greenhouses. There are no similar programs at the associate level in the state.

Resources

Projected revenue significantly exceeds projected expenditures in each year for the first three years of the program.

RECOMMENDATION

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

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: 4/11/2018	
Most Recent NEASC Institutional Accreditation Action and Date: June 2013 - accredited through 2023		
Program Characteristics Name of Program: Sustainable Food Systems Degree: Title of Award (e.g. Master of Arts) Certificate Certificate: (specify type and level) Credit Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: Spring 2019 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): 16	Program Credit Distribution # Cr in Program Core Courses: 10 # Cr of Electives in the Field: 6 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 16 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 16	
Type of Approval Action Being Sought: Licensure or X Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) 010308 Title of CIP Code Agroecology and Sustainable Agriculture		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: STEM Division, NVCC Waterbury Campus		
Other Program Accreditation: <ul style="list-style-type: none"> 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: CT Commercial Operator Certification to Engage in Use of Pesticides; SERVSAFE certification (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Peter Angelastro	Title: Academic Division Director, STEM	Tel.: 203-596-8690 e-mail: pangelaastro@nv.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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Sustainable Food Systems certificate program provides students with career skills in the agriculture and food-service industry. The curriculum will allow students to pursue professional certification as a Qualified Food Operator and Commercial Pesticide Applicator. Students will learn the fundamentals of food safety, fruit and vegetable production, integrated pest management, and associated food service issues. Graduates of the program will be qualified to work in a variety of positions associated with local food processing facilities, which includes farm-table operations, agricultural enterprises, and wholesale food distribution centers.

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)*

The overall outlook for careers in Sustainable Food Management/Production in Connecticut is strong. From 2007-2015, the total job growth of food production/processing careers was 11%. Agricultural food production within the state generates \$541 million in sales revenue annually, of which 45% is greenhouse/nursery crops, 8% fruit production, and 8% vegetable and melon farming. Food-processing (or the added-value of raw materials through canning, packaging, etc.) generates an additional \$1,200 million in sales. [Ref: *Economic Impacts of Connecticut's Agricultural Industry: Update 2015*. Zwick Center for Food and Resource Policy. Lopez, Rigoberto; Boehm, Rebecca; Pineda Marcela.]

These conditions illustrate the opportunity to address workforce needs through proper technical skill training and community engagement. NVCC held a Horticulture & Hospitality summit which brought legislators, industry members, and associated community partners together to discuss the need for educational opportunity in food systems. The attendance, feedback, and discussions from the event illustrate wide support for this type of curriculum within the state.

Students in the Sustainable Food System field will be able to pursue employment in a variety of important and burgeoning fields. These include: nursery worker, nursery manager, farm workers, farm managers, food service supervisor, food science technician and pesticide handlers among others. Data was collected from the U.S. Department of Labor, the U.S. Bureau of Labor Statistics, and the CT Department of Labor.

Food Service Manager

Description: Food service supervisors are responsible for the daily operation of restaurants and other establishments that prepare and serve food and beverages. They direct staff to ensure that customers are satisfied with their dining experience, and they manage the business to ensure that it is profitable.

Annual projected job openings (CT): 320

Estimated # positions in 2014 (CT): 8,290

Projected # positions in 2024 (CT): 9,000 (9% change)

Median Pay (CT): \$33,510 per year

Annual projected job openings (U.S.): 35,290

Estimated # positions in 2014 (U.S.): 890,100

Projected # positions in 2024 (U.S.): 978,600 (10% change)

Median Pay (U.S.): \$31,480 per year

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Pesticide Handlers

Description: Mix or apply pesticides, herbicides, fungicides, or insecticides through sprays, dusts, vapors, soil incorporation, or chemical application on trees, shrubs, lawns, or botanical crops. Usually requires specific training and State or Federal certification.

Annual projected job openings (CT): 10

Estimated # positions in 2014 (CT): 200

Projected # positions in 2024 (CT): 210 (6% change)

Median Pay (CT): \$32,090 per year

Annual projected job openings (U.S.): 5,000

Estimated # positions in 2014 (U.S.): 38,000

Projected # positions in 2024 (U.S.): 40,000 (8% change)

Median Pay (U.S.): \$33,740 per year

Agricultural and Food Science Technicians

Description: Perform standardized qualitative and quantitative tests to determine physical or chemical properties of food or beverage products.

Annual projected job openings (CT): N/A; 28 in Life/Physical/Social Science Technician (other)

Estimated # positions in 2014 (CT): N/A; 520 in Life/Physical/Social Science Technician (other)

Projected # positions in 2024 (CT): N/A; 580 (11.5% change) in Life/Physical/Social Science Technician (other)

Median Pay (CT): \$26,020 per year

Annual projected job openings (U.S.): 15,840

Estimated # positions in 2014 (U.S.): 27,500

Projected # positions in 2024 (U.S.): 29,200 (6% change)

Median Pay (U.S.): \$37,550 per year

Nursery Workers and Farm Workers

Description: Work in nursery facilities or at customer location planting, cultivating, harvesting, and transplanting trees, shrubs, or plants. Manually plant, cultivate, and harvest vegetables, fruits, nuts and field crops. Use hand tools, such as shovels, trowels, hoes, tampers, pruning hooks, shears, and knives. Duties may include tilling soil and applying fertilizers; transplanting, weeding, thinning, or pruning crops; applying pesticides; cleaning, packing, and loading harvested products.

Annual projected job openings (CT): 70

Estimated # positions in 2014 (CT): 2,620

Projected # positions in 2024 (CT): 2,640 (1% change)

Median Pay (CT): \$24,200 per year

Annual projected job openings (U.S.): 12,520

Estimated # positions in 2014 (U.S.): 470,200

Projected # positions in 2024 (U.S.): 427,300 (-9% change)

Median Pay (U.S.): \$22,000 per year

Farm Manager/Front Line Supervisor of Farming or Nursery Manager

Description: Farm managers are responsible for the daily operations and material outputs of agricultural establishments. They oversee crews of workers, set crop schedules, and integrate pest management protocols.

Annual projected job openings (CT): 5

Estimated # positions in 2014 (CT): 187

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Projected # positions in 2024 (CT): 182 (-2.7% change)

Median Pay (CT): \$40,615 per year

Annual projected job openings (U.S.): 15,840

Estimated # positions in 2014 (U.S.): 929,800

Projected # positions in 2024 (U.S.): 911,700 (-2% change)

Median Pay (U.S.): \$66,360 per year

- 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 Naugatuck Valley Community College currently has well-developed Horticulture and Hospitality programs on campus. The Sustainable Food Systems proposal would utilize the strengths of both of these existing programs, which would include curriculum, equipment, faculty, and other associated resources. Additionally, the NVCC campus has 4 existing greenhouses and multiple garden laboratories on-site. This program would make full use of these unique resources.

- 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*)

A number of courses within this program have current articulation with UConn's Sustainable Plant and Soil Systems Degree; the program was introduced and discussed with Dr. Richard McAvoy, Department Head of UConn Sustainable Plant Program.

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

There are currently no programs that offer similar curriculum or degrees at the Associate level. This would be a unique program offering specifically merging Hospitality and Horticulture curriculum. UConn offers a Sustainable Plants and Soil Systems Baccalaureate degree.

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.)

The Sustainable Food Systems courses are courses that are used for both the Horticulture and Hospitality degrees. The only new cost is the cost of the adjunct instructor for one new course – Vegetable and Herb Production. Fruit and Vegetable Production was one course and was approved to be split into two courses starting in the fall 2018 semester. The adjunct cost was based on the Tentative Agreements signed between the BOR and the collective bargaining units. The year 1 cost is 5.5% greater than the cost in academic year 2017-2018. Years 2 and 3 were both assumed to be 5.5% greater than the year 1 cost.

Since this is a 16 credit certificate, it was assumed any student that starts as a full-time (12 credit) student would become a part-time student in the next semester. Part-time students were all assumed to be 6 credit students. The tuition cost is the academic year 2018-2019 cost for all three projected years.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

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. Students will learn and apply the commercial food safety standards for preventing food-borne illness, including associated legal regulations and national SERVSAFE certification.
2. Students will learn and apply proper safety protocols for pesticide application and handling utilizing national integrated pest management standards. These applications will be in-class and field based studies which include biological control mechanisms and congenital chemical applications.
3. Students will demonstrate proficiency in agricultural operations which will include equipment operation and troubleshooting, nutrient analysis, and crop scheduling/succession.
4. Students will learn proper production methods for fruit and vegetable crops as it relates to commercial agricultural enterprises.

Program Administration (Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)
The certificate in Sustainable Food Systems would require an individual with the minimum of a Master's Degree in Hospitality, Plant Science, Agriculture, or other closely related technical field, 2 to 5 years of relevant teaching experience OR a written statement of equivalent certifications and experience is regulated. A current faculty member could serve as the administrator of the certificate program and would be identified by the start of the fall 2018 semester.

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?

0

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

90%

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

A Master's degree in the specific field being taught or a Bachelor's Degree with extensive field-experience as an equivalency.

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)

The equipment used by the program is already owned by NVCC for the Hospitality or the Horticulture program. The courses in this certificate are courses that already are approved by the college. Only one of the courses is new and requires no new equipment.

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

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*		
HSP*H109: Food Safety Certification	1	None	1			
HRT*H106: Fruit Production	3,4	None	3			
HRT*H107: Vegetable & Herb Production	3,4	None	3			
HRT*H215: Integrated Pest Management	2	None	3			
Electives Courses in the Field		See Below	6			
Core Course Prerequisites				Elective Courses in the Field		
				HSP*H101: Principles of Food Preparation	1	3
				HSP*H102: Food Production & Purchasing	1	3
				HSP*H125: Wine & Viticulture 1	1,2,3	3
				HRT*H222: Greenhouse Operations & Management	2,3,4	4
				HRT*H224: Plant Propagation & Hybridization	3,4	4
				ACC*H133: Principles of Financial Accounting		3
				BMG*H202: Principles of Management		3
				BMG*H105: Supervision & Organizational Behavior		3
				HRT*H290: CWE/COOP	2,3,4	3
				HSP*H103: Principles of Baking	1	3
				HSP*H216: Artisan Bread	1	3
				HSP*H237: Hospitality Marketing		3
				ECN*H101: Principles of Macroeconomics		3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

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.")*

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

The Sustainable Food Systems certificate entails 1 credit in hospitality courses, 9 credits in horticulture courses, and 6 credits in directed electives from business, hospitality or horticulture based on the student's area of interest in the Sustainable Food Systems industry. Students must take a minimum of 4 credits of coursework at the institution and must maintain a GPA of 2.0.

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

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

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

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
Karen Rotella	UConn	Nutrition, Principles of Food Preparation, Food Safety Certification	Program Coordinator, Hospitality
Peter Cisek	Johnson and Wales University	Wine & Viticulture	
Christopher Tuccio	Harvard University		Program Coordinator, Horticulture

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)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	1	3	0	1	0	0	1	5	0	1	0	0	1	8	0	2	0	0
New Students (first time matriculating)	1	2	0	1	0	0	5	4	1	2	0	0	5	6	1	4	0	0
Continuing Students progressing to credential	0	0	0	7	0	0	0	4	0	18	0	0	0	10	0	18	0	0
Headcount Enrollment	2	5	0	9	0	0	6	13	1	21	0	0	6	24	1	24	0	0
Total Estimated FTE per Year ¹	2	2.5	0	4.5	0	0	6	6.5	1	10.5	0	0	6	12	1	12	0	0
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	\$2368	\$2410	0	\$9640	0	0	\$11,840	\$10,845	\$2368	\$24,100	0	0	\$11,840	\$21,690	0	\$26,510	0	0
Tuition from Internal Transfer ²	\$2368	\$3615	0	\$1205	0	0	\$2368	\$6025	0	\$1205	0	0	\$2368	\$9,640	\$2368	\$2410	0	0
Program Specific Fees (lab fees, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	\$10,761		\$10,845		0		\$31,078		\$27,673		0		\$45,538		\$31,288		0	
PROJECTED Program Expenditures ³							NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) ⁴	0		0		0													
Faculty (Full-time, total for program) ⁴	0		0		0													
Faculty (Part-time, total for program) ⁴	\$5,265		\$5,555		\$5,555													
Support Staff (lab or grad assist, tutor)	0		0		0													
Library Resources Program	0		0		0													
Equipment (List in narrative)	0		0		0													
Other ⁵	0		0		0													
Estimated Indirect Costs ⁶	0		0		0													
Total Expenditures per Year	\$5,265		\$5,555		\$5,555													

- 11 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- 2Revenues from all courses students will be taking.
- 3Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- 4If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.
- 5e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- 6Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Family and Child Studies option within the Social Services program 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

Licensure and accreditation of a new option - a Family and Child Studies within the Social Services program leading to an Associate of Science degree at Capital Community College

BACKGROUNDSummary

Community social service agencies and colleagues from four-year institutions have expressed an urgent need for the proposed options within Capital's Social Service degree program, which currently offers a general degree and three options. The city of Hartford and its surrounding area needs highly-skills practitioners in Family and Child Studies. Those stakeholders have assisted in the development of the new program's curriculum. The agencies have also expressed an eager readiness to provide field placements for enrolled students and possibly part time and/or full time employment. The average annual growth rates are high for occupations for which the proposed program would prepare students.

Rationale

Capital is uniquely situated to expand its Social Services degree program as an urban, ethnically and racially diverse institution to prepare students to enter community and social service occupations; in response the area's needs. Social service students with an associate degree and a robust internship experience will be eligible for entry-level employment. Graduating students would also be prepared to transfer to a number of social service programs at the baccalaureate level.

Resources

Little expenditures would be need for the program's proposed expansion and projected revenue exceed \$100K each year for the first three years of the program.

RECOMMENDATION

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

06/08/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to BOR Office: 3/28/18
Most Recent NEASC Institutional Accreditation Action and Date: Ten Year Accreditation, 2016	
Program Characteristics Name of Program: Social Services Family and Child Studies Degree: Title of Award (<i>e.g. Master of Arts</i>): Associate of Science Certificate: (<i>specify type and level</i>) N/A Anticipated Program Initiation Date: Fall, 2018 Anticipated Date of First Graduation: Spring, 2020 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 50% Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 61	Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 9 # Cr of General Education Courses: 36 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Type of Approval Action Being Sought: <input checked="" type="checkbox"/> Licensure <input type="checkbox"/> OR <input type="checkbox"/> Licensure and Accreditation Suggested CIP Code No. (<i>optional</i>) 44.0701 Title of CIP Code Social Work CIP Year: 2010	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program:	
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: (<i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i>)	
Institutional Contact for this Proposal: Dr. Josiah Ricardo	Title: Professor, Program Coordinator, Social Services Tel.: (860) 906-5033 e-mail: jricardo@capitalcc.edu

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

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

Alignment of Program with Institutional Mission, Role and Scope

The proposed Associate in Science, Social Services Family and Child Studies aligns with Capital Community College's mission to offer associate degrees that prepare individuals for careers and transfer into baccalaureate programs. The proposed program will prepare graduates for both entry-level employment in the areas of social services, non-profit and education, and opportunities for transfer to baccalaureate programs in Child Study, Family Studies, Social Work, Sociology, Psychology and Human Development.

The mission of the proposed degree option is to prepare students to gain knowledge of human development and family studies concepts and theories, and to apply current and emerging knowledge along with best practices to enhance the wellbeing of individuals, families and communities.

Addressing Identified Needs

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

Few courses of study have such a varied workforce application as family studies and child studies. Professions in this area of study contribute significantly to the wellbeing of Connecticut by enriching its families, schools and communities by providing vital and meaningful programs, services and education. The proposed degree develops highly skilled workers and potential transfer students. As a result, many trained experts meet the Connecticut workforce needs in a variety of cross-over professions.

The program option was collaboratively developed by CCC faculty, colleagues at area four-year universities and community members (e.g. employers). All the participants provided extensive input into the knowledge and skills they seek in transfer students and graduates to succeed in their organizations. This input was fully incorporated into the curriculum.

The employment projections in the community and social service sector looks bright for students completing the proposed program (see Table 1). Connecticut Department of Labor statistics points to a need for the program. Within the state of CT, several of the sub-occupation groups are identified as "*In Demand Growth*". The remaining Tables (2-5) provide that data on sub-occupations of community and social services occupations as further examples.

Table 1. CT 2014 – 2024 Occupational Employment Projections – Community and Social Service

Region	Employment		Average Annual Growth Rate	Average Annual Job Openings	Education Level
	2014	2024			
State of Connecticut	40,317	44,740	11%	1,310	Associate- Master's degree

Table 2. CT 2014- 2024 Occupational Employment Projections- Social and Human Service Assistant

Occupation	Estimated Employment 2014	Employment Change 2024	Job Outlook, 2014-2024	Average Annual Wages	Entry-Level Education
Social and Human Service Assistant	8,086	9,089	12.4%	\$38,216	Associate's degree

Table 3. CT 2014- 2024 Occupational Employment Projections- Community Health Workers

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

Occupation	Estimated Employment 2014	Employment Change 2024	Job Outlook, 2014-2024	Average Annual Wages	Entry-Level Education
Community Health Worker	699	790	13%	\$39,433	Associate's degree

Table 4. CT 2014- 2024 Occupational Employment Projections- Mental Health and Substance Abuse Social Workers

Occupation	Estimated Employment 2014	Employment Change 2024	Job Outlook, 2014-2024	Average Annual Wages	Entry-Level Education
Mental Health and Substance Abuse Social Workers	2,222	2,523	13.6%	\$60,819	Bachelor's degree

Table 5. CT 2014- 2024 Occupational Employment Projections- Community Health Workers

Occupation	Estimated Employment 2014	Employment Change 2024	Job Outlook, 2014-2024	Average Annual Wages	Entry-Level Education
Child, Family and School Social Worker	5,688	5,945	4.5%	\$68,955	Bachelor's degree

The proposed degree program provides students the knowledge and skills for the occupational areas discussed. The various occupational areas contain significant overlap in the required knowledge, required skills and work environment. While some of the occupational areas specify a Bachelor's degree as the minimum level of education, feedback from our stakeholders is that students completing an A.S. with a robust internship experience or with prior work experience will be employable, albeit at lower salaries. Primary consideration in choosing candidates is the applicants skill level, knowledge and practical experience required for success in the position. Stakeholders agree that students who acquire the program learning outcomes will possess the background and skills needed for entry-level employment. This degree is designed to serve both students interested in immediate entry-level employment, and students interested in transfer to a baccalaureate institution.

Program coordinators are working in collaboration with Community Renewal Team (CRT), The Village for Families and Children, Catholic Family Services 21st Century Learning Family Centers, and Jumpstart who will provide, not only field placements, but possible part time and/or full-time 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?

The proposed degree will leverage many strengths of the institution to produce highly-skilled graduates for the community and social services occupations. Capital Community College has many strengths which make a program of this kind a unique and applicable program. The college's existing partnerships with employers large and small in the state's capital city and our location in downtown Hartford. Additionally, Capital CC offers several strengths in terms of faculty. A diverse faculty is a hallmark of the college. CCC faculty include a diverse cross-section of experiences and pedagogy. Social Services and Early Childhood Education faculty and adjunct faculty will teach all program specific courses. However, students will have opportunities in other disciplines as well.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

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)

CCC is in early discussions with the University of Connecticut- Hartford and the University of Saint Joseph to create a seamless transfer pathway for students completing the Family and Child Studies degree. Students can also transfer to Charter Oak State College and enroll in either the Child and Youth Development Concentration or the Child Studies Concentration.

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

Naugatuck Valley Community College (NVCC) has a certificate in Child and Family Services. There is no duplication because (1) NVCC is well outside the Hartford metropolitan area that is served by CCC and therefore would not compete for student populations, and (2) NVCC offers only a certificate while the proposal from CCC is an Associate's degree.

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

The Connecticut Department of Labor statistics identifies this occupation as having stable employment and projects strong job prospects. The proposed degree option will provide graduates with the required knowledge and skills for entry-level jobs or transfer to a four-year college or university.

Graduates will fill positions in numerous industries such as Non-Profit, Health Care, Education, Government and Social Services. These industries are all well-represented within Greater Hartford, CCC's service area. Furthermore, the demand for workers is expected to increase within the state as previously illustrated in Table 1, Table 2, Table 3, Table 4, and Table 5.

Capital Community College is uniquely situated to meet the diverse needs of the community and social services occupations in the city of Hartford, in Connecticut and beyond. CCC is an urban, ethnically and racial diverse institution. Our students have experiences working with diverse groups and in a variety of environments reflective of our multicultural society.

Cost Effectiveness and Availability of Adequate Resources

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

See Attached Pro-Forma Budget

CCC projects an enrollment of 25 students in the degree program during the first year, and plans to grow from there. The projected enrollment numbers may include students currently at the college who are undeclared majors and students enrolled in other degree programs that would change majors. We learned of this through focus groups with students in the early education major, social services major (various degree options), and students who are undeclared. We expect that 15 new full-time students will enroll from the Jumpstart program in Year 1. Jumpstart is a community-based early childhood education program that trains college students and community volunteers to prepare children for kindergarten success. We anticipate high graduation rates because of the attractiveness of transfer opportunities, employment, hands-on learning and student motivation.

CCC will use existing full-time faculty to teach the courses in the proposed degree option. CCC will also use the existing Program Coordinators in Social Services and Early Childhood Education to coordinate the new program. Due to the utilization of existing faculty and minimal program costs, there are no major cost implications to implementing the proposed degree option.

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

Overall Learning Goal/Principal Learning Outcome for the Program:

The degree in Family and Child Studies will prepare students for careers in education, early childhood, family and child service agencies, child guidance clinics, and child advocacy. This degree also provides an interdisciplinary foundation for students seeking to transfer to baccalaureate degree granting institutions.

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)*

In addition to the acquisition of general education competencies, graduates that complete this program will be able to:

1. Examine human development- life span birth to death including normative development, individual differences, milestones, stages and theories.
2. Examine trends in families and societal functions, and demonstrate knowledge of family, community, society and diversity.
3. Examine family processes such as parent-child relationships, health, family, and domestic relationships.
4. Evaluate how children, adults, and families affect and are affected by human services, policies, laws, other social institutions and other social constructs.
5. Examine and apply theoretical frameworks and current literature for the purposes of effective and appropriate ethical practice, engagement, interactions and outreach for individuals and families.
6. Demonstrate effective writing skills, public speaking, interpersonal communication skills and skills for using technology.
7. Demonstrate knowledge and skills necessary for entry-level employment and/or transfer to a bachelor's degree program.

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

The program co-coordinators have the rank of Professor with the qualification of a terminal degree (Ed. D.) in a closely related field. The faculty members will have a load of 15 contact/credit hours with one release (nine hours per week) for administrative functions. (Three teaching contact hours are equivalent to nine non-teaching hours.) CCC currently employs a Program Coordinator in both disciplines (Social Services- Dr. Ricardo and Early Childhood Education- Dr. Bryant). This new degree adds no additional release time or contact/credit hours for the two-current full-time faculty who will share program administrative responsibilities.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

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?

Zero. Existing faculty members will teach courses.

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

The existing faculty will teach 100% of the discipline-specific/major courses.

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

An estimated 50% or more of the credits may be taught by existing adjunct faculty across various disciplines at the college.

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

Adjunct faculty will be required to have a minimum of a Master's degree in a closely related field, as well as teaching and work experience. Additionally, adjunct faculty may be required to have a MSW and/or BCSW qualification. The qualifications may be required as per the professional requirements set by the National Association of Social Workers (NASW) and college accreditation associations for but not limited to the purposes of transfer to four-year colleges/universities and internship supervision.

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

CCC will be able to use existing resources to teach all the proposed courses in the degree program. There are little to no additional costs. There may be additional resources need in the future however we project very minimal costs.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

Curriculum

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

Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table.

Mark any new courses with an asterisk* and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk**Please modify this format as needed.

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs.	Course Number and Name	L.O. #	Cr Hrs.
Program Core Courses				Other Related/Special Requirements		
ECE*176 Health, Safety and Nutrition			3	COM*173 Public Speaking		3
PSY*201 Life Span Development OR PSY*204 Child Development		PSY*111	3	ECN*101 Principles of Macroeconomics		3
SOC*201 Contemporary Social Issues		SOC*101	3	HSE*281 Human Services Field Work I		3
PSY*105 Group Dynamics		PSY*111	3			
ECE*215 The Exceptional Learner			3			
SOC*235 Introduction to Social Welfare		SOC*101	3			
SOC*210 Sociology of the Family		SOC*101	3			
SOC*285 Community Organization		SOC*101	3			
ECE*275 Child, Family and School Relations			3			
Core Course Requirements			27	Other Related Requirements		9
General Education Courses						
ENG*101 Composition			3			
MAT*137 Intermediate Algebra OR MAT*167 Principles of Statistics			3			
ENG*102 Composition and Literature			3			
PSY*111 General Psychology I			3			
BIO*115 Human Biology			4			
_____ Fine Arts Elective			3			
PHL*111 Ethics			3			
SOC*101 Principles of Sociology			3			
			25			
Total Other Credits Required to Issue Credential(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						0

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.

Courses

First Semester (15 Credits)

Credits

_____	SOC 101	Principles of Sociology	3
_____	ENG101	Composition	3
_____	PSY 111	General Psychology I	3
_____	ECE 176	Health, Safety and Nutrition	3

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

_____	_____	Fine Arts Elective	3
<i>Second Semester (15 Credits)</i>			
_____	COM 173	Public Speaking	3
_____	SOC 201	Contemporary Social Issues	3
_____	PSY 105	Group Dynamics	3
_____	ENG 102	Composition and Literature	3
_____	ECE 215	The Exceptional Learner	3
<i>Third Semester (15 Credits)</i>			
_____	PHL 111	Ethics	3
_____	PSY 204	Child Development OR	3
_____	PSY 201	Life Span Development	
_____	SOC 235	Introduction to Social Welfare	3
_____	SOC 210	Sociology of the Family	3
_____	ECE 275	Child, Family and School Relations	3
<i>Fourth Semester (15 Credits)</i>			
_____	MAT 137	Intermediate Algebra OR	3
_____	MAT 167	Principles of Statistics	
_____	SOC 285	Community Organization	3
_____	BIO 115	Human Biology	4
_____	ECN 101	Principles of Macroeconomics	3
_____	HSE 281	Human Services Field Work I	3
Total Credits			61

Internship

All major course requirements must be completed prior to enrolling in the internship. A grade of “C” or higher in SOC, ECE, and PSY courses. FCS students must complete 120 hours at a preapproved internship site. **Authorization of a program coordinator (social services or early childhood education) is required for enrollment in HSE 281.**

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

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
Josiah Ricardo, Professor	University of Connecticut Doctor of Education	Sociology Social Work Social Services	Program Coordinator, Social Services Teaching Workload is dictated as 15 contact hours, with nine hours being dedicated to teaching and nine to other non-teaching responsibilities (i.e. administrative) (Three teaching hours are equivalent to nine non-teaching hours.)
Marsha Bryant, Professor	University of Massachusetts- Amherst Doctor of Education	Children, Families and Schools Early Childhood Education Elementary Education Child Development	Program Coordinator, EC Education Teaching Workload is dictated as 15 contact hours, with nine hours being dedicated to teaching and nine to other non-teaching responsibilities (i.e. administrative) (Three teaching hours are equivalent to nine non-teaching hours.)

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

Institution

Capital Community College

Date

6/11/2018

Proposed Program

Social Services Family and Child Studies Option

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	3	2	2	2	2	2
New Students (first time matriculating)*	15	5	4	6	6	9
Continuing (students progressing to credential)	0	0	15	6	17	12
Headcount Enrollment	18	7	21	14	25	23
Total Estimated FTE per Year	17.2		22.4		29.2	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition** (Do not include internal transfers)	\$57,240	\$9,540	\$74,679	\$23,583	\$93,034	\$42,472
Program-Specific Fees						
Other Rev. (Annotate in text box below)	\$9,710		\$4,171		\$6,342	
Total Annual Program Revenue	\$76,490		\$102,433		\$141,848	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number (as applicable)	Expenditure	Number (as applicable)	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty*** (Part-time -total for program)	0		1	\$7,384	1	\$7,384
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)						
Total ESTIMATED Expenditures		\$0		\$7,384		\$7,384

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

Please provide any necessary annotations:

* Year 1 will have 15 New FT Students from the Jumpstart program. Although they are FT status, they will likely not graduate until Year 3.

**Tuition revenue and faculty expenditure estimates above assume a 3% increase each year

***The only anticipated expense is the cost of an adjunct (including fringe estimated at 48%) after Year 1 as a result of the only new course - HSE*281-Human Services Fieldwork. The course will be offered for the first time in Year 2 as the capstone course to the program. The course will likely be taught by a FT faculty member, but an adjunct will need to be hired to replace that FT faculty member in another course.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Business Management program leading to a Certificate at Northwestern Connecticut Community College.

A True Copy:

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

ITEM

Licensure and accreditation of a new a Business Management program leading to a Certificate at Northwestern Connecticut Community College

BACKGROUNDSummary

In recent years, many students have expressed interest in short-term business training for a variety of reasons. Several students also indicated that they wanted to minor in business while seeking a degree in another major. In order to meet the needs of these students and others, a certificate program focusing on fundamental business knowledge and skills is proposed.

Rationale

This certificate program was developed by business program faculty and its advisory board to serve the needs of current students and the business community at large, by facilitating the short-term acquisition of formal business skills in order to prepare for entry-level positions in business organizations; to becoming entrepreneurs; or to take their existing small businesses to the next level. It may be particularly beneficial to those interested in job advancement or a career change. It was also developed to prepare students with little or no business knowledge for pursue of advanced study.

Resources

No additional costs will be incurred to offer the proposed certificate.

RECOMMENDATION

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

06/11/2018 – BOR Academic & Student Affairs Committee
06/21/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Comm. College	Date of Submission to BOR Office:	
Most Recent NEASC Institutional Accreditation Action and Date: 2013		
Program Characteristics Name of Program: Business Management Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate: (<i>specify type and level</i>) Certificate Anticipated Program Initiation Date: Spring 2019 Anticipated Date of First Graduation: May 2019 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 30% Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 24	Program Credit Distribution # Cr in Program Core Courses: 21 # Cr of Electives in the Field: 3 # Cr of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 0 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 24 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24	
Type of Approval Action Being Sought: Licensure OR Licensure and Accreditation		
Suggested CIP Code No. 520201 Title of CIP Code Business Management Certificate CIP Year: 2000 or 2010		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination N/A		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: Dept. of Business and Computer Science Technology, Location: Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: N/A (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)		
Institutional Contact for this Proposal: Valerie Royals	Title: Dept. Chair	Tel.: 860-738-6304 e-mail: vroyals@nwcc.edu

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

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

College Mission Statement: The mission of Northwestern Connecticut Community College is to inspire learning through accessible, high quality education. Northwestern is devoted to enriching lives by meeting individual and community needs in a supportive environment, while facilitating access to lifelong learning opportunities.

During the last few years, the business faculty have become aware of different student goals for enrolling in business classes. Many students have expressed interest in short-term business training for a variety of reasons. Several students also indicated that they wanted to minor in business while seeking a degree in another major. In order to meet the needs of these students and others, a certificate program focusing on fundamental business knowledge and skills is proposed.

This certificate program was developed to serve the needs of current students and the business community at large, by facilitating the short-term acquisition of formal business skills in order to prepare for entry-level positions in business organizations; by becoming entrepreneurs; or taking their existing small businesses to the next level. It may be particularly beneficial to those interested in job advancement or a career change. It was also developed to prepare students with little or no business knowledge for entry into a B.S. or MBA degree program or to minor in business while pursuing a degree in another major.

Addressing Identified Needs

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

This certificate program will serve the needs of current students, and the business community at large, with an expedient path to obtain formal business skills in order to be prepared for entry-level positions in local business organizations, to become entrepreneurs, or to take their existing small businesses to the next level. It may be particularly beneficial to those interested in job advancement or a career change.

According to the CT Department of Labor, small businesses constitute nearly 70% of employment in the Northwest region of Connecticut. Nationwide, small businesses have created 2 out of 3 new jobs. Unemployment trends show that the unemployment rate in the Northwest region has been steadily decreasing at a rate that is faster than the State of Connecticut as a whole.

This directly supports feedback the College has received from businesses with whom we are in partnership. Through advisory boards, internship and fieldwork supervisors, industry coalitions, etc. we have repeatedly heard optimistic growth projections over the last 18 months. These groups and business representatives have made us well aware that entry-level employees who bring a general working knowledge of business operations are highly desirable.

In a 2016 Survey of Northwest Connecticut Businesses, performed by the Connecticut Business and Industry Association, local firms expressed great concern about finding and retaining good workers. Businesses face multiple difficulties in filling open positions, with a lack of skilled applicants being the biggest issue, cited by 56% of businesses. Not enough applicants (43%) and applicants who are not job ready (41%) were also identified. Businesses expressed great concern over an aging workforce (57%), and the inability to retain young workers (65%). Just over one-third (34%) anticipate needing more space for their business over the next five years, which will be accompanied by increased hiring.

An example of the DOL job categories that are showing growth in the Northwest region are (with projected growth through 2024):

First-line Supervisors of Office and Administrative Support Workers (6.1%)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

Office and Administrative Support Workers (8.5%)
Customer Service Representatives (8.3%)
Billing and Posting Clerks (10.3%)

These job categories are identified by the Ct Department of Labor as being "In Demand" on the basis of either current openings or projected growth. Coupled with the survey data from the 2016 Survey of Northwest Connecticut Businesses and the feedback the College has received from our local industry partners, the Business Management Certificate will provide a necessary vehicle to address the employment needs on a regional and statewide level.

- 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 Business Program faculty and Advisory Board members work together to ensure the quality of the curriculum through a collective wealth of experience in the small business and corporate worlds, both locally and internationally. This important collaboration provides guidance and support to the program mission and helps shape the curriculum by making it responsive to changes in the global economy. Faculty collaborate with the Northwest Conn. Chamber of Commerce on a regular basis.

A new NCCC Entrepreneurial Center launched in spring of 2017 with a commitment to provide businesses with innovative opportunities to remain competitive in today's marketplace through collaborative effort to key stakeholders who are committed to advancing entrepreneurship in Northwest CT. One of the strategic goals of the Entrepreneurial Center is to connect established and new entrepreneurs with the NCCC Center for Workforce Development and provide business development support, education and training. The Business Management Certificate will provide an additional path for new entrepreneurs, owners of established small businesses, and their supervisory level employees.

Through these partnerships and continuous faculty professional development, Business students have access to the highest levels of expertise in the business world, cutting edge curriculum, and internship and employment opportunities.

- 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)

Transfer agreements:

University of Hartford Barney School of Business;
Quinnipiac University (pending)

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

Ten of the community colleges offer similar certificates:

1. Asnuntuck—Entrepreneurial Studies
2. Capital—Management; Entrepreneurship
3. Gateway—Business Administration; Management
4. Housatonic—Small Business Management; Entrepreneurship
5. Manchester—Entrepreneurship
6. Middlesex—Business Skills
7. Naugatuck Valley—Business Management
8. Quinnipiac—Advanced Management; Applied Management
9. Three Rivers—Business Management Core; Basic Business Skills
10. Tunxis—Business Administration

There will be no unnecessary duplication because NCCC provides primary service to the local community in the northwestern corner of the state.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

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

According to the CT Department of Labor, small businesses constitute nearly 70% of employment in the Northwest region of Connecticut. Nationwide, small businesses have created 2 out of 3 new jobs.

An example of the DOL job categories that are showing growth in the Northwest region (with projected growth through 2024):

- First-line Supervisors of Office and Administrative Support Workers (6.1%)
- Office and Administrative Support Workers (8.5%)
- Customer Service Representatives (8.3%)
- Billing and Posting Clerks (10.3%)

These job categories are identified by the Ct Department of Labor as being "In Demand" on the basis of either current openings or projected growth. Coupled with the survey data from the 2016 Survey of Northwest Connecticut Businesses and the feedback the College has received from our local industry partners, the Business Management Certificate will provide a necessary vehicle to address the employment needs on a regional and statewide level.

Furthermore, it can be provided as a stackable credential along the way to an A.S. degree.

Cost Effectiveness and Availability of Adequate Resources

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

This certificate utilizes existing resources. No additional costs will be incurred.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - **01/20/12**

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)

Program Outcomes:

1. Apply a broad range of management concepts necessary to operate a business in today's changing environment.
2. Comprehend the risks and strategic moves management must take to assure success within today's global environment.
3. Demonstrate the ability to communicate effectively both verbally and in writing.
4. Develop leadership skills and critical decision making techniques.
5. Use financial statement analysis to make financial decisions.
6. Work competently in teams and individually.
7. Demonstrate appropriate human relations skills.

Assessment methodologies to be used in measuring outcomes: Tests, exams, research reports, case studies, discussions, team projects, oral presentations, and internship feedback and evaluations.

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

Valerie R. Royals, M.S., Department Chair, Professor in Business, (50% FTE)

David E. Rodgers, Ph.D., Professor in Business, (100% FTE)

Stacey Williams, MBA, Associate Professor in Business (100% FTE)

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? None

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? None

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum

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

Course Number and Name	L.O. # ³	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ACC 113 Principles of Financial Accounting	2,5	MAT 094 Elig. for ENG101	3			
ACC 117 Principles of Managerial Accounting	2,5	ACC 113	3			
BBG 210 Business Communication	3,4,6,7	ENG 101 or ENG 101W	3			
BFN 201 Principles of Finance	2,5,6,7	ACC 113 BMG 202	3			
BMG 202 Principles of Management	1-7	Elig. for ENG 101 or ENG 101W MAT 137X	3			
BMG 220 Human Resource Management	1,2,3,4,6,7	BMG 202 ENG 101 or ENG 101W	3			
BMK 201 Principles of Marketing	2,3,4,5,6,7	Elig. for ENG 101 BMG 202	3			
Core Course Prerequisites				Elective Courses in the Field		
				Directed Business Elective	1-7	3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						0

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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
Stacey Williams, MBA Associate Professor in Business	Southern Connecticut State University	Small Business/Entrepreneurship Economics	
Valerie R. Royals, M.S. Professor in Business	Central Connecticut State University	Business Education Business and Management Communications Office Technology	Department Chair Internship Coordinator
David E. Rodgers, Ph.D. Professor in Business	Capella University	Organization and Management Accounting, Economics, Finance	

VR/SW
Rev. 4/4/18

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Health Science program leading to a Bachelor of Health Science degree at Southern Connecticut State University.

A True Copy:

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

ITEM

Licensure of a new a Health Science program leading to a Bachelor of Health Science degree at Southern Connecticut State University

BACKGROUNDSummary

The institution experiences high attrition among students who were initially admitted as pre-nursing students. The proposed program, another health-related degree program, will likely increase retention and graduation rates of pre-nursing for it will favorably position students for employment in an expanding health and healthcare services market and for graduate studies in health science disciplines. Healthcare is the single largest growth sector among all occupation areas.

Rationale

The proposed Bachelor of Health Science (BHSc) degree program will be the only one in New England; potentially attracting new students to SCSU who otherwise would not attend. The BHSc offers a specific curriculum that prepares students for admission to graduate programs and provides bachelor's degree completion opportunities for associate degree credentialed health professionals. There are formal collaborative exchanges with several community college and TAP pathways transfer will be initiated with all of the community colleges.

The proposed program will capitalize on resources and curriculum already in place. The BHSc program will provide students with a degree program that includes a broad range of health science content (Biology, Chemistry, Physics, Psychology, and Exercise Science) with most of the pre-requisite courses for health profession graduate programs (Physical Therapy, Occupational Therapy, Physician's Assistant, Accelerated Nursing programs) built directly into the major degree course requirements. SCSU students currently utilize other pathways, within specific majors, to prepare for health profession graduate programs. The highly regarded School of Health and Human Services is among the strengths of SCSU and provides high quality instruction, clinical supervision, and accessible alumni employment networks throughout the state due to their high leadership visibility in professional organizations throughout the state.

Resources

(See comments under the proposed tandem program – Healthcare Studies.)

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program; contingent upon changes in the proposal application advised by the Council. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

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

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 5/29/18
Most Recent NEASC Institutional Accreditation Action and Date: Acceptance of 5 th Year Interim report 2/2/17	
Program Characteristics Name of Program: Health Science Degree: Title of Award (e.g. Master of Arts) Bachelor of Health Science Certificate: (specify type and level) Anticipated Program Initiation Date: 1/01/19 Anticipated Date of First Graduation: 5/23 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	Program Credit Distribution # Cr in Program Core Courses: 44 # Cr of Electives in the Field: 0 # Cr of Free Electives: 26 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 73 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 67
Type of Approval Action Being Sought: x Licensure or Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) Title of CIP Code	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Dr. Robert Prezant	Title: Provost Tel.: 203-392-5350 e-mail: prezantr1@southernct.edu

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Southern Connecticut State University's mission provides "exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good." The Bachelor of Health Science (BHSc) program is directly aligned with the mission as it is - at its core - a service-based professional discipline grounded in the liberal arts. To fulfill its mission, SCSU "strive[s] to meet the workforce needs of the state and nation, especially in the fields of education, nursing, social/public services, business and STEM disciplines (science, technology, engineering, and mathematics)." The BHSc degree program responds to the increasing regional and national workforce demands of an expanding healthcare industry where focus is being placed on increased specialization and credentializing through advanced degrees while expanding interprofessional interactions, and increasing opportunities for entry level research and clinical assistants. Program learning outcomes are directly tied to identified and desired graduate program (Physical Therapy, Occupational Therapy, Physician Assistant, Chiropractic, Athletic Training, Exercise Science/Kinesiology) and healthcare industry skill sets. The SCSU School of Health and Human Services (HHS) will leverage its expertise among its diverse departments already focused on aspects of the healthcare fields (e.g., Nursing, Public Health, Exercise Science), to create a competitive and innovative program for Connecticut's next generation of leaders. HHS is perfectly suited to simultaneously meet the demands of the healthcare industry while helping to fulfill the university's mission and vision.

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)**

Nationally, the Bureau of Labor Statistics cites 13 of the top 20 fastest growing occupations as those in the healthcare sector. https://www.bls.gov/emp/ep_table_103.htm. Additionally, overall employment in healthcare occupations is expected to grow 19%. This is the single largest growth sector among all occupation areas. <https://www.bls.gov/ooh/healthcare/home.htm>. In Connecticut, health care practitioner and technical positions, both clinical and non-clinical are expected to grow 9.5% in a 10 year period ending in 2024. <http://www1.ctdol.state.ct.us/lmi/projections2014/healthcare.asp>. Labor statistics indicate that statewide about 24,000 new healthcare jobs will be added by 2024.

This proposed Bachelor of Health Science (BHSc) degree program will solve current degree pathway problems and create new opportunities. The BHSc: 1) offers a specific curriculum that prepares students for admission to graduate programs including, but not limited to Physical Therapy, Occupational Therapy, Physician Assistant, Chiropractic, Athletic Training, Exercise Science/Kinesiology, or accelerated second bachelor's degree programs in nursing; 2) provides bachelor's degree completion opportunities for associate degree credentialed health professionals; 3) prepares students for employment opportunities including, but not limited to, clinical and applied health research assistants and managers; and 4) provides a rigorous health science degree option for students who initially pursued nursing but are now seeking other health degree and career options. Offering another health-related degree program for these students will likely increase retention and graduation rates of students who were initially admitted to SCSU as pre-nursing students. The degree program also favorably positions students for employment in an expanding health and healthcare services market and for graduate studies in health science disciplines.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

- **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 highly regarded School of Health and Human Services (HHS) is among the strengths of SCSU and provides high quality instruction, clinical supervision, and accessible alumni employment networks throughout the state due to their high leadership visibility in professional organizations throughout the state. Among HHS faculty members, one serves as president of a national professional organization, two serve as presidents of regional professional organizations, and several serve as board members of statewide professional organizations. Additionally, the BHSc program is interdisciplinary and builds on best practice standards identified through Interprofessional Education Committee housed in HHS.

The city of New Haven's major employment sectors are education and health services (Yale University and Yale-New Haven Hospital System). <http://www.citytowninfo.com/places/connecticut/new-haven/work>. Currently about 27% of New Haven residents over the age of 25 have a bachelor's degree or higher. SCSU values diversity and its diverse student population (almost 40 percent identify as people of color), is uniquely poised to infuse diverse graduates into the healthcare sector that has identified diversity as an industry need. Graduates also are uniquely positioned for opportunities in the growing biotechnology industry, pharmaceutical companies, and local healthcare agencies and systems. <http://www.citytowninfo.com/places/connecticut/new-haven/work>. The Bio-Path program at SCSU is a partnership between the City of New Haven and SCSU whose mission is to support the growing economic sector of biotechnology and serves as a resource to for scholarship and research opportunities, graduation programs and fellowships, and postdoctoral positions in STEM <http://www.southernct.edu/stem/biopath.html>. This BHSc adds a vital educational program to meet the workforce needs of employers in the city of New Haven and throughout the state of Connecticut.

- **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)**

At this time there have been formal collaborative exchanges with Housatonic Community College, Gateway Community College, Tunxis Community College, Manchester Community College, and Asnuntuck Community College. Exchanges will continue to be initiated with other community colleges in the state. A formal transfer agreement has not been completed with any of the Community Colleges. However, we are in discussions about the transfer friendliness of the BHSc program and its compatibility with their respective allied health programs.

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

There are no other BHSc credentials offered at other CSCU institutions. The specific BHSc credential will be the only program of its kind in New England and therefore will be eligible for NEBHE's tuition break program, potentially attracting new students to SCSU. The BHSc program will provide students with a degree program that includes a broad range of health science content (Biology, Chemistry, Physics, Psychology, and Exercise Science) with most of the pre-requisite courses for health profession graduate programs (Physical Therapy, Occupational Therapy, Physician's Assistant, Accelerated Nursing programs) built directly into the major degree course requirements. SCSU students currently utilize other pathways, within specific majors, to prepare for health profession graduate programs. Exercise Science offers a degree program with a core of exercise science courses and the option to utilize elective courses to meet graduate school prerequisites. Similarly, Biology offers a degree that includes a core of biology courses, also with an option to utilize elective courses to meet other graduate school prerequisite requirements. The BHSc program will provide students with a third option that does not require them to complete major courses in a discipline they are not pursuing. The health science courses included in this program have broad application to many disciplines. The BHSc will also provide a health-related degree option for students who were initially interested in nursing but could not be accommodated due to enrollment capacity limitations of the SCSU nursing program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Eastern Connecticut State University offers a bachelor of science degree in Health Science. Eastern's Health Science degree does maintain a similar aim of the BHSc which is to prepare students for "entrance into graduate schools and professional health schools (physical therapy, occupational therapy, public health, nursing, physician assistant, including preparation for national admissions examinations)" and to provide students with "practical skills that can qualify them for entry-level positions in biology and health-related occupations." Eastern's health science program differs from SCSU because of its focus on public health (Southern has a Department of Public Health), pre nursing (Southern has a Department of Nursing), and pre physical therapy. Additionally, duplication is further avoided because SCSU and Eastern serve different regional populations and have the greatest physical distance between them relative to other CSU's.

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.)

The BHSc is a cost effective program that will capitalize on resources that are already in place to serve current and potential students who are seeking a degree that can position them for applications to graduate programs in health professions.

The BHSc major includes most nursing pre-requisite courses as degree requirements or LEP requirements. Students who will transfer into this program from other majors such as EXS and BIO would have already enrolled in science lab courses. Where required, faculty will be hired to meet additional enrollment demand. Adjunct faculty will be hired during the initial years of this program to fill teaching needs in specific areas. Other courses included in this program have excess capacity at this time and can accommodate additional student enrollment. One full-time faculty member will receive re-assigned time credits for program administration. As the student population builds over time the university will assess how to best allocate faculty lines that are vacated in other lower enrolled programs on campus. If incremental full-time faculty are required due to high program enrollment those faculty will be hired into specific departments aligned with their teaching assignments. One incremental full-time faculty line has been built into the expense budget in the second year of the program and one additional full-time faculty line has been allocated for the third year of the program.

Required resources for this program in year 1 are limited to hiring adjunct faculty, re-assigned time for a program coordinator, part-time professional academic advisor and advertising as a way to attract new high school students to SCSU.

Additional required resources for years 2-3 include addition time for a professional academic advisor (which was already planned as part of a new advisement model for the University and School), Graduate Assistant, and increase in credits of pay for adjunct faculty. Full-time faculty will be hired as required to serve students in this program in the future, but only if enrollment meets expectations. If this is the case, there will be incremental revenue to justify the addition of full-time faculty in specific departments.

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

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. Demonstrate a strong foundation in natural sciences appropriate for admission to graduate level health professions degree programs and health research careers.

Measurement Methodology: BIO 102, 200, 201; PHY 200, 201; CHE 120, 121; EXS 384

2. Demonstrate knowledge of behavioral sciences appropriate for admission to graduate level health professions degree programs and health research careers.

Measurement Methodology: PSY 100, 219;

3. Demonstrate ability to critically examine and produce sound written analyses of health science related literature.

Measurement Methodology: ENG 112; RSP 440; MAT 107

4. Demonstrate practical application of health and fitness assessment techniques.

Measurement Methodology: HSC 200, EXS 411, EXS 386, PHY 103

5. Demonstrate general knowledge of medical perspectives, health professions, and healthcare systems.

Measurement Methodology HSC 200, 497; RSP 415, 440; EXS 386, PHY 103

Students will be assessed through course performance aligned with identified learning objectives. Each course involves assignments to demonstrate critical thinking, professional writing, and mastery of content (examinations, papers, projects, presentations, and service learning). Course syllabi are attached. Additionally, post graduate employment data and student admission rates to graduate programs will be tracked.

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

Dr. William Lunn will serve as the program coordinator and has been instrumental in curricular planning of the program. An Associate Professor with a strong research focus in exercise as medicine in human performance, Dr. Lunn has served as the undergraduate program coordinator for the Exercise Science program. He has several years of experience advising students for successful admission and completion of graduate programs in health sciences. Dr. Lunn will have 3 credits per semester of release time once the program reaches full capacity.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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?

During year one of this program we will not require any additional full-time faculty. We have budgeted for one full-time faculty member in year 2 and one in year 3 – primarily to address teaching needs for additional science lab courses. This program will be populated primarily by students who would have previously been categorized as pre-nursing, Biology, or Exercise Science students. For this reason, students will be pursuing the same required LEP courses and nursing pre-requisite courses and therefore require no additional courses or faculty in those areas. There are two new HSC courses (HSC 200, HSC 497) in this program. Currently, we have capacity to shift teaching assignments full-time faculty with the required expertise or hire adjunct faculty to fill these courses. This program has budgeted for the addition of adjunct faculty.

If additional full-time faculty are required in subsequent years due to higher than anticipated enrollment growth, full-time faculty lines will be shifted from other programs that are experiencing enrollment reductions. Those faculty members will be added in departments where there is the greatest teaching need to serve this program. We do not anticipate a net addition of any new full-time faculty members to the overall university.

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

New full-time faculty will not be required for this program until year 2 and year 3. Full-time faculty will teach 80% of required credits.

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

Maximum of 9 credits (out of a required 47 credit program) = 20%

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

Adjunct faculty will have a minimum of a master's degree and 5 years of experience in their respective fields.

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)*

With the current undergraduate program, the School of Health and Human Services already possesses the resources that are required for this new program. Additional faculty may be required in the future as program enrollment expands and the program coordinator responsibilities increase. The expected construction of a new building for the School of Health and Human Services offers the opportunity to increase the educational resources afforded to students in the program.

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

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*		
*HLS/HSC 200: Healthcare Professions and Medical Terminology	4,5	none	3	INQ 101: Intellectual and Creative Inquiry (LEP1)		3
BIO 102: Biology I	1	BHSc major	4	Critical Thinking (LEP1)	3	3
BIO 201: Human Anatomy & Physiology II	1	BIO 200	4	Natural World I (LEP2) CHE 120: General Chemistry I	1	4
CHE 121: General Chemistry II	1	CHE 120	4	Natural World II (LEP2) BIO: 200 Human Anatomy and Physiology I	1	4
PHY 200: General Physics I	1	MAT 107 or higher	4	MAT 107: (LEP1) Elementary Statistics	3	3
PHY 201: General Physics II		PHY 200	4	PSY 100: Introduction to Psychology (LEP2) Mind and Body	2	3
PSY 219: Lifespan Development	2	PSY 100	3	Tech Fluency (LEP2)	4,5	3
REC 307: Disabilities in Society		none	3	Multilingual 200 (LEP1)		3
EXS 384: Exercise Physiology I	1	BHSc major	3	ENG 112: (LEP1) Writing Arguments	3	3
EXS 386: Fitness Management	4,5	EXS 384	3	American Experience (LEP2)		3
EXS 411: General Medical Perspectives	4	BHSc Major	3	Conflict and Consensus (LEP2)		3
RSP 415: Healthcare Essentials	5	BHSc major	3	Creative Drive (LEP2)		3
RSP 440: Evidence Based Practice & Research	3,5	BHSc major	3	Cultural Expression (LEP2)		3
* HSC 497: Internship in Health Science	5	BHSc major	3	Global Awareness (LEP2)		3
				Tier 3 (LEP)		3
TOTAL			47	TOTAL		47
Core Course Prerequisites				Elective Courses in the Field		
PSY: 100 Introduction to Psychology (Tier 2: Mind and Body)			3	Elective Courses		26
MAT: 107 Statistics (Tier 1: Quantitative Reasoning)			3			
BIO: 200 Anatomy/Physiology I (Tier 2: Natural World II)			4			
CHE 120: General Chemistry I Tier 2: Natural World I)			4			
TOTAL			14	TOTAL		26
				TOTAL PROGRAM		120
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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.")*

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

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

The Health Science major entails 47 credits from a range of related disciplines. To fulfil program requirements 47 credits that satisfy LEP University requirements are part of the program outline. The BHSc program requires all students to complete the university Liberal Education Program (LEP); 14 of those credits are required pre-requisites for the Health Science major. The program allows for 26 credits of free electives. Some of these electives will be utilized by some students to meet pre-requisite requirements for LEP courses. HSC 497 can be considered as a special requirement since it is a structured, supervised internship that allows for the development and practical application of BHSc competencies. Students must meet the GPA standards established by Southern Connecticut State University to remain in good standing.

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

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
Joan Kreiger, Ed.D, RRT Assistant Professor	Johnson & Wales University	Respiratory Health, Informatics, Medical Ethics, Interprofessional education (IPE)	Respiratory Care Program Coordinator; Coordinator Institute for Interprofessional Education (IPE)
Cheryl Resha, Ed.D., MSN, RN, FNASN Professor	University of Hartford	Community health nursing, school health nursing, Pediatric health, nursing research	Professor of Nursing Quality Improvement Coordinator Undergraduate Program Coordinator for Healthcare Studies
William Lunn PhD Associate Professor	University of Connecticut	Sports Nutrition, Exercise Physiology	Undergraduate Program Coordinator Exercise Science – Human Performance, Undergraduate Program Coordinator for Bachelor of Health Science
MaryJo Archambault, Ed.D. Assistant Professor	University of Hartford	Recreation Therapy, Child Life, Assisted sports and recreation, disabilities	Undergraduate Coordinator: Recreation Therapy
Michael Mink, PhD., MPA Associate Professor	University of South Carolina	Health promotion, health management, nutrition, health program planning and evaluation, research methods	
Marc Robertson DPT Assistant Professor	Utica College	General Medicine, Therapeutic Exercise, Medical Documentation	
Rachel Jeffrey, Ph.D. Assistant Professor	University of California, Los Angeles	Neurobiology, Physiology	
Karen Cummings, Ph.D. Professor	State University of New York at Albany	Effective use of technology, learning and teaching of physics	
Binlin Wu, Ph.D. Assistant Professor	City University of New York	Biomedical optical imaging, multiphoton microscopy Biomedical and clinical research in cancer diagnosis, diabetes	
Greg Kowalczyk, Ph.D. Associate Profesor	University of Maryland	Environmental analysis of trace metal concentrations in materials generated as wastes; Organic chemistry	

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

Required Major Courses
Catalog Course Descriptions

Biology 102: BIO 102: Biology I

A more comprehensive treatment of general zoology. For science majors and minors. Lecture, 2 hours; laboratory, 4 hours; 4 credits

Chemistry: CHE 121: General Chemistry II

Atomic structure, gas laws, valence, solutions, ionization, redox reaction, activity series, periodic classification, kinetics, equilibrium, acid-base chemistry, electrochemistry. 4 credits

Biology: BIO 201: Human Anatomy & Physiology II

Functional anatomy of the human body is further explored focusing on physiological responses at the molecular and cellular level then progressing through various cell and tissue types, organs and organ systems. Labs are physiologically oriented and designed to examine human physiological responses; 4 credits

Psychology: PSY 219: Lifespan Development

An examination of the physical, cognitive, and socio-emotional changes that occur from birth until death. 3 credits

Physics: PHY 200: General Physics I

Examines motion, force, energy, momentum, vibrations, temperature, heat, and fluids using algebra and trigonometry with an emphasis on applications. 4 credits

Physics: PHY 201: General Physics II

A continuation of PHY 200. Electricity, magnetism, circuits, waves, optics, and the atomic and nuclear structure of matter are studied using algebra and trigonometry with an emphasis on applications. 4 credits

Recreation, Tourism & Sports Management: REC 307: Disabilities in Society

Exploration of the range of human experiences of individuals with disabilities and the associated attitudes which shaped historic treatment leading to reforms, advocacy techniques useful in arranging services for people with disabilities. The interrelationships of societal institutions, methods to exert control, the responses of societies to these issues current best practices, and the forecasting of future trends and issues. Emphasis on inclusion, integration, and community membership are explored. 3 credits

Exercise Science: EXS 384: Exercise Physiology I

The physiological bases of human performance are covered. Primary concern is directed to the muscular, nervous, cardiovascular, and endocrine systems during periods of exercise. 3 credits

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Exercise Science: EXS 386: Fitness Management

Concepts and practice concerning the duties of an exercise leader, his relationship with the general public, and the operation of fitness center facilities. 3 credits

Exercise Science: EXS 411: General Medical Perspectives

Study of pharmacological agents and general medical conditions, disabilities, abnormalities, and diseases of physically active individuals. Included is the etiology, recognition, physical examination, management, prevention and referral of common medical conditions. 3 credits

Exercise Science/Respiratory Therapy: RSP 415: Healthcare Essentials

Encompasses an introduction to the history, trends, issues, and evolution of the American healthcare system with emphasis on the evolution of the respiratory therapy profession. Contemporary issues in America's healthcare system are addressed to include: the organization and delivery of healthcare, major public health issues, issues related to healthcare disparities, and future directions of the health care system. 3 credits

Exercise Science/Respiratory Therapy: RSP 440: Evidence Based Practice & Research

Conceptual examination of evidence-based practice and skill acquisition necessary to incorporate evidence and best practices into professional work with the lung disease patient. These include an understanding of research methods and a scientific approach to critical appraisal of research literature. Analysis of strong scientific data to support approaches to respiratory care. Examination of the development of respiratory care practice guidelines. 3 credits

Psychology: PSY: 100 Introduction to Psychology (Tier 2: Mind and Body)

Introduction to psychology as a science. Core topics are: psychology as a profession, research methods, biological bases of behavior, and learning. Additional topics are selected from: personality (normal and abnormal), sensation and perception, cognition, social, intelligence, and development. As part of the course requirements, students participate in an approved research study or an equivalent non-research activity. 3 credits

Math: MAT: 107 Statistics (Tier 1: Quantitative Reasoning)

Topics include measures of central tendency and measures of variation; elements of probability; random variables; introduction to estimation and hypothesis testing; linear regression analysis. 3 credits

Biology: BIO: 200 Anatomy/Physiology I (Tier 2: Natural World II)

A survey of human's functional anatomy starting at the molecular level then progressing through various cell and tissue types, organs and organ systems. Labs are anatomically oriented and designed to examine gross anatomy of the human body. 4 credits

Chemistry: CHE 120: General Chemistry I (Tier 2: Natural World I)

Atomic structure, gas laws, valence, solutions, ionization, redox reaction, activity series, periodic classification, kinetics, equilibrium, acid-base chemistry, electrochemistry. 4 credit(s)

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

New Program Courses
Course Descriptions

HLS/HSC 200: Healthcare Professions & Medical Terminology

Inquiry of the preparation, credentials, scopes of practice, roles and responsibilities of various clinical and non-clinical medical and healthcare professionals. Elements of medical language related to prefixes, roots and suffixes of body organizations and systems, anatomical structures and common conditions and treatments. Open to all students; required for BHSc and BS Healthcare Studies students.

3 credits

HSC 497: Internship in Health Science

A supervised internship at a site that allows for the practical application of health science related competencies. 3 credits

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

PROJECTED Enrollment	FY 2020						FY 2021						FY 2022					
	Fall 2019 Semester		Spring 2020 Semester		Summer 2020		Fall 2020 Semester		Spring 2021 Semester		Summer 2021		Fall 2021 Semester		Spring 2022 Semester		Summer 2022	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	27.00						37.00						49.00					
Continuing Students progressing to credential			26.00				23.00		58.00				48.00		92.00			
Headcount Enrollment																		
Total Estimated FTE per Year¹	27.00	-	26.00	-	-	-	60.00	-	58.00	-	-	-	97.00	-	92.00	-	-	-
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	147,339		141,882				327,966		315,114				529,329		503,446			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$ 147,339		\$ 141,882		\$ -		\$ 327,966		\$ 315,114		\$ -		\$ 529,329		\$ 503,446		\$ -	
PROJECTED Program Expenditures ³																		
	First Year		Second Year		Third Year													
Administration (Coordinator, includes summer pay) ⁴	42,085		42,085		42,085													
Faculty (Full-time, total for program) ⁴			132,280		264,560													
Faculty (Part-time, total for program) ⁴	34,349		51,523		68,698													
Support Staff (Professional academic advisor, grad assist, student worker)	24,803		60,165		60,165													
Library Resources Program																		
Equipment (List in narrative)																		
Other (Marketing) ⁵	15,000		10,000		7,500													
Estimated Indirect Costs ⁶	20,923		53,290		79,741													
Total Expenditures per Year	\$ 137,160		\$ 349,343		\$ 522,749													

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

- 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- 2 Revenues from all courses students will be taking.
- 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.
- 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

Southern Connecticut State University						
HSC Degree proposal						
	FY 2020		FY 2021		FY 2022	
	Fall 19	Spr 20	Fall 20	Spr 21	Fall 21	Spr 22
Revenue:						
New BHSc degree						
Freshmen (start fall 2019)	20	19	17	16	15	14
Community Collge transfers (sophomores)	2	2	2	2	1	1
Community Collge transfers (juniors)	5	5	4	4		
Freshmen (start fall 2020)			30	29	26	24
Community Collge transfers (sophomores)			2	2	2	2
Community Collge transfers (juniors)			5	5	4	4
Freshmen (start fall 2021)					40	38
Community Collge transfers (sophomores)					2	2
Community Collge transfers (juniors)					7	7
Sub-Total BHSc Enrollment	27	26	60	58	97	92
Tuition rate per semester	\$ 5,457	\$ 5,457	\$ 5,457	\$ 5,457	\$ 5,457	\$ 5,457
Projected Tuition Revenue	\$ 147,339	\$ 141,882	\$ 327,966	\$ 315,114	\$ 529,329	\$ 502,044
Expenses:						
Administration (HSC Coordinator) reassigned time 6 credits/year (Y1-Y3) @ \$90,000 plus 65.35% F/B		\$37,204		\$37,204		\$37,204
Summer administration (HSC Coordinator) Full-time faculty rate 1.5 credits/year @ \$2,034 incl. 60% F/B		\$4,881		\$4,881		\$4,881
Professional Academic Advisor @\$60,000/yr. incl 65.35% F/B (.25 FTE in Y1; .50 FTE in Y2- Y3)		\$24,803		\$49,605		\$49,605
Graduate Assistant (9 mo.) @ \$9600/yr. incl. 10% fringe				\$10,560		\$10,560
Faculty (Part-time -total for program) 12 credits in Y1; 18 cr. in Y2; 24 cr. in Y3 @ \$1789/cr. Incl. 60% F/B		\$34,349		\$51,523		\$68,698
Faculty (Full-time, total for program; 1.0 FTE lab science courses in Y1; 2.0 in Y2 @ 80,000/year incl. 65.35% fringe				\$132,280		\$264,560
Advertising		\$15,000		\$10,000		\$7,500
Overhead @ 18%		\$20,923		\$53,290		\$79,741
Total ESTIMATED Expenditures (Incremental Only)		\$137,160		\$349,343		\$522,749

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Healthcare Studies program leading to a Bachelor of Science degree at Southern Connecticut State University.

A True Copy:

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

ITEM

Licensure of a new a Healthcare Studies program leading to a Bachelor of Science degree at Southern Connecticut State University

BACKGROUNDSummary

Significant healthcare employment opportunities exist in the Greater New Haven region as the healthcare industry is a dominant contributor to the local economy. Employers are seeking professionals attuned to the dynamics of an evolving healthcare system. They have expressed a growing demand for bachelor-level trained employees in critical non-clinical positions. Employers are seeking employees who possess a skill set that includes knowledge of overall health, health informatics, health systems, and healthcare management. Currently SCSU lacks a degree program to address the development of these skills, specific to the healthcare industry. This program will help employers meet these needs.

Rationale

The proposed program will provide a much needed option for students who initially indicate interest in the nursing degree program or a premed track. As they progress through their studies, some students lose interest in this clinical track or are not successful with science-based pre-requisite courses. Additionally, due to SCSU's limited program capacity, some students are not accepted into the nursing program. These re-directed students need degree alternatives in their area of interest and for many students, this interest is a career in health or the healthcare sector. This program is also positioned to attract new freshmen and transfer students who are looking for a career in the healthcare sector. As students begin to refine their interest in a career path, Healthcare Studies will provide an innovative choice with a clear career trajectory in the healthcare industry. TAP pathways transfer will be initiated with all of the community colleges, enhancing the existing collaborative exchanges.

Resources

Both proposed new programs - Health Science and the Healthcare Studies – entail existing course credits from a range of related disciplines. Projected revenue from the tandem programs will exceed projected expenditures in Year two, and the gap will expand thereafter.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program; contingent upon changes in the proposal application advised by the Council. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

06/11/2018 – BOR Academic & Student Affairs Committee
06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 5/29/18
Most Recent NEASC Institutional Accreditation Action and Date: Acceptance of 5 th Year Interim report 2/2/17	
Program Characteristics Name of Program: Healthcare Studies Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Certificate: (specify type and level) Anticipated Program Initiation Date: 1/01/19 Anticipated Date of First Graduation: 5/21 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? 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: 37 # Cr of Electives in the Field: 0 # Cr of Free Electives: 34 # Cr Special Requirements (include internship, etc.): 3 Total # Cr in the Program (sum of all #Cr above): 74 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 62
Type of Approval Action Being Sought: <input checked="" type="checkbox"/> Licensure or <input type="checkbox"/> Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) Title of CIP Code	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Dr. Robert Prezant	Title: Provost Tel.: 203-392-5350 e-mail: 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:
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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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Southern Connecticut State University's mission provides "exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good." As a service-based professional discipline grounded in the liberal arts, the Healthcare Studies (HLS) program is directly aligned with the mission. To fulfill its mission, SCSU "strive[s] to meet the workforce needs of the state and nation, especially in the fields of education, nursing, social/public services, business and STEM disciplines (science, technology, engineering, and mathematics)." The HLS degree program responds to the increasing regional and national workforce demands of the expanding healthcare industry where focus is being placed on prevention, informatics, and care planning. Program learning outcomes are directly tied to identified healthcare industry skill sets. The SCSU School of Health and Human Services (HHS) will leverage its expertise among its diverse departments already focused on aspects of the healthcare fields (e.g., Nursing, Public Health, Exercise Science), to create a competitive and innovative program for Connecticut's next generation of leaders. HHS is perfectly suited to simultaneously meet the demands of the healthcare industry while helping to fulfill the university's mission and vision.

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)***

Nationally, the Bureau of Labor Statistics cites 13 of the top 20 fastest growing occupations as those in the healthcare sector. https://www.bls.gov/emp/ep_table_103.htm. Additionally, overall employment in healthcare occupations is expected to grow 19%. This is the single largest growth sector among all occupation areas. <https://www.bls.gov/ooh/healthcare/home.htm>. In Connecticut, healthcare practitioner and technical positions, both clinical and non-clinical, are expected to grow 9.5% in a 10-year period ending in 2024. <http://www1.ctdol.state.ct.us/lmi/projections2014/healthcare.asp>. Labor statistics indicate that approximately 24,000 new healthcare jobs will be added statewide by 2024.

Many Connecticut healthcare employment opportunities exist in the Greater New Haven region as the healthcare industry is a dominant contributor to the local economy. Employers are seeking professionals attuned to the dynamics of an evolving healthcare system. They have expressed a growing demand for bachelor-level trained employees in critical non-clinical positions. Employers are seeking employees who possess a skill set that includes knowledge of overall health, health informatics, health systems, and healthcare management. Currently SCSU lacks a degree program to address the development of these skills, specific to the healthcare industry. This program will help employers meet these needs.

The B.S. in Healthcare Studies program will provide a much needed option for students who initially indicate interest in the nursing degree program or a premed track. As they progress through their studies, some students lose interest in this clinical track or are not successful with science-based pre-requisite courses. Additionally, due to SCSU's limited program capacity, some students are not accepted into the nursing program. These re-directed students need degree alternatives in their area of interest and for many students, this interest is a career in health or the healthcare sector. This program is also positioned to attract new freshmen and transfer students who are looking for a career in the healthcare sector. As students begin to refine their interest in a career path, Healthcare Studies will provide an innovative choice with a clear career trajectory in the healthcare industry.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

The B.S. in Healthcare Studies degree does not overlap with the current B.S. Public Health curriculum at SCSU and is differentiated by: 1) coursework focused specifically on preparation for non-clinical jobs in the healthcare sector, and 2) no additional GPA requirements for graduation beyond those of the university. Currently, all other degree programs in the School of Health and Human Services have higher minimum GPA requirements than the current university GPA requirement of 2.0, which limits options for students interested health.

- ***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 highly regarded School of Health and Human Services (HHS), is among the strengths of SCSU and provides high quality instruction, clinical supervision, and accessible alumni employment networks throughout the state due to their high leadership visibility in professional organizations in Connecticut and nationally. Among HHS faculty members, one serves as president of a national professional organization, two serve as presidents of regional professional organizations, and several serve as board members of statewide professional organizations. Additionally, the HLS program is interdisciplinary and builds on best practice standards identified through the Interprofessional Education (IPE) program housed in HHS.

The city of New Haven's major employment sectors are education and health services (Yale University and Yale-New Haven Hospital System). <http://www.citytowninfo.com/places/connecticut/new-haven/work>. Currently only about 27% of New Haven residents over the age of 25 have a bachelor's degree or higher.

SCSU values diversity and because of its diverse student population (almost 40 percent identify as people of color), SCSU is uniquely poised to infuse diverse graduates into the healthcare sector that has identified diversity as an industry need. Graduates from this program may also find employment in the growing biotechnology industry, pharmaceutical companies and other healthcare businesses.

<http://www.citytowninfo.com/places/connecticut/new-haven/work>. This B.S. degree in Healthcare Studies is an educational program that meets the workforce needs of employers in the city of New Haven and throughout the state of Connecticut.

- ***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)***

At this time there have been formal collaborative exchanges of information with Housatonic Community College, Gateway Community College, Tunxis Community College, Manchester Community College, and Asnuntuck Community College. Conversations with other community colleges will also be initiated. A formal transfer agreement has not been completed with any of the Community Colleges. However, we are in discussions about the transfer friendliness of the HLS program and its compatibility with their respective allied health programs. The large number of free elective credits in the B.S. Healthcare Studies program make it a flexible major for transfer students with college credits across a wide variety of disciplines and Associates degree programs.

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

There are no other Bachelor of Healthcare Studies degrees offered in the state. Eastern Connecticut State University offers a B.S. in Health Sciences which aims to prepare students for careers in healthcare. The SCSU HLS degree is differentiated in one key way from the B.S. in Health Sciences. The Healthcare Studies degree program is a non-clinical, interdisciplinary program that offers a bachelor of science degree for students who are interested in current and emerging employment opportunities in healthcare settings. These opportunities

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

include but are not limited to patient navigation, health service coordination and administration, medical and pharmaceutical sales, and healthcare informatics. Eastern's Health Science degree, in comparison, aims to prepare "students for entrance into graduate schools and professional health schools (physical therapy, occupational therapy, public health, nursing, physician assistant, including preparation for national admissions examinations). It provides students with practical skills that can qualify them for entry-level positions in biology and health-related occupations." Duplication between schools is further avoided because SCSU and Eastern serve different regional populations and have the greatest physical distance between them relative to other CSU's.

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.)

The B.S. in Healthcare Studies is a very cost effective program that will capitalize on resources that are already in place to serve the many pre-nursing students who enroll at SCSU as new freshmen and transfer students (approximately 250-300 each year). These students are already required to complete all 46 credits in their LEP and 11 pre-requisite courses for nursing. The B.S. in Healthcare Studies major includes most nursing pre-requisite courses as degree requirements or LEP requirements. Other courses included in this program have excess capacity at this time and can accommodate additional student enrollment (e.g.: three Respiratory Therapy courses). Where required, full-time faculty with skills in these content areas may be re-assigned to teach courses in the B.S. Healthcare Studies program rather than teaching in degree programs with lower or declining enrollment. Adjunct faculty will be hired during the initial years of this program to fill teaching needs in specific areas. As the student population builds over time, the university will assess how to best allocate faculty lines that are vacated in other lower enrolled programs on campus. Since this program is interdisciplinary, any new faculty will be hired into specific departments aligned with their teaching assignments.

Required resources for this program in year 1 are limited to hiring adjunct faculty, re-assigned time for a program coordinator, a student worker to assist with scheduling and reception for academic advising, professional academic advisor, and advertising as a way to attract new high school students to SCSU.

Additional required resources for years 2-3 include one full-time faculty member, additional professional academic advisor time (which was already planned as part of a new advisement model for the University and School), Graduate Assistant, and increase in credits of pay for adjunct faculty. It is possible that additional full-time faculty will be required to serve students in this program in the future, but only if enrollment exceeds expectations. If this is the case, there will be incremental revenue to justify the addition of full-time faculty in specific departments. Required resources for this program in year one are limited to hiring adjunct faculty, re-assigned time for a program coordinator, student worker to assist with scheduling and reception for academic advising, and advertising - especially as a way to attract new high school students to SCSU.

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*

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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. Demonstrate a strong foundation in behavioral, natural, social, and health sciences appropriate for entry-level positions in the healthcare sector and/or admission to post graduate programs.

Measurement Methodology: HSC 200; BIO 200, 201; PSY 100, 219, 366; EXS 411

2. Critically examine and produce sound written analyses of healthcare policy, health interventions, trends and outcomes.

Measurement Methodology: RSP 415, 440; MGT 300 or PCH 362; ENG 112

3. Demonstrate general knowledge of medical perspectives including ethics, healthcare systems, and health professions.

Measurement Methodology: HSC 200; HLS 210; RSP 330, 415, 440; REC 307; EXS 411

4. Demonstrate knowledge of best practices of managing and storing patient/client health information.

Measurement Methodology: RSP 415; HLS 400; MAT 107

5. Adopt competencies of Interprofessional Education (IPE) and interprofessional teaming that promote aptitude with working in multi-professional settings.

Measurement Methodology: HSC 200; HLS 210, 490

Students will be assessed through course performance aligned with identified learning objectives. Each course involves assignments to demonstrate critical thinking, professional writing, and mastery of content (examinations, papers, projects, presentations, and service learning). Course syllabi are attached. Additionally, post graduate employment data and student admission rates to graduate programs will be tracked.

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

Dr. Cheryl Resha will serve as the program coordinator and has been instrumental in curricular planning of the program. A full professor of nursing with over 30 years of healthcare and educational leadership experience, Dr. Resha will have 6 credits per semester of release time.

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)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

We anticipate at in year 2 this program will require one additional full-time faculty. This program will be populated primarily by students who would have previously been undeclared or categorized as pre-nursing or other majors such as Interdisciplinary Studies. For this reason, students will be pursuing the same required LEP courses and nursing pre-requisite courses and therefore require no additional courses or faculty in those areas. There are four new HLS courses (HLS 200, HLS 210, HLS 400, and HLS 490) in this program. Currently, we have capacity to shift many of these teaching assignments to current full-time faculty with the required expertise or hire adjunct faculty to fill these courses. This program has budgeted for the addition adjunct faculty in addition to providing re-assigned time for the coordinator. If additional full-time faculty are required in subsequent years due to higher than anticipated enrollment growth, full-time faculty lines will be shifted from other programs that are experiencing declines in enrollment. Those faculty members will be added in departments where there is the greatest teaching need to serve this program. The program has budgeted for the additional of one full-time faculty member in year 2 but it is yet to be determined which department will hire this faculty member since the program is interdisciplinary.

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

One new full-time faculty will be required for this program in year 2. Existing full-time faculty will teach 70% of required credits.

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

Maximum of 24 credits (out of a required 40 credit program) = 30%

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

Adjunct faculty will have a minimum of a master's degree and 5 years of experience in their respective fields.

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)

With the current undergraduate program, the School of Health and Human Services already possesses the resources that are required for this new program. Additional faculty may be required in the future as program enrollment expands and the program coordinator responsibilities increase. The expected construction of a new building for the School of Health and Human Services offers the opportunity to increase the educational resources afforded to students in the program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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*		
*HLS/HSC 200: Healthcare Professions and Medical Terminology	1,3,5	none	3	INQ 101 Intellectual and Creative Inquiry (LEP1)		3
BIO 201: Human Anatomy & Physiology II	1,5	BIO 200	4	Critical Thinking (LEP1)	2	3
*HLS 210 Principles of Patient Centered Healthcare	3	none	3	Tech Fluency (LEP1)	1	3
PSY 219: Lifespan Development	1	PSY 100	3	Multilingual 200 (LEP1)		3
PSY 366: Health Psychology	1	PSY 300	3	ENG 112: Writing Arguments (LEP1)	2	3
REC 307: Disabilities in Society	3	none	3	American Experience (LEP2)		3
RSP 330: Case Studies in Medical Ethics	3	HLS major	3	Natural World I (LEP2)		3
MGT 300: Management and Organization; or PCH 362: Public Health Management	2	Junior status	3	Conflict and Consensus (LEP2)		3
EXS 411: General Medical Perspectives	1,3	BIO 201	3	Creative Drive (LEP2)		3
*HLS 400: Health Informatics	4	MAT 107 and Junior status	3	Cultural Expression (LEP2)	1	3
RSP 415: Healthcare Essentials	2,3,4	HLS major	3	Global Awareness (LEP2)	1	3
RSP 440: Evidence Based Practice & Research	2,3	HLS major	3	Tier 3 LEP Course		3
*HLS 490: Service Learning in Healthcare	5	HLS 490	3			
TOTAL			40	TOTAL		36
Core Course Prerequisites				Elective Courses in the Field		
PSY: 100 Introduction to Psychology (Tier 2: Mind and Body)			3	Elective Courses		34
MAT: 107 Statistics (Tier 1: Quantitative Reasoning)			3			
BIO: 200 Anatomy/Physiology I (Tier 2: Natural World II)			4			
TOTAL			10			
				TOTAL PROGRAM		120
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						0
Program Outline <i>(Please provide a summary of program requirements including total number of credits for</i>						

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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."

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

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

The Healthcare Studies (HLS) major entails 40 credits from a range of related disciplines; 12 credits of courses in Healthcare Studies (HLS) and 28 credits the disciplines of Biology, Psychology, Exercise Science, Respiratory Therapy, Management, Public Health, and Recreation. HLS 490: Service Learning in Healthcare is a special capstone requirement that is included in the major courses. This course is a structured, supervised service learning internship at a site that allows for the development and practical application of healthcare studies (HLS) competencies. The HLS program requires all students to complete the 46 credit university Liberal Education Program (LEP); 10 of those credits are required pre-requisites for the Healthcare Studies major. The HLS program allows for 34 credits of free electives. Some of these electives will be utilized by some students to meet pre-requisite requirements for LEP courses. Additionally, all HLS students are strongly encouraged to utilize at least 18 of the free elective credits toward a minor that is offered by another other departments and addresses specialized knowledge that can be applied to specific types of healthcare settings or careers (examples include: patient services, aging services, health research, genetic counseling assistant, etc.) Students must meet the GPA standards established by Southern Connecticut State University.

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

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
Joan Kreiger, Ed.D, RRT Assistant Professor	Johnson & Wales University	Respiratory Health, Informatics, Medical Ethics, Interprofessional education	Respiratory Care Program Coordinator; Coordinator Institute for Interprofessional Education (IPE)
Cheryl Resha, Ed.D., MSN, RN, FNASN Professor	University of Hartford	Community health nursing, school health nursing, Pediatric health, nursing research	Professor of Nursing Quality Improvement Coordinator Undergraduate Program Coordinator for Healthcare Studies
William Lunn PhD Associate Professor	University of Connecticut	Sports Nutrition, Exercise Physiology	Undergraduate Program Coordinator Exercise Science – Human Performance, Undergraduate Program Coordinator for Bachelor of Health Science
MaryJo Archambault, Ed.D. Assistant Professor	University of Hartford	Recreation Therapy, Child Life, Assisted sports and recreation, disabilities	<i>Undergraduate Coordinator: Recreation Therapy</i>
Michael Mink, PhD., MPA Associate Professor	University of South Carolina	Health promotion, health management, nutrition, health program planning and evaluation, research methods	Public Health Professor
Marc Robertson, DPT Assistant Professor	Utica College	General Medicine, Therapeutic Exercise, Medical Documentation	Assistant Professor of Exercise Science; Academic Advisor to pre-health professions students.
Rachel Jeffrey, Ph.D. Assistant Professor	University of California, Los Angeles	Neurobiology, Physiology	Assistant Professor of Biology
Kristine Anthis, Ph.D. Professor	University of Nebraska	Personality Development	Professor of Psychology

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Required Major Courses Catalog Course Descriptions

Biology: BIO 201: Human Anatomy & Physiology II

Functional anatomy of the human body is further explored focusing on physiological responses at the molecular and cellular level then progressing through various cell and tissue types, organs and organ systems. Labs are physiologically oriented and designed to examine human physiological responses. 4 credit(s).

Psychology: PSY 219: Lifespan Development

An examination of the physical, cognitive, and socio-emotional changes that occur from birth until death. 3 credit(s).

Psychology: PSY 366: Health Psychology

Exploration of the role of psychology in the promotion and maintenance of health and in the prevention and treatment of illness. Topics may include: the biopsychosocial model, theories of health behavior, stress and coping, and the personality-health link.

Recreation, Tourism & Sports Management: REC 307: Disabilities in Society

Exploration of the range of human experiences of individuals with disabilities and the associated attitudes which shaped historic treatment leading to reforms, advocacy techniques useful in arranging services for people with disabilities. The interrelationships of societal institutions, methods to exert control, the responses of societies to these issues current best practices, and the forecasting of future trends and issues. Emphasis on inclusion, integration, and community membership are explored. 3 credit(s).

Exercise Science / Respiratory Therapy: RSP 330: Case Studies in Medical Ethics

Investigation of groundbreaking medical cases that shape the way healthcare is practiced today. Examination of ethical and social issues surrounding the practice of medicine, particularly the relationship between clinician and patient. Emphasis on the role that advancements in medical technology and biomedical innovation play in healthcare decision-making. 3 credit(s).

Management or Public Health: MGT 300: Management and Organization; or PCH 362: Public Health Management

Management functions of planning, organizing, leading, and controlling. Establishes frameworks for understanding the nature of managerial work and human behavior in task groups as well as large, complex organizations. 3 credit(s).

Exercise Science: EXS 411: General Medical Perspectives

Study of pharmacological agents and general medical conditions, disabilities, abnormalities, and diseases of physically active individuals. Included is the etiology, recognition, physical examination, management, prevention and referral of common medical conditions. 3 credit(s).

Exercise Science/Respiratory Therapy: RSP 415: Healthcare Essentials

Encompasses an introduction to the history, trends, issues, and evolution of the American healthcare system with emphasis on the evolution of the specific healthcare professions. Contemporary issues in America's healthcare system are addressed to include: the organization and delivery of healthcare, major public health issues, issues related to healthcare disparities, and future directions of the health care system. 3 credit(s).

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities *APPLICATION FOR NEW PROGRAM APPROVAL*

Exercise Science/Respiratory Therapy: RSP 440: Evidence Based Practice & Research

Conceptual examination of evidence-based practice and skill acquisition necessary to incorporate evidence and best practices into professional work with patients. These include an understanding of research methods and a scientific approach to critical appraisal of research literature. Analysis of strong scientific data to support approaches to patient care. Examination of the development of practice guidelines. 3 credit(s).

Psychology: PSY: 100 Introduction to Psychology (Tier 2: Mind and Body)

Introduction to psychology as a science. Core topics are: psychology as a profession, research methods, biological bases of behavior, and learning. Additional topics are selected from: personality (normal and abnormal), sensation and perception, cognition, social, intelligence, and development. As part of the course requirements, students participate in an approved research study or an equivalent non-research activity. 3 credits.

Math: MAT: 107 Statistics (Tier 1: Quantitative Reasoning)

Topics include measures of central tendency and measures of variation; elements of probability; random variables; introduction to estimation and hypothesis testing; linear regression analysis. 3 credit(s).

Biology: BIO: 200 Anatomy/Physiology I (Tier 2: Natural World II)

A survey of human's functional anatomy starting at the molecular level then progressing through various cell and tissue types, organs and organ systems. Labs are anatomically oriented and designed to examine gross anatomy of the human body. 4 credit(s)

New Courses- Course Descriptions

HLS / HSC 200: Healthcare Professions & Medical Terminology:

Inquiry of the preparation, credentials, scopes of practice, roles and responsibilities of various clinical and non-clinical medical and healthcare professionals. Elements of medical language related to prefixes, roots and suffixes of body organizations and systems, anatomical structures and common conditions and treatments. 3 credits

HLS 210: Principles of Patient Centered Healthcare

An exploration of the concepts and principles of patient centered care as a growing number of hospitals, clinics and continuing care facilities faces challenges of providing quality care and exemplary patient experience. Examination of the response to healthcare consumer demands, improvement in care delivery systems, and the advancement of a more personalized, humanized experience for the patient. 3 credits

HLS 400: Health Informatics

Exploration of health Informatics including definitions, theory, technologies, workflow and expectations of health systems and health information exchange. Provides students with fundamental knowledge of the concepts of health informatics and how technology can be used to advance the delivery of healthcare. Students will gain an understanding of the challenges for a healthcare Informatics professional to analyze and deliver usable and accessible systems and solutions. 3 credits

HLS 490: Service Learning in Healthcare Studies

A supervised service learning internship at a site that allows for the development and practical application of healthcare studies (HLS) competencies. 3 credits

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

PROJECTED Enrollment	FY 2020						FY 2021						FY 2022					
	Fall 2019 Semester		Spring 2020 Semester		Summer 2020		Fall 2020 Semester		Spring 2021 Semester		Summer 2021		Fall 2021 Semester		Spring 2022 Semester		Summer 2022	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	200.00						250.00						300.00					
Continuing Students progressing to credential			200.00				171.00		421.00				332.00		632.00			
Headcount Enrollment																		
Total Estimated FTE per Year¹	200.00	-	200.00	-	-	-	421.00	-	421.00	-	-	-	632.00	-	632.00	-	-	-
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	1,091,400		1,091,400				2,297,397		2,297,397				3,448,824		3,448,824			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$ 1,091,400		\$ 1,091,400		\$ -		\$ 2,297,397		\$ 2,297,397		\$ -		\$ 3,448,824		\$ 3,448,824		\$ -	
PROJECTED Program Expenditures ³	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Administration (Coordinator, includes summer pay) ⁴		46,967		84,169		84,169												
Faculty (Full-time, total for program) ⁴				132,280		132,280												
Faculty (Part-time, total for program) ⁴		17,174		68,698		103,046												
Support Staff (Professional academic advisor, grad assist, student worker)		49,605		121,265		121,265												
Library Resources Program																		
Equipment (List in narrative)																		
Other (Marketing) ⁵		15,000		10,000		7,500												
Estimated Indirect Costs ⁶		23,174		74,954		80,687												
Total Expenditures per Year	\$ 151,920		\$ 491,366		\$ 528,947													

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

- 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- 2 Revenues from all courses students will be taking.
- 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.
- 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

Southern Connecticut State University						
HLS Degree proposal						
	FY 2020		FY 2021		FY 2022	
	Fall 19	Spr 20	Fall 20	Spr 21	Fall 21	Spr 22
Revenue:						
New B.S. Healthcare Studies						
Freshmen (start fall 2019)	150	150	128	128	108	108
transfers (sophomores)	15	15	13	13	11	11
transfers (juniors)	35	35	30	30		
Freshmen (start fall 2020)			200	200	170	170
transfers (sophomores)			15	15	13	13
transfers (juniors)			35	35	30	30
Freshmen (start fall 2021)					250	250
transfers (sophomores)					15	15
transfers (juniors)					35	35
Total Healthcare Studies Enrollment	200	200	421	421	632	632
Tuition rate per semester	\$ 5,457	\$ 5,457	\$ 5,457	\$ 5,457	\$ 5,457	\$ 5,457
Projected Tuition Revenue	\$ 1,091,400	\$ 1,091,400	\$ 2,297,397	\$ 2,297,397	\$ 3,448,824	\$ 3,448,824
Projected Tuition for status quo (pre-nursing status without major)	\$ 1,036,830	\$ 1,036,830	\$ 1,952,787	\$ 1,952,787	\$ 2,828,036	\$ 2,828,036
Projected Incremental Tuition Revenue	\$ 54,570	\$ 54,570	\$ 344,610	\$ 344,610	\$ 620,788	\$ 620,788
Expenses:						
Administration (HLS Coordinator) re-assigned time 6 credits/year (Y1); 12 credits/year (Y2-Y3) @ \$90,000 plus 65.35% F/B		\$37,204		\$74,408		\$74,408
Summer administration (HLS Chair or Coordinator) Full-time faculty rate 3 credits/year @ \$2,034 incl. 60% F/B		\$9,763		\$9,763		\$9,763
Professional Academic Advisor @\$60,000/yr. incl 65.35% F/B (.50 FTE in Y1; 1.00 FTE in Y2-Y3)		\$49,605		\$99,210		\$99,210
Graduate Assistant (9 mo.) @ \$9600/yr. incl. 10% fringe				\$10,560.00		\$10,560
Student Worker (12 mo.) @ \$10,450/yr.				\$11,495		\$11,495
Faculty (Part-time -total for program) 6 credits in Y1; 24 cr. In Y2; 48 cr. In Y3 @ \$1789/cr. Incl. 60% F/B		\$17,174		\$68,698		\$103,046
Faculty (Full-time, total for program; 1.0 FTE lab science courses @ 80,000/year incl. 65.35% fringe				\$132,280		\$132,280
Advertising		\$15,000		\$10,000		\$7,500
Overhead @ 18%		\$23,174		\$74,954		\$80,687
Total ESTIMATED Expenditures (Incremental Only)		\$151,920		\$491,368		\$528,949
Net Surplus / (Loss)		\$ (42,780)		\$ 197,852		\$ 712,627

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 10, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an American Studies Civic Leadership program leading to a Bachelor of Arts degree at Southern Connecticut State University for a period of three years.

A True Copy:

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

ITEM

Licensure of a new program leading to a Bachelor of Arts degree in American Studies Civic Leadership at Southern Connecticut State University

BACKGROUNDSummary

The referenced program will bring together two areas of study, the liberal arts focus of American Studies and the more applied emphasis of Civic Leadership to develop these traits in students. The program will prepare broadly-trained, ethically-grounded leaders needed to serve the state's rapidly globalizing communities in the 21st century. The program will combine liberal arts' content knowledge and critical thinking skills with civic leadership training and community internship opportunities.

Rationale

Five new courses will be created for the proposed program which will prepare students in very practical ways to become leaders in a wide variety of fields. No similar program exist within the CSCU System; and it is also instructive to note that reasonable pathways for community college transfers to the program are available via TAP agreements with the interdisciplinary departments collaborating for the program's implementation.

Resources

Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program.

RECOMMENDATION

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

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: March 2, 2018	
Most Recent NEASC Institutional Accreditation Action and Date: 5 th Year Interim Report accepted Feb 2017		
Program Characteristics Name of Program: American Studies Civic Leadership Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts Anticipated Program Initiation Date: Fall 2019 Anticipated Date of First Graduation: Spring 2023 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? 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: 18 # Cr of Electives in the Field: 12 # Cr of Free Electives: 39-42 # Cr Special Requirements (include internship, etc.): 6 #Cr general education program: 42-45 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	
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) 05.0102 Title of CIP Code American/United States Studies/Civilization		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts and Sciences, Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> 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 addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5053 e-mail: 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:
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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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Southern Connecticut State University's proposed American Studies Civic Leadership program (ASCL) is designed to fulfill the institution's mission to instill in our students the value of the liberal arts as a foundation for professional development. In alignment with this mission, it will prepare the broadly-trained, ethically-grounded leaders needed to serve Connecticut's rapidly globalizing communities in the 21st century by combining content knowledge and critical thinking skills from the liberal arts with civic leadership training and community internship opportunities. This program fits in well with Southern's mission for social justice and is in line with the AAC&U's 2018-2022 Strategic Plan with its commitment to access, educating students for democracy, and preparing them to be global citizens.

The ASCL program will bring together two areas of study, American Studies and Civic Leadership, in order to enhance majors' liberal arts training and prepare them professionally. American Studies is an inter-disciplinary grounding in the histories, cultures, and politics of North, Central, and South America. This inter-disciplinary approach provides students with an understanding of the social, economic, political, civic, and historic contexts in which they will work and lead in the 21st century. In addition, it develops key analytical and communication skills that a quality liberal arts education affords in order to enhance graduates' effectiveness in the workforce. The American Studies core will be primarily delivered by faculty in the History, English, and Political Science departments, in collaboration with faculty in other relevant programs.

Civic Leadership programs provide professional development for capable leaders who will serve in governmental and non-profit sectors. The approach is grounded in the discipline of political science and emphasizes practical problem solving and experiential learning. The ASCL program prepares leaders who are committed to Southern's mission of social justice and working for the public good. The design of the program was informed by the theory of transformational leadership, which originated in the field of political science: "Transformational leaders help members grow and develop into leaders by responding to individual members' needs by empowering them and by aligning the objectives and goals of the individual members, the leader, the group and the larger organization." (Bass & Ruggio 2006, 3).

There are a number of approaches to leadership training (see bibliography). From the perspective of American Studies, leadership is seen as a process that is augmented by a liberal arts foundation. This approach views leadership as a transdisciplinary field, much like environmental studies or women's studies. Leadership scholar Thomas Cronin argues that the key requirement to integrating the study of leadership into coursework is not academic expertise, but sensitivity to current issues and a willingness to explore how an individual discipline can contribute to the process. Cronin identifies the following as important leadership traits:

- Listening: Listening to lead requires that both the content and context of what is said be understood in a way that both respects and empowers the speaker.
- Speaking & Debating: Leaders need to be able to present and defend their ideas in front of people.
- Writing: Effective writing promotes clarity of thought, shared values, and can be inspirational.
- Community-building: Leadership builds and sustains community
- Negotiating: Leadership needs to understand how to reconcile interests both inside and outside a community, group, or organization.
- Social and Emotional Self-Efficacy: Leaders must know their own strengths, weaknesses, prejudices, and motivations, and also be able to recognize those of others.
- Creativity: Leaders demonstrate an understanding of creativity, recruit creative people, and create a climate of openness that encourages risk taking, flexibility and innovative thinking.

The proposed BA in American Studies Civic Leadership integrates the liberal arts focus of American Studies with the more applied emphasis of Civic Leadership to develop these traits in students. The ASCL program has a nine-course core, including five that were created specifically for the new program. The four pre-existing core courses (HIS 110/HIS 111 US History, PSC

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

260 US Government, ENG 307 Literary Analysis, and Professional Writing, e.g. ENG 316 Writing for Business and Industry) will provide the foundation of content knowledge and help refine listening, speaking, and writing skills in preparation for their ASCL internship. Students who think that a more traditional course on leadership would be beneficial have the option of taking PSC 350—Public Leadership—to as part of their self-designed area of focus.

The five new courses created for the ASCL program (ACL 200 Civic Leadership in American Society, ACL 230 Creative Problem Solving, ACL 390 American Studies Civic Leadership Symposium, ACL 497 Internship in American Studies Civic Leadership and ACL 490 American Studies Civic Leadership Capstone) will further develop the skills that are essential to good leadership and provide the leadership training for life after graduation:

- ACL 200 will incorporate principles and theories of leadership and offer case studies within the context of American Studies with a special focus on their ethical implications. This course will develop the foundational skills of listening, speaking, debating, community-building, and negotiating. In addition, students will be introduced to the process of civic leadership as they plan and implement a group civic action project. Students will also be introduced to IBM Watson Analytics as a tool for use to assess problems and evaluate solutions.
- ACL 230 will help develop creative thinking that will include developing negotiating and community building skills while assisting students in learning to identify social and emotional strengths and weaknesses in themselves and others. Their understanding of problem solving techniques will serve as a basis of the development of their subsequent policy plan, described next.
- ACL 390, 497, and 490 are a sequence that forms the heart of the proposal. Sequentially they will support students as they identify an organization in which to apply the principles of leadership learned in the previous courses. Students will:
 - Identify a public issue of personal concern;
 - Articulate different approaches to solving that issue;
 - Connect with an organization dealing with that issue and work as an intern;
 - Develop a proposal in conjunction with that organization;
 - Implement and evaluate the plan, assessing its ethical implications.

Before beginning this sequence, students will be required to earn an IBM Watson Analytics badge, so that they will be able to use it in their internship and during the development, implementation, and evaluation of their plan. The inclusion of an assessment of ethics in the evaluation of the plan will compel students to examine their own values and reflect on their own strengths and weaknesses as individuals and as leaders.

The Civic Leadership training in the ASCL core courses will be grounded in the principles of leadership as examined and modeled in the discipline of political science, emphasizing the following in preparing students for government, non-profit and other public sector leadership internship experiences:

- Understanding political, cultural, historical, economic and civic dimensions of societal challenges
- Understanding the successes and weaknesses of democracies in the Americas
- Understanding the role of ethics in effective leadership in democratic societies and pursuing social justice.
- Understanding of the relationship between economic and political systems
- Developing the interpersonal, writing, and speaking skills necessary to work in diverse contexts

In addition to these nine core courses, students will also complete a four course (12-credit) American Studies concentration constructed in consultation with the ASCL program director. Concentrations will draw on courses from at least three departments and will be designed to further develop student's expertise in a particular region of the Americas and/or on a particular issue of societal concern for the Americas that will require effective leadership in the 21st century. Four sample concentrations follow the Curriculum section of this proposal. The first is constructed around the theme of Immigration (see Example 1); The second is constructed around the theme of Latin American Issues, Cultures, and Politics (see Example 2); The third is constructed around the theme of Native American issues (see Example 3); The fourth is constructed around the theme of Management (see Example 4).

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Many students in the ASCL program will also be able to complete an additional 6 course/18 credit minor as part of their bachelor's degree. Students will be strongly encouraged to complement their ASCL program coursework with an existing SCSU minor to further enhance either their content knowledge (e.g. economics, environmental studies, ethnic studies, global studies, history, Latin American and Caribbean Studies, philosophy, public health, religious studies, social science and medicine, women's studies) or their skills (e.g. organizational communication, professional writing, leadership development, management, Spanish).

Though most graduates of SCSU will work in the United States, they will do so in a global market and economy. The American Studies Civic Leadership program will provide students with an interdisciplinary foundation that emphasizes the American experience but also offers the possibility for cross-cultural experiences involving other peoples in the Americas and around the globe. The Liberal Arts approach of American Studies allows students to draw from the expertise of multiple departments providing a variety and flexibility of perspectives and methodologies that will prepare students for leadership in a constantly changing world and the global economy they will encounter after graduation. These students will have an enhanced grounding in the liberal arts combined with leadership training that has a theoretical base in addition to a rich application in real world settings.

The American Studies Civic Leadership program advances Southern's mission to provide exemplary education in the liberal arts and professional disciplines, sustaining Southern's core values of intentional diversity, academic excellence, access, social justice, and service for the public good. The ASCL program supports Southern's role as a regional comprehensive university designed to provide access and opportunity for the residents of New Haven County and beyond. Because this program incorporates student designed research to public internships, it emphasizes practical problem solving and experiential learning. This will enhance the student-centered focus of SCSU and instill in our students the value of the liberal arts and sciences as a foundation for professional development, life-long learning, and exemplary leadership.

By blending tradition and innovation, the mission of Southern is "to empower every undergraduate and graduate student with the knowledge, skills and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society." The American Studies Civic Leadership program will contribute to this mission by educating future leaders of the region and state through its innovative combination of classroom and service learning opportunities. Like other programs at SCSU, students in the American Studies Civic Leadership program will receive exemplary professional training and be inspired by the research, scholarship, and creative activity of our teacher-scholars. Students will develop the broadly applicable liberal arts leadership skills under the tutelage of faculty in English, History, and Political Science, supplemented by other faculty in the School of Arts and Sciences. The more specific civic leadership training will be conducted by faculty in Political Science, augmented by the mentoring of intern supervisors. Students will gain critical reading, writing, and problem-solving skills, as well as the knowledge of historical and social contexts that inform their lives. As applied through the experiential component of the program, this training will prepare students in very practical ways to become leaders in a wide variety of fields. The American Studies Civic Leadership is designed to help students acquire transferrable skills and critical knowledge that will enable them to become flexible and adaptive leaders in the complex, global world they will help create.

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*)

The learning objectives are aligned with the skills that employers identify as most important in the workforce, as determined by a survey of employers conducted by the Association of American Colleges and Universities (AACU). The following table lists the six skills employers deem as most important and shows how those skills align with our learning objectives. The third column identifies the percentage of employers who rate each skill as highly important; the fourth, the percentage who report graduates being well prepared. The skills that employers identify as most important are the same skills they find lacking in college graduates. We address this gap by focusing our program on developing these crucial skills in students so that employers will find them well prepared professionally.

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

Most important Skills	Program Learning Outcomes	Percent of Employers Rating Skill as Very Important	Percent of Employers Reporting Graduates Well Prepared in Skill
The ability to effectively communicate orally	1, 2	85%	27%
The ability to work effectively with others in teams	4	83%	37%
The ability to effectively communicate in writing	1, 3	82%	27%
Ethical judgment and decision-making	6	81%	30%
Critical thinking and analytical reasoning skills	5	81%	25%
The ability to apply knowledge and skills to real-world settings	7	80%	23%

In addition to focusing on the skills that employers value, but find lacking in college graduates, the applied components of the ASCL program are aligned with the features that employers say will make them more likely to hire a student:

Internship/apprenticeship with company/organization	94%
Project demonstrating research, problem-solving skills	87%
Multiple courses involving significant writing	81%
Service-learning project with community organizations	69%

(Data from the AACU report "It Takes More than a Major: Employer Priorities for College Learning and Student Success"
<https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary>)

The following examples of employment come from the Occupational Outlook Handbook:

Social and Community services manager

<https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

Editors

<https://www.bls.gov/ooh/media-and-communication/technical-writers.htm>

Media and Communication correspondents/analysts

<https://www.bls.gov/ooh/media-and-communication/reporters-correspondents-and-broadcast-news-analysts.htm>

Public relations specialists

<https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm>

Technical writers

<https://www.bls.gov/ooh/media-and-communication/technical-writers.htm>

Writers and authors

<https://www.bls.gov/ooh/media-and-communication/writers-and-authors.htm>

- 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 American Studies Civic Leadership program draws upon the expertise and creative energy of the faculty in English, History, and Political Science departments. All three departments provide strong liberal arts curricula to the university. In addition, we have created new courses to forge a program that is genuinely innovative. The Political Science Department is already known for its internship program that places students in organizations and agencies in

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

New Haven and around the state, providing rich experience for students as well as productive well-trained workers for the organizations. We leverage this internship program into a 12-credit sequence that walks students through the leadership skills that are valued in the workforce. This begins with a symposium (ACL 390, 3 credits) in which students identify a social problem and evaluate it from an interdisciplinary perspective, specifically American Studies. The sequence continues with the internship (ACL 497, 6 credits) where students work in an organization or agency, for which they develop a capstone proposal. The sequence culminates in a capstone project (ACL 490, 3 credits) where students incorporate the knowledge and skills acquired in the classroom to solve a community problem. New Haven provides an ideal setting with a myriad of possibilities for students possessing the desire to make a difference in their community.

- 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*)

The English, History, and Political Science TAP programs will transfer to the American Studies Civic Leadership program and 60 credits will remain. This provides a reasonable pathway for transfer students who find ASCL an attractive program. For example, HIS 110 and HIS 111 is already built into the TAP agreement because every other CSU offers this course. A similar agreement is in place for PSC 260 US Government. Depending on each student's concentration other transferred courses could be incorporated into the 15 credits of electives within the major.

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

There are no competing or similar programs within the CSCU system. Programs with leadership or American Studies emphases include:

Community College Programs

Asnuntuck CC:

Leadership in Early Childhood Program

Business Leadership Program

Capital CC --No programs

Gateway CC--No programs

Housatonic CC --No programs

Manchester CC :

Leadership Institute

Middlesex CC --No programs

Naugatuck CC--No programs

Northeastern CT CC --No programs

Norwalk CC --No programs

Quinebaug CC --No programs

Three Rivers CC --No programs

Tunxis CC --No programs

Connecticut State University programs

CCSU:

Education Leadership

African American Studies major

American Studies minor

ECSU:

Concentration in American Studies as part of the History major

Paths to Leadership in Stage Management

SCSU:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Business
Education Leadership
Recreation and Leisure Studies

WCSU:

Education Leadership
Hancock Leadership Program
American Studies major (combines history and English major)

Distinctions

There are no similar programs within the CSCU system that combine American Studies with a leadership component.

The ASCL program differs from existing leadership programs by:

1. Grounding the program in an enhanced liberal arts training that incorporates the critical thinking and communication skills that employers want to assure an engaged and productive work force
2. Focusing on civic leadership to prepare students for community service
3. Designing an individualized interdisciplinary plan to develop diverse perspectives on the social problems about which students are most interested

The ASCL program differs from existing American Studies programs by:

1. Integrating the four newly designed courses rooted in leadership theory with an emphasis on ethics
2. Incorporating the internship as an applied component
3. Embedding skills crucial to leadership, such as public speaking, advanced writing, collaboration, and problem solving

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.)

Please see attached. The ASCL program utilizes existing teaching capacity in core and supporting departments and requires no new full-time faculty hires to deliver the program. A program coordinator will receive 3 credits of reassigned time per semester to recruit and advise students and develop and manage internship opportunities.

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

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)*

Learning Outcome	Location of Assessment
1. Enhanced ability to understand both the content of written and oral communication as well as its meaning within an organizational context.	ACL 200 Civic Leadership in American Society ACL 230 Creative Problem Solving PSC 260 U.S. Government HIS 110 or 111 United States History 1 & 2 ENG 307 Literary Analysis Professional Writing requirement (e.g. ENG 316 Writing for Business and Industry) ACL 390 American Studies Civic Leadership Symposium ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone
2. Develop the public speaking skills needed to represent and defend their ideas in a persuasive way.	ACL 200 Civic Leadership in American Society PSC 260 U.S. Government ACL 390 American Studies Civic Leadership Symposium ACL 490 American Studies Civic Leadership Capstone
3. Augmented writing skills in order to communicate ideas clearly and professionally.	ACL 200 Civic Leadership in American Society ACL 230 Creative Problem Solving PSC 260 U.S. Government HIS 110 or 111 United States History 1 & 2 ENG 307 Literary Analysis Professional Writing requirement (e.g. ENG 316 Writing for Business and Industry) ACL 390 American Studies Civic Leadership Symposium ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone
4. Develop the interpersonal skills necessary both to work cooperatively and to collaborate in achieving goals.	ACL 200 Civic Leadership in American Society Professional Writing requirement (e.g. ENG 316 Writing for Business and Industry) ACL 230 Creative Problem Solving ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone
5. Cultivate a creative and analytical approach to solving problems.	ACL 230 Creative Problem Solving ACL 390 American Studies Civic Leadership Symposium ACL 490 American Studies Civic Leadership Capstone
6. Examine leadership from the approach of ethical principles and a commitment to public interest.	ACL 200 Civic Leadership in American Society ACL 230 Creative Problem Solving ACL 390 American Studies Civic Leadership Symposium ACL 490 American Studies Civic Leadership Capstone
7. Integrate knowledge of American Studies into an applied examination of a specific organization.	HIS 110 or 111 United States History 1 & 2 ACL 390 American Studies Civic Leadership Symposium ACL 497 Internship in American Studies Civic Leadership ACL 490 American Studies Civic Leadership Capstone

Assessment of student performance will happen at the classroom and the program levels. Students will not be approved for an internship until they have demonstrated that they have both the skills and the demeanor to perform effectively outside the classroom. Southern's University Curriculum Forum (UCF), the faculty body that oversees undergraduate curriculum development and review, reviews and assesses all undergraduate programs on a regular cycle via its Program Review and Assessment Committee (PRAC). The foci of PRAC program reviews are the assessment of student learning, as well as the assessment of other indicators of quality and productivity. Once the ASCL program is approved, it will undergo regular PRAC review.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

The first program coordinator will be Dr. Tess Marchant-Shapiro (Political Science) who has conducted and published research on leadership and politics. The program coordinator will receive .25 FTE of reassigned time to schedule ASCL courses in coordination with appropriate deans and department chairs and advise students as they create their individual program paths. The coordinator will also coordinate internship opportunities for students. The coordinator position will rotate among tenured faculty in English, History, and Political Science, the core departments delivering the program (see attached list of faculty). Core ASCL faculty include CSCU or SCSU teaching award winners (Dr. Scott Ellis, Dr. Marie McDaniel, Dr. Cindy Stretch), research award winners (Dr. Steve Amerman, Dr. Paul Petrie, Dr. Troy Rondinone) and academic advising award winners (Dr. Marie McDaniel).

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?

N/A

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

At the moment, there is no need to employ adjunct faculty. If the program grows to the point where more faculty are needed then any adjunct faculty member would have to have a terminal degree in the appropriate field.

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)*

No special resources needed. The only new cost will be the release time given to the Director of the program.

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

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*		
*ACL 200 Civic Leadership in American Society	1,2,3,4,6	Critical Thinking	3.0	HIS 110 or 111 United States History 1 & 2	1,3,7	3.0
ACL 230 Creative Problem Solving	1,3,4,5,6	3.0		ACL 390 American Studies Civic Leadership Symposium	1,2,3,5,6,7	3.0
PSC 260 U.S. Government	1,2,3	Critical Thinking	3.0			
ENG 307 Literary Analysis	1,3	ENG 112	3.0			
Professional Writing, e.g. ENG 316 Writing for Business & Industry	1,3,4	Varies: ENG 112, or ENG 207	3.0			
*ACL 497 Internship in American Studies Civic Leadership	1,3,4,7	ACL 390	6.0			
*ACL 490 American Studies Civic Leadership Capstone	1,2,3,4,5,6,7	ACL 497	3.0			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	1,3,5,7	12
				See attached examples		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

Program Outline

Core (24 credits)

ACL 200 Civic Leadership in American Society (3 credits)

An introduction to American Studies with leadership as a case; includes methods

LEP Conflict and Consensus (as draw for other students and so course will carry)

***ACL 230 Creative Problem Solving** (3 credits)

To inculcate the problem solving skills that are necessary for leaders to make a difference

Includes ethics (dual listed with PSY 230)

PSC 260 US Government (3 credits)

To provide the framework within which public policy making occurs

ENG 307 Literary Analysis (3 credits)

To teach critical reading skills

Professional Writing (3 credits) Choose one of the following five (5) options:

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

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

To enhance the writing skills of students and to prepare them for leadership positions.

ENG 240 — Professional Writing: Theory and Practice
ENG 304 — Technical Writing and Communication
ENG 309 — Rhetorical Strategies in Writing and Communication
ENG 316 — Writing for Business and Industry
REC 390 — Grant Writing

***ACL 497 Internship in American Studies Civic Leadership** prerequisite ACL 390 (6 credits)

To apply the academic training to a real leadership situation

***ACL 490 Seminar in American Studies Civic Leadership** prerequisite ACL 497(3 credits)

To integrate their knowledge in American Studies into an applied examination of a specific organization.

Concentration (required: 12 credits)

4 courses in a multidisciplinary theme

Must work with Program Director in creating theme

Must include courses from at least 3 departments

See four attached examples

Note LEP (general education) Restrictions

HIS 110 or 111 United States History 1 & 2: Tier 2 American Experience required (3 credits)

To frame studies within the historical context

***ACL 390 American Studies Civic Leadership Symposium:** LEP Tier 3 required (3 credits)

To integrate the leadership training with each student's focus within American Studies

Prerequisite ACL 230

Four-year curriculum map EXAMPLE #1

Leadership and American Studies

Sample curriculum map for focus on immigration

Core courses in **Red**, electives in **Green**

Freshman Year

Fall	Spring
T1 FY INQ 101: Intellectual and Creative Inquiry (3)	SPA 101: Spanish II (3)
T1 CT ANT 100: Interpreting Cultures (3)	T1 WC ENG 112: Writing Arguments (3)
SPA 100 Spanish I (3)	T1 TF JRN 135: Digital Media Skills (3)
MAT 100: Intermediate Algebra (3)	T1 QR MAT 107: Elementary Statistics (3)
ENG 110: Fundamentals of Academic Writing (3)	T2 SS ACL 200: Civic Leadership in American Society (W) (3)

(30 credits)

Sophomore Year

Fall	Spring
T2 LE GEO 201: Physical Geography (4)	T2 PR ESC 104: Geohazards: The Impact on the Environment (4)
T1 MC SPA 200: Spanish III (3)	T2 MB SOC 265: Self and Society (3)
ACL 230: Creative Problem Solving (3)	T2 CE ENG 217: Introduction to Literature (3)
T2 AE HIS 110 or 111: United States History I or II (3)	T2 TP GEO 100: People, Places, and Environments (3)
T2 GA HIS 128: Modern Latin America (3)	PSC 260: US Government or SPA 210: Spanish IV: Latino America (3)

(32 credits)

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

Junior Year

Fall	Spring
T3 ACL 390: American Studies Civic Leadership Symposium (3)	ENG 240: Professional Writing Theory and Practice (W) (3)
ENG 307: Literary Analysis (W) (3)	SOC 203: Social Organizations or SPA 300: Spanish Composition (W) (3)
PSC 325: US Politics and Economic Policy or SPA 210: Spanish IV: Latino America (3)	PSC 314: Urban Politics or SPA 312: Latin-American Civilization (3)
T2 CD COM 228: Capturing, Analyzing, and Presenting Family Stories (3)	HIS 211: History of Criminal Justice in the Americas (3)
Elective or PSC 260: US Government (3)	Elective (3)

(30 credits)

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
SOC 310: Racial and Ethnic Relations or SPA 312: Culture and Civilization of Puerto Rico (3)	Elective (3)
Elective (3)	Elective (3)
Elective (3)	Elective (3)
	Elective (1)

(28 credits)

Four-year curriculum map EXAMPLE #2

Leadership and American Studies

Sample curriculum map for focus on Latin American issues (Culture or Politics)

Core courses in **Red**

Focus on Politics **Green**, Culture **Blue**, courses applicable to either **Purple**

Freshman Year

Fall	Spring
T1 FY INQ 101: Intellectual and Creative Inquiry (3)	SPA 101: Spanish II (3)
T1 CT ANT 100: Interpreting Cultures (3)	T1 WC ENG 112: Writing Arguments or T1TF or WLL 108: Technology and Language Learning (3)
SPA 100: Spanish I (3)	T2 AE HIS 110 or 111: United States History I or II (3)
T1 QR or MAT 100 MAT 100: Intermediate Algebra (3)	T2 SS ACL 200: Civic Leadership in American Society (W) (3)
T1 WC English 112: Writing Arguments or T1TF WLL 108: Technology and Language Learning (3)	T2 PR GEO 201: Physical Geography or T2 LE ESC 104: Geohazards: The Impact on the Environment (4) or T1 QR MAT 107: Elementary Statistics (3)

(31 credits)

Sophomore Year

Fall	Spring
T2 GA HIS 127: Colonial Latin America or HIS 128: Modern Latin America (3)	T2 MB SOC 265: Self and Society or T2 CE ENG 217: Introduction to Literature (3)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

ACL 230: Creative Problem Solving (3)	PSC 260: US Government or ENG 307: Literary Analysis (W) (3)
T1 MC SPA 200: Spanish III (3)	SPA 210: Spanish IV: Latino America (3)
T2 TP GEO 100: People, Places, and Environments (3)	T2 CD COM 228: Capturing, Analyzing, and Presenting Family Stories (3)
T2 PR or T2 LE GEO 201: Physical Geography or T2 LE ESC 104: Geohazards: The Impact on the Environment (4)	Elective (3) or T2 PR GEO 201: Physical Geography or T2 LE ESC 104: Geohazards: The Impact on the Environment (4)

(31 credits)

Junior Year

Fall	Spring
ENG 307: Literary Analysis (W) or PSC 260: US Government (3)	PSC 333: Latin American Security or PSC 317: U.S.-Latin American relations (3)
SPA 210: Spanish IV: Latino America (3)	LIT 382: Contemporary Latin American Literature (3)
PSC 308: Latin American Politics or HIS 372: Major Powers of Latin America (3)	SPA 312: Latin American Civilizations (3)
T3 ACL 390: American Studies Civic Leadership Symposium (3)	ENG 240: Professional Writing Theory and Practice (W)
Elective (3)	SPA 330: Indigenous Cultures of Latin America or SPA 459: Latin American Theater & Performance or ANT 225 Peoples and Cultures of Central and South America (3)

(30 credits)

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
Elective (3)	Electives (3)
Elective (3)	Electives (3)
Electives (3)	Electives (3)
	Electives (1)

(28 credits)

Four-year curriculum map EXAMPLE #3

Leadership and American Studies

Sample curriculum map for focus on Native American issues

Core courses, Red, electives Green

Freshman Year

Fall	Spring
T1FY INQ 101: Intellectual and Creative Inquiry (3)	WLL 101 (3)
T1 CT ANT 100: Interpreting Cultures (3)	T1 WC ENG 112: Writing Arguments (3)
WLL 100 (3)	T1 QR MAT 107: Elementary Statistics (3)
MAT 100: Intermediate Algebra (3)	T1 TF JRN 135: Digital Media Skills (3)
ENG 110: Fundamentals of Academic Writing (3)	T2 SS ACL 200: Civic Leadership in American Society (W) (3)

(30 Credits)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Sophomore Year

Fall	Spring
T2 PR ESC 205: Principles of Meteorology or T2 LE BIO 101: General Botany (4)	
HIS 257: American Indian History to 1850 (3)	HIS 258: American Indian History to 1850 (3)
T2 AE HIS 110 or 111: United States History I or II (3)	T2 CD ANT 211: Writing Culture: The Art of Ethnographic Writing (3)
T1 WLL (3)	T2 AE ENG 218: American Experience and Literature (3)
ACL 230: Creative Problem Solving (3)	T2 TP GEO 100: People, Places, and Environments (3)

(32 Credits)

Junior Year

Fall	Spring
T2 CE GEO 200: Human Geography (3)	ENG 307: Literary Analysis (W) or ENG 240: Professional Writing Theory and Practice (W) (3)
T3 ACL 390: American Studies Civic Leadership Symposium (3)	T2 GA JST 204: Introduction to Holocaust and Genocide Studies (3)
ANT 321: Indians of North America (3)	PSC 260: US Government (3)
ENG 307: Literary Analysis (W) or ENG 240: Professional Writing Theory and Practice (W) (3)	T2 MB PHI 207 – The Religious Dimension of Human Existence (3)
HIS 358: American Frontiers (3)	Elective (3)

(30 credits)

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
ENG 317: Cross-Cultural Literatures and Contexts or PSC 325: US Politics and Economic Policy (3)	Elective (3)
Elective (3)	Elective (3)
Elective (1)	Elective (3)
	Elective (3)

(28 Credits)

Four-year curriculum map EXAMPLE #4

Leadership and American Studies

Sample curriculum map for focus on management

Core courses in Red, electives in Green

Freshman Year

Fall	Spring
T1 FY INQ 101: Intellectual and Creative Inquiry (3)	WLL 101 (3)
T1CT PSC 150: Thinking about Politics (3)	T1 WC ENG 112: Writing Arguments
WLL 100 (3)	T1 TF JRN 135: Digital Media Skills (3)
MAT 100: Intermediate Algebra (3)	T1 QR MAT 107: Elementary Statistics (3)
ENG 110: Fundamentals of Academic Writing (3)	T2SS ACL 200: Civic Leadership in American Society (W) (3)

30 credits

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Sophomore Year

Fall	Spring
T2 PR PHY 100: Physics through Inquiry or T2 LE CHE 125: Principles and Applications of General, Organic, and Biochemistry (4)	T2 PR PHY 100: Physics through Inquiry or T2 LE CHE 125: Principles and Applications of General, Organic, and Biochemistry (4)
T1 MC WLL 200 (3)	T2 MB PHI 220: Ethics: Know Thyself (3)
ACL 230: Creative Problem Solving (3)	T2 CE CHI 120: World Languages and Literatures (3)
T2 AE HIS 110 or HIS 111 (3)	T2 TP SOC 250: Apocalypse Now? (3)
T2 GA PSC 270: International Relations (3)	PSC 260: US Government or WLL 210 (3)

(32 credits)

Junior Year

Fall	Spring
T3 ACL 390: American Studies Civic Leadership Symposium (3)	ENG 240: Professional Writing Theory and Practice (W) (3)
ENG 307: Literary Analysis (W) (3)	MGT 305: Organizational Behavior
MGT 300: Management and Organizations	Elective (3)
T2 CD MKT 350: Product and Market Planning (3)	Elective (3)
Elective or PSC 260: US Government (3)	Elective (3)

(30 credits)

Senior Year

Fall	Spring
ACL 497: Internship in American Studies Civic Leadership (6)	ACL 490: American Studies Civic Leadership Capstone (3)
MGT 412: Diagnosing Management Problems or MGT 414: Creativity and Innovation or MGT 415: Developing Team Managerial Skills (3)	MGT 412: Diagnosing Management Problems or MGT 414: Creativity and Innovation or MGT 415: Developing Team Managerial Skills (3)
Elective (3)	Elective (3)
Elective (3)	Elective (3)
	Elective (1)

(28 credits)

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

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

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

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
Theresa Marchant-Shapiro, Associate Professor of Political Science	University of Chicago	American Politics: Elections, Mass Political Behavior, Leadership	PSC Graduate Coordinator
Jonathan Wharton, Assistant Professor of Political Science	Howard University	American Politics: Urban Politics, Public Policy	PSC Intern Coordinator
Patricia Olney, Professor of Political Science	University of Miami	Latin American Politics	
Jonathan O'Hara, Associate Professor of Political Science	University of Southern California	Political Theory	
Kevin Buterbaugh, Professor of Political Science	Washington University	International relations	PSC Department Chair
Jennifer Hopper, Assistant Professor of Political Science	CUNY	Media & Politics, Presidency, Congress	
Patricia Kahlbaugh, Professor of Psychology	Rutgers University	Developmental Psychology	Former Chair, PSY
Stephen Amerman, Professor of History	Arizona State University	American Indian History, Environmental History	
Siobhan Carter-David, Assistant Professor of History	Indiana University	American Cultural History, African American History, Contemporary American History	
Julian Madison, Associate Professor of History	University of Washington	African American History, American Political History	Former AAUP Chapter president
Marie Basile McDaniel, Associate Professor of History	University of California, Davis	Colonial American History, Religious History, Local History	Social Studies Coordinator
Troy Paddock, Professor of History	University of California, Berkeley	Politics and Propaganda	History Chair
Troy Rondinone, Professor of History	University of California, Los Angeles	Labor History, American Political History	Social Studies Coordinator
Jason Smith, Assistant Professor of History	Temple University	Maritime History, History of Science and Technology in the United States	
Carmen Korick, Assistant Professor of History	Yale University	Latin American History, Immigration History,	

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

Charles Baraw, Associate Professor of English	Yale University	19th-21st Century American Literature & Culture; Graphic Narratives; Historical Novel/History & Genre	
Corinne E. Blackmer, Professor of English	UCLA	19th-21st Century American Literature; Sexuality & Gender Studies; Judaic Studies	
Scott Ellis, Professor of English	Emory University	Early American Literature; American Indian Literature; Literature & Science	Assistant Chair
Brandon Hutchinson, Associate Professor of English	U Mass Amherst	African American Literature; Contemporary African American Novel; African American women playwrights	
Audrey Kerr, Professor of English	P.h.D. University of Maryland; MAR Religion Yale University	20th Century African American Fiction and Poetry; 20th Century African American Autobiography; [En]Gender[ing] Theory; Harlem in Black Literature, 1919—present; Toni Morrison	
Kalu Ogbaa, Professor of English	University of Texas	African, African American, Post-Colonial Literature	
Paul Petrie, Professor of English	University of Connecticut	19th-21st Century American Literature; Literature & Class	Long-time, former Assistant Chair
Cynthia Stretch, Professor of English	University of Iowa	19th-21st Century American Literature; Literature and Politics; Hemispheric American Literature	
Robert McEachern, Professor of English	University of Louisville	Professional Writing	Former English Department Chair
Jason Lawrence, Professor of English	Utah State University	Professional Writing	

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)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	10						13						17					
Continuing Students progressing to credential			10				10		23				23		40			
Headcount Enrollment			10						23						40			
Total Estimated FTE per Year ¹			10						23						40			
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	46,860		46,860				107,778		107,778				187,440		187,440			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue			93,720						215,556						374,880			
PROJECTED Program Expenditures ³							<div>NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</div> <div>11 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring</div> <div>2Revenues from all courses students will be taking.</div> <div>3Capital outlay costs, instructional spending for research and services, etc. can be excluded.</div> <div>4If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.</div> <div>5e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</div> <div>6Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.</div>											
	First Year	Second Year		Third Year														
Administration (<i>Chair or Coordinator @ .25 FTE + fringe @ 60%</i>) ⁴	42,636		42,636		42,636													
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	10,734		23,892		35,838													
Support Staff (lab or grad assist, tutor)	9,600		9,600		9,600													
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵	4,000		6,000		8,000													
Estimated Indirect Costs (<i>Overhead @ 18%</i>) ⁶	14,516		26,576		41,277													
Total Expenditures per Year	81,486		108,704		137,351													

Addendum to Agenda Item 3.c.ix. American Studies Civic Leadership – BA - SCSU

On page 6 of SCSU's Application for New Program Approval (American Studies Civic Leadership), the applicants note that the English Studies Transfer Ticket, the History Studies Transfer Ticket, and the Political Science Studies Transfer Ticket can be received seamlessly into the proposed program. The first attached document (1) illustrates that mapping and, as with other Transfer Tickets, (2) binds the ASCL program to receive them.

**Transfer Pathway and Degree Program
Southern Connecticut State University**

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

American Studies Civic Leadership B.A.

with English Studies Transfer Ticket

There are no additional requirements for admission to this program.

1	Community Colleges			SCSU	
2		Credits			Credits
3	Framework30				
4	General Education Requirements				
5	Competency				
6	Section A				
7	Written I	English 101	3	First Year Experience	3
8	Written II	ACC, CCC, HCC, NWCC, NCC, QVCC, TRCC: ENG 102 Literature and Composition TxCC: ENG 103 Composition II MCC: ENG 110 Introduction to Literature MXCC: ENG 102 Literature and Composition OR ENG 110 Introduction to Literature GCC, NVCC: ENG 102 Literature and Composition OR ENG 200 Advanced Composition	3	Written Communication	3
9	Scientific Reasoning	Gen Ed	3-4	Natural World I-Physical Realm	3-4
10	Scientific Knowledge	Gen Ed	3	Natural World II-Life & Environment	3
11	Quantitative	Gen Ed	3	Quantitative Reasoning	3
12	Historical Knowledge	Gen Ed	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social Structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3

15	Section B				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Technological Fluency	3
18	Framework30 Credits (30-31):				30-31
19	Pathway30				
20	Additional General Education Courses				
21					
22					
23	Additional Gen Ed I: Creativity	3	Creative Drive	3	
24	Additional Gen Ed II: Global Knowledge	3	Global Awareness	3	
25			American Experience: HIS 110 or 111 American History I or II	3	
26			Tier 3 Connections Capstone : ACL 390 (must be taken at SCSU)	3	
27					
28					
29					
30	General Education Credits:	36-37			42-43
31	Major Program Courses				
32			ENG 307 Literary Analysis	3	
33			ACL 200 Civic Leadership in American Society	3	
34			ACL 230 Creative Problem Solving	3	
35			PSC 260 US Government	3	
36			Professional Writing (select one) ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies for Writing and Communication ENG 316 Writing for Business and Industry REC 390 Grant Writing	3	
37			ACL 490 Seminar in American Studies Civic Leadership	3	
38			ACL 497 Internship in ASCL	6	
39					
40			Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12	
41	ENG 231 or ENG 232 Brit Lit 1 or 2	3	received as an encumbered elective (line 46)		

42	World Literature World Literature survey, a Western Literature survey (as long as it doesn't focus on British or American literature), an International Literature survey, or a non-Western Literature survey.	3	received as an encumbered elective (line 46)	
43	American Lit 1 or 2 (ENG 221 or 222)# [#Must be coordinated with Brit Lit 1 and 2: Must take one early and one late, one Brit and one American lit.]	3	received as an encumbered elective (line 46)	
44	Program Course Credits:	9		36
45	Open Electives			
46	<i>Encumbered</i>		Credits from lines 41, 42, 43	9
47	<i>Unrestricted</i>	15		32-33
49	Open Elective credits:	15		41-42
50	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

Credits remaining in the four-year degree

with English Studies Transfer Ticket

American Studies Civic Leadership B.A.

There are no additional requirements for admission to this program.

1	Southern Connecticut State University	
2	Remaining General Education Courses <i>with English Studies Transfer Ticket</i>	
3	Course	Credits
4	American Experience HIS 110 or 111 American History I or II	3
5		
6	Tier 3 Connections Capstone (must be taken at SCSU) ACL 390	3
7	General Education Credits	6
8	Remaining Major Program Courses	
9	Course	Credits
10	ENG 307 Literary Analysis	3
11	ACL 200 Civic Leadership in American Society	3
12	ACL 230 Creative Problem Solving	3
13	PSC 260 US Government	3
14	Professional Writing: choose 1 ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry\ REC 390 Grant Writing	3
15	ACL 490 Seminar in ASCL	3
16	ACL 497 Internship in ASCL	6
17	Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
18		
19		
20		
21	Program Course Credits	36
22	Remaining Open Electives	
23	Courses	Credits
24	Open Elective credits	18
25		
26	Total Credits Remaining for the 4-Year Degree	60

**Transfer Pathway and Degree Program
Southern Connecticut State University**

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

American Studies Civic Leadership B.A.

with History Studies Transfer Ticket

There are no additional requirements for admission to this program.

1	Community Colleges			SCSU	
2		Credits			Credits
3	General Education Requirements				
4	Framework30				
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	Gen Ed	3-4	Natural World 1 – Physical Realm	3-4
10	Scientific Knowledge	Gen Ed	3	Natural World II – Life and Environment	3
11	Quantitative	Gen Ed	3	Quantitative Reasoning	3
12	Historical Knowledge	Any Gen Ed History except US History I and US History II	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	Section B				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	Framework30 Credits (30-31):				
19	Additional General Education Courses				
20	Additional General Education I: Creativity		3	Creative Drive	3
21	Additional General Education II: Global Knowledge		3	Global Awareness	3
22	HIS 201 U.S. History I		3	American Experience HIS 110 US History I	3
23					
24					
25	Must be taken at SCSU:				
26				Tier 3 Connections Capstone ACL 390	3
27	General Education Credits:		39-40		42-43
28					
29	Major Program Requirements				

30	HIS 202 U.S. History II	3	Received as an encumbered elective (see line 42)	
31	Students may complete up to 12 additional credits at the community college that count as major courses.	(0-12)	Received as an encumbered elective	
32			ACL 200 Civic Leadership in American Society	3
33			ACL 230 Creative Problem Solving	3
34			PSC 260 US Government	3
35			ENG 370 Literary Analysis	3
36			Professional Writing (select one) ENG 240 Professional Writing ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry REC 390 Grant Writing	3
37			ACL 497 Internship in ASCL	6
38			ACL 490 Seminar in ASCL	3
39			Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
40	Program Course Credits:	3-15		36
41	Open Electives			
42	<i>Encumbered</i>		Credits from line 30	3
43	<i>Unrestricted</i>	6-18		38-39
44	Open Elective credits:	6-18		41-42
45	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120

Credits remaining in the four-year degree

with History Studies Transfer Ticket

American Studies Civic Leadership B.A.

There are no additional requirements for admission to this program.

1	Southern Connecticut State University	
2	Remaining General Education Courses	
3	Course	Credits
4		
5		
6		
7	Must be taken at SCSU:	
8	Tier 3 Connections Capstone ACL 390	3
9		
10	General Education Credits	3
11	Remaining Major Program Requirements	
12	Course	Credits
13	ACL 200 Civic Leadership in American Society	3
14	ACL 230 Creative Problem Solving	3
15	PSC 260 US Government	3
16	ENG 307 Literary Analysis	3
17	Professional Writing: choose 1 ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry\ REC 390 Grant Writing	3
18	ACL 490 Seminar in ASCL	3
19	ACL 497 Internship in ASCL	6
20	Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
21	Program Course Credits	36
22	Remaining Open Electives	
23	Courses	Credits
24		
25	Open Elective credits	21
26	Total Credits Remaining for the 4-Year Degree	60

**Transfer Pathway and Degree Program
Southern Connecticut State University**

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

American Studies Civic Leadership B.A.

with Political Science Studies Transfer Ticket

There are no additional requirements for admission to this program.

1	Community Colleges:			SCSU	
2		Credits		Credits	
3	Framework30				
4	General Education 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	Gen Ed	3-4	Natural World 1 – Physical Realm	3-4
10	Scientific Knowledge	Gen Ed	3-4	Natural World II – Life and Environment	3-4
11	Quantitative	Gen Ed	3	Quantitative Reasoning	3
12	Historical Knowledge	Gen Ed	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	Section B				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	Framework30 Credits		30-31		30-31
19	Pathway30				
20	Additional General Education Courses				
21	Additional Gen Ed I: Creativity		3	Creative Drive	3
22	Additional Gen Ed II: Global Knowledge		3	Global Awareness	3
23					
24				America Experience HIST 110 or 111 US History I or II	3
25					
26				Must be taken at SCSU:	
27				Capstone Seminar ACL 390	3
28	General Education Credits:		36-37		42-43
29	Major Program Courses				
30	POL 111 American Government		3	PSC 260 U.S. Government	3

31			ACL 200 Civic Leadership in American Society	3
32			ACL 230 Creative Problem Solving	3
33			ENG 307 Literary Analysis	3
34				
35			Professional Writing (select one) ENG 240 Professional Writing ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry REC 390 Grant Writing	3
36			ACL 497 Internship in ASCL	6
37			ACL 490 Seminar in ASCL	3
38			Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
39	2 courses in Political Science	6	Received as encumbered electives (see line 42)	
40	Program Course Credits:	9		36
41	Open Electives			
42	<i>Encumbered</i>		Credits from line 39	6
43	<i>Unrestricted</i>	6-18		29-30
44	Open Elective credits:	6-18		35-36
45	Total Credits at the Community College	60-61	Total Credits for the 4-Year Degree	120-121

Credits remaining in the four-year degree

with Political Science Studies Transfer Ticket

American Studies Civic Leadership B.A.

There are no additional requirements for admission to this program.

1	Southern Connecticut State University	
2	Remaining General Education Courses	
3	Course	Credits
4	<i>Select one of the following two areas:</i>	
5	American Experience HIS 110 or 111 American History I or II	3
6		
7		
8	Must be taken at SCSU:	
9	Capstone Seminar ACL 390	3
10	General Education Credits	6
11	Remaining Major Program Requirements	
12	Course	Credits
13	ACL 200 Civic Leadership in American Society	3
14	ACL 230 Creative Problem Solving	3
15	ENG 307 Literary Analysis	3
16	Professional Writing: choose 1 ENG 240 Professional Writing: Theory and Practice ENG 304 Technical Writing and Communication ENG 309 Rhetorical Strategies in Writing and Communication ENG 316 Writing for Business and Industry\ REC 390 Grant Writing	3
17	ACL 490 Seminar in ASCL	3
18	ACL 497 Internship in ASCL	6
19	Concentration <i>Must work with Program Director in creating theme</i> <i>Must include courses from at least 3 departments</i>	12
20		
21		
22	Program Course Credits	33
23	Remaining Open Electives	
24	Courses	Credits
25	Open Elective credits	20-21
26		
27	Total Credits Remaining for the 4-Year Degree	60

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in English leading to a Master of Arts degree at Western Connecticut State University, until Spring Semester 2020.

A True Copy:

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

ITEM

Suspension of a program in English leading to a Master of Arts degree at Western Connecticut State University, until Spring Semester 2020

BACKGROUNDSummary

The program has experienced extremely low enrollments since Fall 2015, and it is not anticipated that the situation will change in the near future.

Rationale

During the two-year suspension of the program, the English Department will review programmatic elements and attempt to develop strategies to improve enrollment. By the end of the suspension period, a decision will be made as to whether the program will be modified or discontinued.

Phase-Out/Teach-Out Strategy

There are currently four students enrolled part/time in the program. One graduate course will be offered each semester during the suspension. Additionally, students will have the opportunity to avail themselves of Student Independent Study as a measure to ensure students currently enrolled will be able to complete their studies.

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.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University		Date of Submission to CSCU Office of the Provost: 3/20/2018
Program: MA in English CIP: 230101 OHE#: Accreditation Date: June 4, 2014 Date Program will be reinstated or deleted (one, two, or three years maximum): 2/27/2020		
Program Characteristics Name of Program: MA in English Degree: Title of Award (e.g. Master of Arts) Master of Arts 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: Macricostas School of Arts and Sciences, Midtown Campus		
Institutional Contact for this Proposal: Josephine Hamer	Title: Interim Dean, Macricostas School of Arts and Sciences	Tel.: 203-837-9400 e-mail: hamerj@wcsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

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

The program has experienced extremely low enrollment for the last few years (since fall 2015). Four students will be active in the next year or two. It doesn't look like the numbers will change in the near future. As of 2/27/18, four students have applied to be enrolled in the program. The proposal is to suspend the program for two years (fall 2018-spring 2020). During the suspension period, the English Department will review and try to develop strategies to improve enrollment. By the end of the suspension period, a decision will be made as to whether the program will be modified or discontinued.

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.)

One graduate course will be offered each semester during the phase-out period:

Fall 2018: ENG567 American Literature:1860-1920 Spring 2019: Eng544 Topics in Literature
 Fall 2019: Eng570 Fiction Studies Spring 2020: Eng534 19th Century English Literature

Student Independent Study (SIS) will be offered, too, in case there is not enough enrollment for the listed graduate course to actually run. Every measure will be taken to ensure that students currently enrolled in the program will be able to complete their studies.

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

Program Accreditation

June 21, 2018

RESOLVED: That the Board of Regents for Higher Education grant accreditation of the licensed Respiratory Therapy program leading to a Bachelor of Science in Respiratory Therapy degree 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 Respiratory Therapy program leading to a Bachelor of Science in Respiratory Therapy degree at Southern Connecticut State University

BACKGROUNDSummary

The Bachelor of Science in Respiratory Therapy program is an innovative approach for the Exercise Science department, in providing a highly needed educational opportunity for registered, respiratory therapists who hold Associate Degrees, and who desire to advance their education in a baccalaureate program.

Rationale

It is expected that the awarding of the first credentials from this program will occur in Spring 2018; thus, the necessity that the program be granted accreditation.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program; contingent upon changes in the proposal application advised by the Council. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

06/11/2018 – BOR Academic & Student Affairs Committee

06/21/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION*

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: May 2018	
Most Recent NEASC Institutional Accreditation Action and Date: June 2012-reaffirmation until 2021		
Program Characteristics Name of Program: Respiratory Care AS-to- BSRT program Degree: Title of Award (e.g. Master of Arts) BSRT (Bachelor of Science in Respiratory Therapy) Certificate: (specify type and level) Date of Program Initiation: 8/27/2015 Anticipated Date of First Graduation: 05/2018 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 75% 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: 24 # Cr of Electives in the Field: 12 # Cr of Free Electives: 24 # Cr Special Requirements* (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 84	
CIP Code No.	Title of CIP Code	OHE#
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Health and Human Services, Department of Exercise Science, SCSU main campus		
Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Accreditation for Respiratory Care; intended year of review = Spring 2019 If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Ilene Crawford	Title: AVP Academic Affairs	Tel. 203-392-65761 e-mail: crawfordi1@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:** degrees cannot be conferred for licensed only programs.

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

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 BSRT program is a 36-credit program designed for transfer students (junior status) who hold associates degrees in respiratory therapy, and an RRT (registered respiratory therapist) credential. There are two tracks offered: Leadership Track and Clinical Track. Both tracks require 24 RSP credits plus 12 elective credits (which include electives in PCH, ANT, SOC and RSP). Students must meet university requirements for 120 credits; 30-credit residency; and Liberal Education Program (LEP) requirements for graduation. Students must maintain a GPA of 2.5

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).*

University Curriculum Forum has approved a 3-credit replacement of EXS 411 General Medical Perspectives, with a program elective (3 credits). The rationale to support this change comes from the accrediting agency (CoArc) that requires students to take General Medical Perspectives in their associates degree program therefore students already have this course when they come to our program.

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.)*

SCSU continues to work closely with our 3 community college partners (NCC, NVCC, MCC) who have respiratory care associate degree programs. Efforts continue to streamline recruitment and transfer processes. The BSRT coordinator regularly visits the community colleges to market the program and provide information.

The BSRT coordinator does considerable outreach to hospitals in the region and will soon complete 2 MOUs with hospitals who will recommend the program to their A.S. credentialed respiratory therapists and provide tuition reimbursement to those employees. As momentum increases for hospital requirements of B.S. credentials, the SCSU online BSRT completion program is extremely well positioned to serve those students. The infrastructure is in place and producing excellent outcomes for students who have completed the program (see attached article about John Priest).

Students have been clear about wanting part-time, online, educational program offerings. As a result, in 2017 the program was converted to fully online and tailored to working professionals. This new delivery model will be marketed this year.

Students who have applied to the BSRT program thus far have a considerable number of college credits completed at the time of application to the BSRT program (average 90 credits). As a result, completion of the SCSU Liberal Education Program (LEP) requirements has required some students to accumulate considerable college credits beyond the required 120 for a B.S. degree. The BSRT coordinator has worked with the SCSU LEP Director to implement transfer friendly policies that allow for more competency based waivers and substitutions.

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

Enrollment and Credentialing Information

ACTUAL Enrollment	Fall Term Year 1		Fall Term Year 2		Fall Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students		6		5		5
Returning Students				5		4
ACTUAL Headcount Enrollment	0	6	0	10	0	9
Fall FTE accounted for by Program Majors						
PROJECTED FTE (at Licensing)						
ACTUAL-PROJECTED	0		0		0	
Size of First Credentialed Group	3		Date of Award of First Credential		Spring 2018	

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

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*		
RSP 330 Case Studies in Medical Ethics	3,4		3			
RSP 340 Principles of Care Coordination & Respiratory Disease Management	2,4		3			
RSP 440 Evidence Based Practice & Research	2,4		3			
RSP 420 Neonatal/Pediatric	2,3, 4		3			
EXS 410 Pathophysiology	4		3			
RSP 425 Respiratory Care Education	1,2,3,4		3			
EXS 411 General Medical Perspectives	2,3,4		3			
EXS 410 Pathophysiology	3,4		3			
Core Course Prerequisites				Elective Courses in the Field		
ENG 112 Composition !!			3	RSP 315 Healthcare in the Age of Mass Media		3
MAT 107 Statistics			3	RSP 325 Dimensions of Healthcare Leadership(*required Leadership)		3*
BIO 200/201 Anatomy & Physiology I & II			8	RSP 415 Health Care Essentials (*required for Leadership Track)		3*
				RSP 455 Clinical Practicum 1 (++)required for Clinical Track)		3++
				RSP 457 Clinical Practicum II (++)required for Clinical Track)		3++
BIO 120 Microbiology			4	PCH 201 Wellness		3
				PCH 351 Health in Society		3
				PCH 353 Global Health		3
				PCH 365 Illness and Disease		3
				PCH 450 Death, Dying and Bereavement		3
				PCH 352/ANT 312 Health, Disease and Culture/Medical Anthropology		3
				ANT/WMS 380 Anthropology of Women and Health		3
				SOC 344 Medical Sociology		3
				REC 307 Disabilities in Society		3
CHE 101 or 125 Chemistry in Contemporary Issues or Principles and Applications of General, Organic and Biochemistry			4	RSP 461 Adult Critical Care Specialty Practice Exam Prep		1
				RSP 467 CPFT Practice Exam Prep		1
				RSP 463 Neonatal/Pediatric Specialty Exam Prep		1
				RSP 465 Sleep Disorders Specialty Practice Exam Prep		1
				RSP 455/457 Clinical Practicum I/II		6

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

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.)

Students have expressed an interest in completing their degree program for the Leadership Track in an online format. As such, RSP courses for the Leadership Track are offered in an online format, with the option to enroll in on-ground courses for the Clinical Track students.

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

1. Leadership Competencies: demonstrate proficiency in contributing to organizational teams; describe fundamental organizational implications of regulatory requirements specific to the healthcare system; demonstrate effective written and verbal communication with multidisciplinary members of the healthcare team; understand the complex nature of quality, cost-effective health care delivery; demonstrate the ability to lead health care teams in care planning, bedside decision-making, and collaboration with other healthcare professionals. RSP 330 Case Studies in Medical Ethics; RSP 340 Principles of Care Coordination in Respiratory Disease Management; RSP 315 Healthcare in the Age of Mass Media; RSP 325 Dimensions of Healthcare Leadership; RSP 415 Healthcare Essentials; RSP 445 Respiratory Care Seminar; RSP 425 Respiratory Care Education. Assessment methodologies include examinations, performance assessments, oral presentations, written projects, portfolio assessments as tied to the course and program objectives
2. Evidence-Based Medicine and Respiratory Care Competencies: critique published research; apply evidence-based medicine (EBM) to clinical practice; explain the use of evidence-based medicine in the development and application of hospital-based respiratory care protocols; treat patients in a variety of settings, using the appropriate respiratory care protocols. RSP 440 Evidence-Based Practice & Research in Respiratory Care; RSP 420 Neonatal/Pediatric Care; EXS 410 Pathophysiology; RSP 415 Healthcare Essentials; RSP 445 Respiratory Care Seminar. Assessment methodologies include examinations, performance assessments, oral presentations, written projects, portfolio assessments as tied to the course and program objectives.
3. Critical Thinking Competencies: demonstrate an understanding of logical reasoning, problem-solving skills, ethics, professionalism and ability to self-reflect; describe the critical thinking domains specific to respiratory care (technology, patients, clinicians) and demonstrate an ability to function within each domain. RSP 330 Case Studies in Medical Ethics; RSP 440 Evidence-Based Practice & Research in Respiratory Care; RSP 430 Advanced Cardiopulmonary Pathophysiology & Diagnostics; RSP 325 Dimensions of Healthcare. Assessment methodologies include examinations, performance assessments, oral presentations, written projects, portfolio assessments as tied to the course and program objectives.
4. Clinical Decision-Making Competencies: explain the connections between critical thinking, clinical reasoning, diagnostic reasoning, decision analysis and problems in a variety of health care settings. RSP 330 Case Studies in Medical Ethics; RSP 420 Neonatal/Pediatric Care; EXS 410 Pathophysiology; RSP 445 Respiratory Care Seminar. Assessment methodologies include examinations, performance assessments, oral presentations, written projects, 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.

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 BSRT program is an innovative approach for the Exercise Science department, in providing a highly needed educational opportunity for registered, respiratory therapists (RRTs) who hold Associate Degrees, and who desire to advance their education in a baccalaureate program. Marketing and recruiting for the program remain as top priorities. As such, the need remains robust for a strategic marketing plan supported by funds to create a presence for the program on the university website, and through outreach activities such as career fairs, professional conferences, direct marketing and promotion to employers, and the continued cultivation of positive relationships with the three community colleges in Connecticut that have Associate Degree programs in Respiratory Care.

The full-time faculty member/program coordinator continues to seek innovative and cost-effective program options (such as online and hybrid course formats) that support a high quality and academically rigorous program, while remaining responsive to working professional's needs and desires. Adjunct faculty are part of the supportive fabric of the program, as content experts who can cost effectively support the program outcomes. A medical advisor is required for accreditation. The need for adjunct instructors will increase in expense over the upcoming years, but should be offset by the increased revenue created by the program, as employers continue to demand BSRTs in major teaching hospitals and healthcare facilities.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM
Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	# students	Part time	# students	Part time
*Tuition (do not include internal transfers)		\$34,275		\$70,065		\$71,940	12	\$77,616	14	\$90,552
**Program-Specific Fees-Registration Fee @ \$55		\$ 770		\$ 1,100		\$ 880		\$1,320		\$1,540
Other Revenue (Annotate in narrative)										
Actual Program Revenue		\$35,045		\$71,165		\$72,820				
Projected Revenue (at Licensing)	\$91,560	\$25,173	\$228,900	\$98,826	\$320,460	\$162,992		\$78,936		\$92,092
Difference: Actual - Projected		(\$81,688)		(\$256,561)		(\$410,632)				

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3		FY 2019		FY 2020	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	.25	\$34,591	.25	\$34,591	.25	\$34,591	0		0	
Faculty (Full-time, total for program) inc F/B	.375	\$51,887	.625	\$86,478	.625	\$86,478	.375	\$35,609	.375	\$35,609
Faculty (Part-time, total for program)		\$4,578		\$4,578		\$9,156		\$10,808		\$16,608
Fringe Benefits								\$27,850		\$27,850
Graduate Assistants										
Library Resources Program										
Equipment (List as needed)										
Other – Marketing Costs & Office Supplies		\$5,500		\$500		\$500		\$1,500		\$1,500
Estimated Indirect Costs (e.g. student services, operations, maintenance)										
Total Annual Expenditures		\$96,556		\$126,147		\$130,725		\$75,657		\$75,657

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

Please provide any necessary annotations below:

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

Budget Annotations:

While the enrollment process has been much slower than anticipated, we have also severely reduced our planned expenses by NOT hiring the Director of Clinical Education position as was originally planned, eliminating re-assigned time for the coordinator, and offering the appropriate number of courses for the students enrolled. Year 4 and Year 5 expense budgets have been adjusted to reflect the current program enrollment of 12 students for 2018-19 and projected 14 students for 2019-20.

Analysis indicates four major impact areas for this slower-than-expected program enrollment between FY 2016 and FY 2018:

- i. the Liberal Education Program (LEP) posed significant barriers, particularly to this sub-set of student population (adult learners currently gainfully employed in healthcare). We did not anticipate that these transfer students would seek to apply to the program with a surprisingly high number of college credits (on average, students applied to the program with over 90 credits, and in several cases, well in excess of 120 credits). Subsequently, this challenge has been addressed through intensive work with the new LEP director. Recently two notable changes (reduction in the number of LEP credits required for transfer students; and, elimination of the World Language requirement for transfer students) have been implemented under her new leadership. It is expected that this will reduce the burden on future students to the program.
- ii. The hospital environment for promoting the BSRT credential for their staff has been slower than anticipated when the program was initially conceived in the early years of the Affordable Care Act. With new changes to the legislative landscape, major hospital systems have not been able to dedicate resources needed to fully support the BSRT program, until just recently. Several new bills have recently been introduced in Congress this term [H.R. 2250 Medicare Telehealth Parity Act; H.R. 2291 Helping Extend Telehealth to Rural America (HEART) Act; and, H.R. Telehealth for Individuals Residing in Public Housing] are supported by the American Association for Respiratory Care (AARC) as advocates for baccalaureate prepared respiratory therapists to expand their scope of practice that promote model ways of reimbursement.
- iii. While our working relationship with the community college partners (Norwalk CC; Manchester CC; Naugatuck Valley CC) remains extremely strong, the program directors had not anticipated that students would want to take a gap between their community college experience and employment. As such, the BSRT program director has addressed this important need by recently offering a fully on-line track. This comes as a direct response to the unique respiratory student demographic, who are anxious to be gainfully employed immediately upon finishing their associate's degree. Converting courses to a fully online experience will provide a competitive option for these individuals who currently must seek an online BSRT degree out of state. At this early juncture, we have not yet been able to reap the benefits of this new model that provides an online BSRT program for Connecticut (and New England vis-à-vis NEBHE agreement) residents.
- iv. The BSRT program director holds a doctoral degree in higher educational leadership. As such, .625 FTE of the coordinator's position is used for teaching in other departments and providing leadership as the founding coordinator for the Institute of Interprofessional Education. The BSRT coordinator was instrumental in the creation of 2 new undergraduate degree programs: 1) B.S. in Healthcare Studies, and 2) Bachelor of Health Science. Four (4) of the BSRT courses have been included in these new degree programs which will allow for greater efficiency in delivering the BSRT program. BSRT students will share those 4 courses with students from the other 2 degree programs resulting in higher course enrollments. The BSRT Coordinator will serve in this role without re-assigned time credits until program enrollment reaches a level that merits re-evaluation. Beginning in Fall 2018 BSRT Coordinator activities will be categorized as "service" for the purpose of faculty evaluation.

INFORMATIONAL ITEM

Developments in Academic Programs during the 2017-18 Academic Year

The attached chronology and data sheets inform the Academic and Student Affairs Committee of Board of Regents (BOR) actions in the approval of developments in academic programs within the Connecticut State Colleges & Universities System's institutions over the course of the current academic year (September 2017 - June 2018).

NOTE: The June 2018 activities are pending the approval of the BOR.

Trend data for four years are summarized below:

Developments in Academic Programs	Academic Year				TOTAL
	2014-15	2015-16	2016-17	2017-18	
New Academic Programs	28	30	31	27	116
Program Modifications	18	17	30	18	83
Accreditation of Licensed Programs	2	2	3	3	10
Program Discontinuations	11	39	26	58	134
Program Suspensions	3	0	0	3	6
TOTAL	62	88	90	109	349

Additionally, the Board of Regents approved the establishment of 11 System-wide TAP Pathway Transfer degree programs during the 2015-16 academic year and another 11 TAP Pathway Transfer degree programs during the 2016-17 academic year.

06/11/18 – Academic and Student Affairs Committee

Connecticut Board of Regents for Higher Education

Connecticut State Colleges & Universities

Chronology: Developments in Academic Programs September 2017 – June 2018

Month	Institution	New Academic Program
September	Central CSU	OCP in Accounting – Certificate
	Charter Oak	Criminal Justice – Concentration to Major - BS
	Charter Oak	Health Care Administration – MS
	Charter Oak	Health Informatics – MS
	Charter Oak	Public Safety Administration - Concentration to Major - BS
	Charter Oak	Sociology - Concentration to Major - BA
	Eastern CSU	Educational Studies – Advanced MS
December	Norwalk CC	Web Development – AAS
February	Three Rivers CC	Certified Clinical Medical Assistant – AS
	Southern CSU	Accelerated Athletic Training (3 + 2 format) – BS/MAT
	Southern CSU	Athletic Training (2 year traditional format) – MAT
	Western CSU	Integrative Biological Diversity - MS
April	Charter Oak	Early Childhood Education – AS
	Charter Oak	Early Childhood Education – BS
	Southern CSU	Master of Arts in Teaching – MAT
May	Housatonic CC	Industrial Design – AA
	Quinebaug Valley CC	Cybersecurity – AS
	Tunxis	Machine Technology – AS & Certificate
	Tunxis	Manufacturing Electro-Mechanical Maintenance Technology – AS & Certificate
June	Capital CC	Social Service: Family and Child Studies Option – AS
	Central CSU	Cybersecurity – BS
	Charter Oak	Nursing - BSN
	Eastern CSU	Liberal Studies: Earth Science Concentration – BA
	Naugatuck Valley CC	Sustainable Food Systems – Certificate
	Northwestern CT CC	Business Management – Certificate
	Southern CSU	Health Science – BHS
	Southern CSU	Healthcare Studies – BS
Month	Institution	Accreditation of a Licensed Program
October	Central CSU	Dance Education Program – BS
	Western CSU	Applied Behavior Analysis – MS
June	Southern CSU	Respiratory Therapy – BS

Chronology: Developments in Academic Programs
September 2017 – June 2018

Month	Institution	Modification of Program
September	Charter Oak	CT Parenting Educator Credential – Undergraduate Certificate
	Charter Oak	CT Parenting Educator Credential – Undergraduate Certificate
	Gateway CC	Fire Technology and Administration – AS
	Southern CSU	Accounting – Post Bac C2 Certificate
	Southern CSU	Public Utilities Management AS/BS pathway
December	Manchester CC	Computer Programming Technology – Certificate
	Manchester CC	Computer Programming Technology – AS
	Northwestern CT CC	Interpreter Preparation Program ASL/English – AS
March	Asnuntuck CC	Manufacturing Electronics & Controls – Certificate
	Asnuntuck CC	Manufacturing Electronics & Controls – AS
	Asnuntuck CC	Manufacturing Welding Technology – Certificate
	Asnuntuck CC	Manufacturing Welding Technology – AS
April	CT Community College Nursing Program	Curriculum revision
	Eastern CSU	Mathematics – BA/BS
May	CSCU Transfer Pathway	Early Childhood Teacher Credential Studies – AA
June	Central CSU	Digital Printing and Graphics Technology – BS
	Eastern CSU	Health Sciences – BS
	Northwestern CT CC	Natural Resources
Month	Institution	Discontinuation of Programs
September	Central CSU	American Studies – Undergraduate Certificate
	Central CSU	Art History – Option B
	Central CSU	Ecology and Environmental Science – Option B
	Central CSU	Health Psychology – Option M
	Central CSU	Human Growth and Development – Option B
	Central CSU	Language and Computation – Option B
	Central CSU	Social Studies – Post Bac Certificate
	Central CSU	Technology Management – Option B
	Gateway CC	Advanced Automotive Technology – Certificate
	Gateway CC	Alternative Energy Transportation Technology – Certificate
	Gateway CC	Alternative Fuel Vehicle – Certificate
	Housatonic CC	Occupational Therapy Asst. – AS
	Three Rivers CC	Sustainable Landscape Ecology Technician – Certificate
October	Central CSU	Criminal Justice – BA
	Central CSU	Data Mining – Post Bac Certificate
	Norwalk CC	Building Efficiency and Sustainability Technology – Certificate
December	Manchester CC	Computer Engineering Technology – AS
	Manchester CC	Computer Science – AS
	Manchester CC	Technology Management – Certificate

Chronology: Developments in Academic Programs
September 2017 – June 2018

Month	Institution	Discontinuation of Programs
December	Manchester CC	Technology Studies: Electronics Technology Option – AS
	Manchester CC	Technology Studies: Lean Manufacturing and Supply Option – AS
	Manchester CC	Technology Studies: Technology Management Option – AS
	Three Rivers CC	Security and Loss Prevention – Certificate
February	Northwestern CT CC	Deaf Studies – AA
	Three Rivers CC	Early Childhood Education – Certificate
March	Three Rivers CC	Accounting Core – Certificate
	Three Rivers CC	Business Management Core – Certificate
	Three Rivers CC	Communications and Customer Relations – Certificate
	Three Rivers CC	Customer Service – Certificate
	Three Rivers CC	Marketing Core – Certificate
	Three Rivers CC	Precision Sheet Metal Manufacturing – Certificate
	Three Rivers CC	Surveying and Mapping Technician – Certificate
	Three Rivers CC	Sustainable Facilities Management – Certificate
April	Naugatuck Valley CC	Mathematics/Science – Chemistry Option – AA
	Naugatuck Valley CC	Mathematics/Science – AA
	Western CSU	Chemistry: Biotechnology Option – BA
May	Eastern CSU	Early Childhood – Advanced – MS
	Eastern CSU	Elementary Education – Advanced – MS
	Eastern CSU	Reading Language Arts – Advanced – MS
	Eastern CSU	Secondary Education – Advanced – MS
	Housatonic CC	Accounting for Small Business Option – AA
	Housatonic CC	Business Office Technology: Executive Asst. Option – AA
	Manchester CC	Computer Technology – AS
	Western CSU	Justice Administration – MS
	Charter Oak	Geology – Concentration – BA/BS
	Charter Oak	Geography – Concentration – BA/BS
June	Charter Oak	Optical Business Management – Concentration – BS
	Charter Oak	Fire Service Administration – Concentration – BS
	Charter Oak	Interior Design Management – Concentration – BS
	Charter Oak	Philosophy – Concentration – BA/BS
	Charter Oak	Physics – Concentration – BA/BS
	Charter Oak	Religious Studies – BA/BS
	Northwestern CT CC	Computer Systems Technology: Computer Help Desk - Certificate
	Northwestern CT CC	Computer Systems Technology: Computer Servicing Technician – Certificate
	Northwestern CT CC	Environmental Science – AS
	Three Rivers CC	Technology Studies: Electrical Option – AS

Chronology: Developments in Academic Programs
September 2017 – June 2018

Month	Institution	Discontinuation of Programs
June	Three Rivers CC	Technology Studies: Engineering Technology Option – AS
	Three Rivers CC	Technology Studies: Lean Manufacturing And Supply Chain Management Option – AS
Month	Institution	Suspension of Programs
February	Western CSU	Earth and Planetary Science – MA
	Western CSU	Justice Administration – MS
June	Western CSU	English – MA

Connecticut Board of Regents for Higher Education

Connecticut State Colleges & Universities

Summations of Developments in Academic Programs

September 2017 – June 2018

Institution	New Programs	Modifications*	Accreditation	Discontinuations	Suspensions	TOTAL
Asnuntuck	0	4	-	0	0	4
Capital	1	0	-	0	0	1
Gateway	0	1	-	3	0	4
Housatonic	1	0	-	3	0	4
Manchester	0	2	-	7	0	9
Middlesex	0	0	-	0	0	0
Naugatuck Valley	1	0	-	2	0	3
Northwestern CT	1	2	-	4	0	7
Norwalk	1	0	-	1	0	2
Quinebaug Valley	1	0	-	0	0	1
Three Rivers	1	0	-	14	0	15
Tunxis	2	0	-	0	0	2
Community Colleges	9	9	-	34	0	52
Charter Oak	8	2	0	8	0	18
Central	2	1	1	10	0	14
Eastern	2	2	0	4	0	8
Southern	5	2	1	0	0	8
Western	1	0	1	2	3	7
Universities	10	5	3	16	3	37
TOTAL	27	18	3	58	3	109

*1 Modification each by the CT Community College Nursing Program & CSCU Transfer Pathway

INFORMATIONAL ITEM

Enrollments in Newly Established Academic Programs

BACKGROUND

When CSCU institutions propose to establish a new academic program, they are required to project enrollments for the program's first three academic years. The Academic and Student Affairs (ASA) Committee has expressed an interest in comparing projected enrollments to actual enrollments for its edification. Previously, the Office of the System's Provost has informed the ASA of projected enrollments in comparison to actual enrollments for Year Three, for those academic program approved by the Board of Regents during the 2011-12 and 2012-13 academic years. Those reports illustrated projected Year One enrollments to often be problematic for a number of reasons, including program approvals late in the preceding academic year. Thus, in presenting comparative enrollments for those academic programs approved by the Board during the 2013-14 academic year, a grace period of one academic year is taken into consideration. Accordingly, the attached table compares projected enrollments for Year Three with actual enrollments for the 2017-18 academic year. Additionally, to facilitate analysis, projected and actual enrollments are converted to full-time equivalent (FTE) enrollments; wherein one part/time student enrollment is equal to one-third full-time student enrollment. The comparative enrollment table is attached.

ANALYSIS

As noted in the previous reports, it is problematic for the community colleges to establish projected enrollments for new academic program they propose and subsequently establish. Of the 17 programs established by the community colleges, 16 did not meet or exceed their projected Year Three enrollments; resulting in negative differentials. These negative differentials ranged from -57 FTE to -2 FTE, with an average of -23 FTE. Only one community college program met or exceeded its projected enrollment. Conversely, the programs established by the System's four-year institutions met or exceeded their projected Year Three enrollment in six of nine instances. Overall, the differential for the four-year institutions ranged from -51 FTE to +240 FTE, with an average of +29 FTE. One graduate certificate program was discontinued shortly after it was established.

06/11/18 – Academic and Student Affairs Committee

Connecticut State Colleges & Universities
Comparative Enrollments: 2013-14 New Programs

Institution	Academic Program / Credential	Projected Enrollment For Year Three	Actual Enrollment 2017-18	Differential
Capital CC	Biotechnology /A.S. Degree	<u>19 f/t & 19 p/t</u> 25.3 FTE	<u>6 f/t & 16 p/t</u> 11.3 FTE	<u>-13 f/t & -3 p/t</u> -14 FTE
Capital CC	Health Information Management /A.S. Degree	<u>18 f/t & 20 p/t</u> 24.7 FTE	<u>16 f/t & 45 p/t</u> 31 FTE	<u>-2 f/t & +25 p/t</u> +6.3 FTE
Capital CC	Health Information Management / Certificate	<u>18 f/t & 20 p/t</u> 24.7 FTE	<u>0 f/t & 0 p/t</u> 0 FTE	<u>-18 f/t & -20 p/t</u> -24.7 FTE
Central CSU	STEM Education / M.S. Degree	<u>4 f/t & 25 p/t</u> 12.3 FTE	<u>2 f/t & 27 p/t</u> 11 FTE	<u>-2 f/t & +2 p/t</u> -1.3 FTE
Charter Oak SC	Cyber Security / B.S. Degree	<u>56 p/t</u> 18.7 FTE	<u>15 f/t & 68 p/t</u> 37.7 FTE	<u>+ 15 f/t & +12 p/t</u> +19 FTE
Eastern CSU	Finance / B.S. Degree	<u>44 f/t & 30 p/t</u> 54 FTE	<u>102 f/t & 3 p/t</u> 103 FTE	<u>+58 f/t & -27 p/t</u> +49 FTE
Eastern CSU	Health Sciences / B.S. Degree	<u>60 f/t</u> 60 FTE	<u>293 f/t & 20 p/t</u> 299.7 FTE	<u>+ 233 f/t & +20 p/t</u> +239.7 FTE
Eastern CSU	New Media Studies / B.S. Degree	<u>75 f/t</u> 75 FTE	<u>78 f/t & 5 p/t</u> 79.7 FTE	<u>+3 f/t & +5 p/t</u> +4.7 FTE

Comparative Enrollments: 2013-14 New Programs

Institution	Academic Program / Credential	Projected Enrollment For Year Three	Actual Enrollment 2017-18	Differential
Eastern CSU	Liberal Studies / B.A. Degree	<u>50 f/t & 7 p/t</u> 52.3 FTE	<u>1 f/t & 1 p/t</u> 1.3 FTE	<u>-50 f/t & -7 p/t</u> -51 FTE
Eastern CSU	Philosophy / B.A. Degree	20 FTE	11 FTE	-9 FTE
Gateway CC	Electronic Health Records / A.S. Degree	<u>54 f/t & 64 p/t</u> 75.3 FTE	<u>18 f/t & 29 p/t</u> 27.7 FTE	<u>-36 f/t & -35 p/t</u> -47.7 FTE
Gateway CC	Firefighting / Certificate	<u>25 f/t</u> 25 FTE	<u>10 f/t & 10 p/t</u> 13.3 FTE	<u>-15 f/t & +10 p/t</u> -11.7 FTE
Gateway CC	Network Administrator / Certificate	<u>29 f/t & 35 p/t</u> 40.7 FTE	<u>0 f/t & 0 p/t</u> 0 FTE	<u>-29 f/t & -35 p/t</u> -40.7 FTE
Manchester CC	Electronic Health Records Specialist / Certificate	<u>10 f/t & 30 p/t</u> 20 FTE	<u>4 f/t & 5 p/t</u> 5.7 FTE	<u>-6 f/t & -25 p/t</u> -14.3 FTE
Manchester CC	Interpersonal and Organizational Communication / A.A. Degree	<u>45 f/t & 35 p/t</u> 56.7 FTE	<u>2 f/t & 1 p/t</u> 2.3 FTE	<u>-43 f/t & -34 p/t</u> -54.3 FTE
Manchester CC	Radiologic Science / A.S. Degree	45 f/t & 60 p/t 65 FTE	<u>36 f/t & 4 p/t</u> 37.3 FTE	<u>-9 f/t & -56 p/t</u> -27.7 FTE
Middlesex CC	Corporate Media Production / Certificate	<u>14 f/t & 17 p/t</u> 19.7 FTE	<u>1 f/t & 2 p/t</u> 1.7 FTE	<u>-13 f/t & -15 p/t</u> -18 FTE

Comparative Enrollments: 2013-14 New Programs

Institution	Academic Program / Credential	Projected Enrollment For Year Three	Actual Enrollment 2017-18	Differential
Middlesex CC	Health Information Management /A.S. Degree	<u>25 f/t & 13 p/t</u> 29.3 FTE	<u>10 f/t & 24 p/t</u> 18 FTE	<u>-15 f/t & +11 p/t</u> -11.3 FTE
Middlesex CC	Health Information Management / Certificate	<u>5 f/t & 25 p/t</u> 13.3 FTE	<u>1 f/t & 7 p/t</u> 3.3 FTE	<u>-4 f/t & -18 p/t</u> -10 FTE
Middlesex CC	News and Sports Production / Certificate	<u>14 f/t & 17 p/t</u> 19.7 FTE	<u>1 f/t & 0 p/t</u> 1 FTE	<u>-13 f/t & -17 p/t</u> -18.7 FTE
Middlesex CC	Ophthalmic Medical Assisting / Certificate	<u>16 p/t</u> 5.3 FTE	<u>3 f/t & 1 p/t</u> 3.3 FTE	<u>+3 f/t & -15 p/t</u> -2 FTE
Northwestern CT CC	Health Information Management /A.S. Degree	<u>18 f/t & 20 p/t</u> 24.7 FTE	<u>9 f/t & 13 p/t</u> 13.3 FTE	<u>-9 f/t & -7 p/t</u> -11.3 FTE
Norwalk CC	Group Exercise Instructor / Certificate	<u>45 f/t & 50 p/t</u> 61.7 FTE	<u>3 f/t & 5p/t</u> 4.7 FTE	<u>-42 f/t & -45 p/t</u> -57 FTE
Quinebaug Valley CC	Computer Aided Design / Certificate	<u>30 p/t</u> 10 FTE	<u>2 f/t & 3 p/t</u> 3 FTE	<u>+2 f/t & -27 p/t</u> -7 FTE
Southern CSU	Accounting / Graduate Certificate	20 p/t 6.7 FTE	Program was discontinued in May 2017	
Southern CSU	Sport and Entertainment Management / M.S. Degree	<u>15 f/t</u> 15 FTE	<u>6/f/t & 33 p/t</u> 17 FTE	<u>-9 f/t & +33 p/t</u> +2 FTE
Southern CSU	Sport Management / B.S. Degree	<u>140 f/t</u> 140 FTE	<u>147 f/t & 5 p/t</u> 148.7 FTE	<u>+7 f/t & +5 p/t</u> +8.7 FTE

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

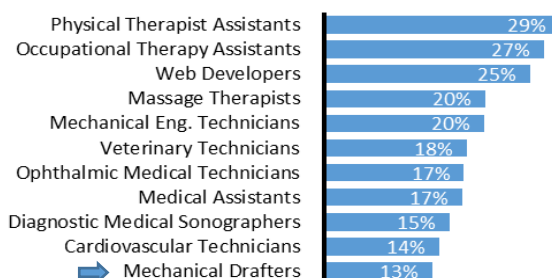
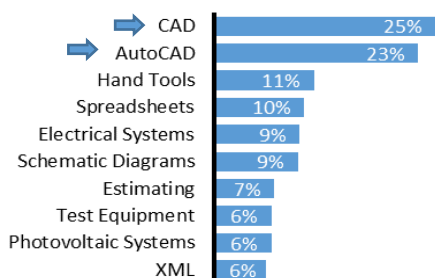
Institution: Norwalk Community College	Date of Submission to CSCU Office of Provost: April 9, 2018
Characteristics of Below-Threshold Offering Name of Offering: CAD Certificate Type of Offering (e.g. Grad Certificate, Minor) Certificate Anticipated Initiation Date: 8/28/2017 Anticipated Date of First Completion (if applicable): Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: # Cr of Electives: # Cr of Other: 6 # Cr Special Requirements (e.g. Internship): Total # Cr the Institution Requires to Award the Credential 6
CIP Code No. (if applicable) 15.1303 Title of CIP Code	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Math Dept. Main Campus	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>In academic year 2015-2016, NCC Engineering Program collaborated with Jobs For the Future (JFF) through their Middle-Skill STEM initiative to develop certificates and programs that educate technicians in skill areas most needed in the region. With the help from JFF, NCC's Engineering Program identified the top required skills by Fairfield and Westchester county employers. Moreover, we looked at Connecticut's ten-year labor market estimates from CT Department of Labor. The figure below shows both of these data. As can be seen, Computer Aided Design (CAD) is at the top of the list of in-demand skills for jobs in technical fields, and Mechanical Drafter occupation is among the fastest growing occupation with an AS degree in CT. The Computer-Aided Design (CAD) certificate prepares students for career options in industry that require CAD skills. Students will learn to prepare 2D drawings and create 3D solid models using computer applications widely used by the industry.</p> <p>Program Outcomes</p> <p>Upon successful completion of all program requirements, graduates will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in utilizing computer as a tool to create drawings and 3D models • Interpret and read engineering drawings • Create different views of an object • Demonstrate understanding of orthographic projection and create 2D drawings for solid objects • Create 3D models and assemblies and convert 2D drawings to a 3D model • Describe and demonstrate the process for converting 2-D drawings to a 3-D model 	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUs and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new minors, concentrations/options, specializations or certificate programs, outlined above, i.e.:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - ii. a new baccalaureate minor of 18 or fewer semester credit hours,
 - iii. a new undergraduate option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) programs that do not qualify students to become eligible for federal financial aid.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM



Left panel: Top skills required by industries in the region. The numbers indicate percentage of the job postings listing the skill. (Courtesy of JFF) – Right panel: CT labor data projection of the fastest growing occupations at associate degree level for 2014-2024 from CT Department of Labor.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

No additional resources needed as the required software is available on campus and both courses are offered as part of Engineering Science Program and Technology Studies Program.

Institutional Contact for this Proposal: Mobin Rastgar-Agah

Title: Engineering Coordinator

Tel.: 203-857-3366 **e-mail:** mrastgaragah@ncc.commnet.edu

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

Notes regarding Application:

Approved CIP Code No. *(if applicable)*:

Title of CIP Code:

Log of Steps Toward Approval:

Date of Approval:

Date for Inclusion in BOR-ASA Meeting Package:

Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
				CAD 133 CAD Mechanical AutoCAD		3
				CAD 220 Parametric Design (Solidworks)		3
Prerequisites						
Total Other Credits Required to Issue Credential						6

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Utilizing computer as a tool to create drawings and 3D models: Students are required to create 2D drawing and 3D models using the available software.
2. Creating 2D engineering drawings for solid objects: Students are required to draw the 2D orthographic projections of a given 3D model (either from a physical object or an isometric drawing)
3. Creating 3D models of the physical objects: Students are required to create 3D models of the given objects (either from a physical object, an isometric drawing or 2D drawing)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Norwalk Community College		Date of Submission to CSCU Office of the Provost: May 1, 2018
Characteristics of Below-Threshold Offering Name of Offering: Early Childhood Education: Infant /Toddler Certificate Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate Anticipated Initiation Date: July 1, 2018 Anticipated Date of First Completion (if applicable) : Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?		Credit Distribution of the Offering # Cr in Core Courses: 3 # Cr of Electives: 27 # Cr of Other: 0 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 30
CIP Code No. (if applicable) 13.1210 Title of CIP Code Early Childhood Education & Teaching		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Social & Behavioral Science Dept. on NCC Main Campus		
Description of Offering, Context and Justification (Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering) <p>The Certificate Program provides students with the opportunity to complete a course of study which will prepare them to work with infants and toddlers in the field of early childhood education. Specific course work and training is needed for practitioners working with this infant/toddler population. There are over 58 infant/toddler and family day care facilities in the 10 town area. The Connecticut Dept. of Labor website indicates continuing demand in this field: From 2014 to 2024 the Connecticut Department of Labor (http://www1.ctdol.state.ct.us/lmi/projections.asp) predicts a 10% growth in the demand for childcare workers in southwestern Connecticut (162 annual job openings). For all of Connecticut, growth in the demand for childcare workers over this period is predicted at 12.4% or 2,224 positions (http://www1.ctdol.state.ct.us/lmi/ctgrowth2014.asp). This certificate provides a clear Pathway to the Associate Degree as well as the Infant/ Toddler Early Childhood Teachers Credential (ECTC).</p>		
Cost Effectiveness and Availability of Adequate Resources (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) <p>No additional resources are needed for this certificate because all courses are currently being offered as part of the Early Childhood Education Associate Degree programs.</p>		
Institutional Contact for this Proposal: Steven Glazer	Title: Chair Social Sciences Dept.	Tel.: 203-857-3326 e-mail: sglazer@norwalk.edu

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUs and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new minors, concentrations/options, specializations or certificate programs, outlined above, i.e.:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - ii. a new baccalaureate minor of 18 or fewer semester credit hours,
 - iii. a new undergraduate option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) programs that do not qualify students to become eligible for federal financial aid.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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

Notes regarding Application:

Approved CIP Code No. *(if applicable)*:

Title of CIP Code:

Log of Steps Toward Approval:

Date of Approval:

Date for Inclusion in BOR-ASA Meeting Package:

Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
ECE 141: Infant/Toddler Growth & Dev.	1,3	ENG101 Eligible	3	ENG101 Composition	2	3
ECE176 Health & Safety & Nutrition for Young Children	1,2,3	ENG101 Eligible	3			
ECE103: Creative Experiences for Young Children	1,3	ENG101 Eligible	3			
ECE190: Behavior Management	1,2,3	ENG101 Eligible	3			
ECE241: Methods and Techniques for Infant/Toddler Care	1,2,3	ENG101, ECE141	3			
ECE231: Early Language and Literacy Development	1,2,3	ENG101, ECE141	3			
ECE275: Child, Family , and School Relations	2,3	ENG101, ECE141 & ECE241	3			
ECE106: Music and Movement for Children	1,3	ENG101 Eligible & ECE141	3			
ECE215: The Exceptional Learner	1,2,3	ECE141 & ECE241	3			
Prerequisites						
Total Other Credits Required to Issue Credential						

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Students will develop awareness of appropriate developmental milestones for infants and toddlers, which is necessary to work in all-inclusive infant and toddler settings.
2. Students will develop strategies to create partnerships with families to meet the needs of infants and toddlers in their care.
3. Students will demonstrate an understanding of how to work with communities and outside sources to meet the needs of infants and toddlers in their care.