



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, September 7, 2018 at 9:30 a.m.

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

1. Approval of Minutes
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 - b. August 9, 2018 – *Page 13*
2. Consent Items
 - a. Discontinuations
 - i. Photography – AS – Northwestern CT CC – *Page 14*
 - ii. Photography – Certificate – Northwestern CT CC – *Page 18*
 - iii. Restaurant Management – Certificate – Three Rivers CC – *Page 22*
 - iv. Business Administration – Certificate – Three Rivers CC – *Page 26*
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 - vi. Hotel Management – Certificate - Three Rivers CC – *Page 34*
 - vii. Advertising, Sales and Promotion – Certificate - Middlesex CC – *Page 38*
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 - ix. Marketing – AS - Middlesex CC – *Page 46*
 - x. Behavioral Science – AA – Naugatuck Valley CC – *Page 50*
 - xi. New Media Communication – AS – Tunxis CC – *Page 54*
 - xii. Computer Information – PC Applications (EJ01) – Certificate – Housatonic CC – *Page 58*
 - xiii. Computer Information – PC Repair Technology (EJ02) – Certificate – Housatonic CC – *Page 62*
 - xiv. Business Office Technology: Administrative Support Assistant (EJ09) – Certificate – Housatonic CC – *Page 66*
 - xv. Web Design Graphics Foundation (EK06) – Certificate – Housatonic CC – *Page 71*
3. Informational Item: Comparative Enrollments: 2013-2014 Cohort – Follow-up Report – Arthur Poole – *Page 75*
4. Action Items
 - a. Acceptance of Academic Program Review for 2017-2018 – Arthur Poole – *Page 94*
 - b. Modifications
 - i. Communication – AS – Manchester CC [Name Change] – *Page 97*
 - ii. Educational Leadership and Administration – 6th Yr. Diploma - Additional Off-Campus Instructional Location (Cheshire) – SCSU – *Page 100*
 - c. New Programs
 - i. Digital Marketing – Occupational Certificate – Middlesex CC – *Page 113*
 - ii. Magnetic Resonance (MR) – Post-Primary Certificate – Middlesex CC – *Page 125*
 - iii. Surgical Technology – AS – Gateway CC – *Page 137*
 - iv. Certified Phlebotomy Technician – Certificate – Asnuntuck CC – *Page 149*
 - v. Health Information Management Technician – Certificate - Asnuntuck CC – *Page 161*
 - vi. Certified Administrative Medical Office Skills – Certificate - Asnuntuck CC – *Page 174*

vii. Civic Engagement – Certificate – Tunxis CC – *Page 185*

d. College of Technology (COT) Program Replications

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e. Institutional Accreditations

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5. Informational Items

a. Key Performance Indicators (KPI) Metrics - GANTT Chart – Greg DeSantis

b. NEASC Progress Report

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ii. Healthcare Management – Minor – Eastern CSU – *Page 232*

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xv. Fine Arts – Art Therapy – Transfer Pathway - Option – Housatonic CC – *Page 314*

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CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – June 11, 2018
1:00 p.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Naomi Cohen, Del Cummings, William Lugo

Regents Absent: Larry DeNardis

Staff Present: Jane Gates, Elsa Núñez, Gayle Barrett (MxCC/CSCU), Candace Barrington, Vicki Bozzuto (GCC/CSCU), Esterlyn Cherydant, Tamika Davis (TxCC/CSCU), Greg DeSantis, Bill Gammell, Ken Klucznik, Nancy Melnicsak, Arthur Poole, Constance Rotondo, Pat Ryiz, Erika Steiner, Brenda Zanta, Heidi Zenie (TRCC/CSCU)

Other Attendees: Shirley Adams (COSC), Chuck Baraw (SCSU), Sandra Bulmer (SCSU), Ilene Crawford (SCSU), David Dauwalder (CCSU), Connie Dills (SCSU), Lisa Dresdner (NVCC), David Ferreira (NWCCC), Xiaobing Hou (CCSU), William Lunn (SCSU), Tess Marchant-Shapiro (SCUS), Wilfredo Nieves (CCC), Dimitrios Pachis (ECSU), Troy Paddock (SCSU), Josiah Ricardo (CCC), Michael Rooke (NWCCC), Karen Tracey (CCSU), Chad Williams (CCSU)

The meeting was called to order by Chair Merle Harris at 1:05 p.m.

Chair Harris called for a motion to amend the Academic and Student Affairs Committee agenda for the June 11 meeting by moving the Nursing – RN/ADN to BSN program (Item 3.c.iii.) before Item 3.a. Students First – Updated Plan and removing Item 3.b.iii. Health Sciences Major-BS-ECSU from the agenda. The motion was made by N. Cohen and seconded by A. Budd. A vote was taken and the changes to the Academic and Student Affairs Committee agenda for the June 11 meeting were unanimously approved.

1. Approval of Minutes – March 27, 2018. **A motion to approve the minutes from the April 27, 2018 meeting was made by N. Cohen, seconded by A. Budd, and unanimously approved.**
2. Consent Items **A motion to approve the consent items was made by N. Cohen and seconded by A. Budd. A vote was taken and the consent items were unanimously approved.**
Consent items were:

- a. Discontinuations
 - i. Optical Business Management – Concentration Only – BS – COSC
 - ii. Fire Service Administration – Concentration Only – BS – COSC
 - iii. Interior Design Management – Concentration Only – BS – COSC
 - iv. Environmental Science – AS – Northwestern CCC

- v. Technology Studies: Electrical Option (COT Degree) – AS – Three Rivers CC
- vi. Technology Studies: Engineering Technology Option (COT Degree) – AS – Three Rivers CC
- vii. Technology Studies: Lean Manufacturing and Supply Chain Mgmt. Option (COT Degree) – AS – Three Rivers CC
- viii. Geology – Concentration – BA/BS – COSC
- ix. Geography – Concentration – BA/BS – COSC
- x. Philosophy – Concentration – BA/BS – COSC
- xi. Physics – Concentration – BA/BS – COSC
- xii. Religious Studies – Concentration – BA/BS – COSC
- xiii. Computer Systems Technology – Computer Servicing Technician – Certificate – Northwestern CCC
- xiv. Computer Systems Technology – Computer Help Desk – Certificate – Northwestern CCC
- xv. Criminal Justice: Computer Crime Deterrence – Option and Certificate – Naugatuck Valley CC
- xvi. Fire Science and EMS – AS, Option, Certificate – Capital CC

3. Action Items

c. New Programs

iii. Nursing – RN/ADN to BSN – COSC

A motion to approve the Nursing – RN/ADN to BSN program was made by N. Cohen and seconded by A. Budd. Provost Shirley Adams, Linda Perfetto, Director of System Nursing Curricular Operations and Dawn Bunting, Division Director for Nursing, Capital CC, presented this program for COSC. The BS in Nursing is a 61-credit fully online program. By the year 2020, the Institute of Medicine has set a goal that 80% of RNs in the US should have a baccalaureate degree in Nursing. Close to 50% of CT's RN candidates graduate with an Associate's degree in Nursing (ADN). The results of a recent poll by CT-CCNP indicate that 75% of the respondents plan to enroll in an RN to BSN program and three fourths of the graduates would prefer to enroll in an online program. The COSC RN/ADN to BSN program has been developed in alignment with the concept-based ADN curriculum approved by the BOR in April 2018. COSC plans to formalize a seamless transfer articulation pathway with the CT-CCNP. Questions from the Committee centered on clinical experience and oversight, whether other institutions have online BS in Nursing programs and whether there is more data on similar programs through the NC-SARA (National Council for State Authorization Reciprocity Agreements). Dr. Perfetto responded that since students are already licensed RNs they don't need clinical oversight. Licensed RNs hold an Associate's Degree in nursing which included a practicum and a capstone course. The BS in Nursing is offered as an online program at other institutions across the country. Chair Harris requested more data from NC-SARA. **A vote was taken to approve the new RN/ADN to BS in Nursing degree and the new degree was unanimously approved**

a. Students First – Updated Plan

Pres. Ojakian presented an overview of the Students First – Updated Plan and thanked everyone involved with the creation of the plan. This plan will determine what the next steps will be for the consolidation. The updated plan before the Committee is only the Academic and Student Affairs portion of the plan. The HR and Administration and Finance portions of the plan will be added. The revised plan is an approved proposal that can move forward to the Board of Regents for approval. It was developed since the CIHE-NEASC decision and the meeting with NCHEMS. The updated plan retains the one accredited community college with twelve campuses and streamlined administrative functions. The department chair structure will be maintained. Anticipated savings from consolidation of administrative functions in HR, IT and Facilities are \$17.5 MM, which does not include revenue increases. President Ojakian enumerated the differences between the original and the updated plans. The timeline for the implementation has changed and the implementation will be completed in stages. Individual accreditations will remain in place for the twelve community colleges until 2023. Beginning in July 2019, the community college system will be reorganized into regions with a new leadership structure. In order to maintain its accreditation, each Community College is required by NEASC to have a CEO, a CAO and a CFO. Pres. Ojakian listed the three regions and the colleges within each region. Initiatives in implementing Guided Pathways strategies and developing a statewide general education core (ASA Consolidation Committee) across the system will continue. The ASA Consolidation Committee has divided its timeline for curriculum revision into three rounds concluding in May 2021. Mike Stefanowicz and Pat Bouffard, Co-chairs of the Students First: ASA Consolidation Committee, noted that work would continue this summer on the General Education core through private funding. In the fall, the Committee will convene the work groups beginning with the TAP groups, which will look at what is common and what can be made more common. The Guided Pathways work groups will continue to work on increasing student enrollment, retention and completion. A CSCU VP of Enrollment Management will be hired. The BOR HR and Administration Committee will create a job description for this position. The success of the regional consolidation will be measured by targets established with each CC President.

Questions/Discussion centered on:

- i. *Is the planned \$17.5MM savings just a beginning?* Yes. The Regional approach will result in shared savings.
- ii. *Administrative Services Consolidation* – Refers to the consolidation of back office functions, not services. One example is the consolidation of the HR function at colleges to make sure it is consistent and services are provided in a more systematic way.
- iii. *VP of Enrollment Management Position* – Recruitment for this position will take place in the last quarter of 2018. The position reports to Pres. Ojakian and the function will move to the single community college.
- iv. *Metrics* – Chair Harris suggested the following changes to the Academic and Student Affairs Committee Resolution concerning the Revised Students First Plan –
WHEREAS, Metrics **areas** have been ~~developed~~ **identified** for the measurement and analysis of data documenting the results of the revised Students First plan for regional reorganization, administrative integration, and academic and student affairs planning process, in order to identify areas for continued improvement; therefore, be it RESOLVED, The Academic and Student Affairs Committee endorses the revised Students First plan attached hereto and recommends that it be approved by the Board of Regents.

Responding to a question on the Gantt chart, Pres. Ojakian stated that actual metrics will be developed when the regional presidents are identified.

- v. *Key Performance Indicators (KPIs)* – KPIs cover most of the first five metrics. These were developed by the Student Success Center and will be submitted to the ASA Committee in September. Chair Harris requested metrics campus by campus and that the KPIs be included on the Gantt chart.
- vi. *General Education Work Group* – Chair Harris stated that there should be some CSU representation on the Gen Ed Work Group. Mike Stefanowicz and Pat Bouffard, Co-Chairs of the Students First: ASA Consolidation Committee, responded that the Committee would continue to work this summer with existing CCC representatives and review progress with the CSUs in the Fall.
- vii. *Final NEASC Approval* – If the first cohort of students will begin classes in August 2023, when will the application be submitted to NEASC? CSCU will work closely with NEASC to determine which process will be followed for the approval of the new CT Community College.

Chair Harris called for a motion to approve the revised BOR Resolution for the updated Students First Plan. A motion to approve was made by N. Cohen and seconded by A. Budd. Chair Harris read the revised BOR Resolution -

*WHEREAS, Metrics **areas** have been ~~developed~~ **identified** for the measurement and analysis of data documenting the results of the revised Students First plan for regional reorganization, administrative integration, and academic and student affairs planning process, in order to identify areas for continued improvement; therefore, be it RESOLVED, The Academic and Student Affairs Committee endorses the revised Students First plan attached hereto and recommends that it be approved by the Board of Regents. A vote was taken and the revised BOR Resolution for the updated Students First Plan was unanimously approved.*

Regent Cohen asked about:

4. Informational Items

b. Enrollments in Newly-Established Academic Programs

Regent Cohen expressed her concern about the low enrollment numbers presented in the report. Of 17 CC programs, 16 did not meet their three-year enrollment targets. She posed several questions – Should we put a hold on new programs until we can determine how to increase enrollments? Are these programs losing revenue, increasing revenue or breaking even? Did these programs hire new staff? Is there any program budget data? Provost Gates and Arthur Poole, Director, Educational Opportunity responded that we need to move forward innovative programs which are responsive to student and community needs. We should collect additional data to respond to the shortfalls rather than placing a moratorium on all new programs. The ASA Committee looks at new programs in terms of the total picture (financial, enrollments) from a BOR perspective. Chair Harris stated that the Committee should look carefully at new programs. However, the institutions must be innovative and address emerging needs. She stated that new programs should not be tabled and should be voted on. Pres. Elsa Núñez stated that the BOR has good procedures in place. At three years, the institutions should come forward to discuss the reasons why they are not meeting their projected targets. Chair Harris asked that data be presented at the September 7 ASA Committee meeting to show why enrollment targets are not being met and if the programs are losing money. Also, is the program still viable? Sometimes, nonviable programs do meet a need. Regent Budd asked why the timeframe is

three years. Chair Harris responded that the three-year period gives time to align with semesters and for marketing purposes. The Committee looked at a timeframe of less than three years, which did not work. The Committee asked if Academic and Student Affairs can provide data from 2014-2015. Director Poole stated that he could provide Fall enrollment data and a three-year benchmark average.

b. Modifications

i. Environmental Sciences: Natural Resources Option – AS – Northwestern CCC [name change]

A motion to approve was made by N. Cohen and seconded by A. Budd. Pres. Michael Rooke, David Ferreira, Dean of Academic and Student Affairs, and Tara Jo Holmberg, Chair, STEM Dept., Professor Environmental Science and Biology, presented the program for Northwestern CT CC which is requesting to change the AS in Environmental Science to the AS in Natural Resources. Natural Resources is currently the option under the parent program, the AS in Environmental Science. Most students, at a ratio of 80% to 20%, take the Natural Resources option under the Environmental Sciences program. The resulting program, the AS in Natural Resources, will be easier to market and will make advising easier. **A vote was taken to approve the modifications to the NCCC Environmental Sciences: Natural Resources Option – AS and the modified program was unanimously approved.**

ii. Digital Printing and Graphics Technology – BS – CCSU [Name change]

A motion to approve was made by N. Cohen and seconded by A. Budd. David Dauwalder, Provost and VP for Academic Affairs, and Karen Tracey, Professor and Chair, Dept. of Computer Electronics and Graphics Technology, presented the program for CCSU which is requesting a modification of the BS in Digital Printing and Graphics Technology with a name change to the BS in Graphics Technology, the standard industry term. The program modification is based on the results of a survey of 102 Digital Graphics and Print Media companies in New England. The proposed changes to the program will enable CCSU to meet the technical and managerial competencies that employers in the field expect of recent graduates. The program offers two career tracks, Networking Information Technology and Interactive Computer Graphics Technology. **A vote was taken to approve the modifications to the Digital Printing and Graphics Technology – BS and the modified program was unanimously approved.**

iii. ~~Health Sciences Major – BS – ECSU [significant modification of courses/course substitutions]~~ **Withdrawn**

iv. Visual Arts – Concentration – BA - ECSU [Consolidation of three concentrations into one]

A motion to approve was made by N. Cohen and seconded by A. Budd. Dimitrios Pachis, Interim Provost and VP for Academic Affairs, presented the BA in Visual Arts program for ECSU, which is requesting to eliminate three of the existing six concentrations (Painting and Drawing, Printmaking and Sculpture) with a single, consolidated Studio Art Concentration. This will result in the department offering four concentrations rather than six: Art History, Digital Art and Design, Illustration and Studio Art. Provost Pachis stated that it's not cost effective to keep offering too many

concentrations. The consolidation of concentrations establishes a broader studio art program, better targets art world careers and strengthens students' opportunities of being accepted into graduate school. **A vote was taken to approve the modifications (eliminating three concentrations) to the Visual Arts BA program and the modified program was unanimously approved.**

v. Visual Arts – BA – ECSU [Name change]

A motion to approve was made by N. Cohen and seconded by A. Budd.

ECSU is requesting a change in degree name from the BA in Visual Arts to the BA in Art. The new degree name will make it easier for students to access information about the program and will make the degree name more consistent with the other CSUs. **A vote was taken to approve the modification (name change) to the Visual Arts BA program and the modified program was unanimously approved.**

c. New Programs

i. Liberal Studies: Earth Science Concentration – BA – ECSU

A motion to approve was made by N. Cohen and seconded by A. Budd. Dimitrios Pachis, Interim Provost and VP for Academic Affairs, presented the new BA in Liberal Studies: Earth Science Concentration for ECSU which is seeking Licensure and Accreditation for the addition of a concentration to the BA in Liberal Studies. Students in the major currently have a choice of four concentrations: English, History/Social Science, Mathematics and Natural Science. To these majors, ECSU proposes to add a fifth concentration, Earth Science. The Liberal Studies major, completed simultaneously with the requirements for the Early Childhood Education or Elementary Education major, prepares students for teacher certification. The State Dept. of Education requires teachers of Pre K through 6th grade to major in Education as well as a major in Liberal Studies outside of education. Regent Budd asked why the Earth Science concentration was chosen. Pres. Núñez responded that ECSU receives feedback from the school systems. The coursework for the concentration in Earth Science contains labs which provide a more in depth focus and rigor which better prepares students for the Praxis test. The institution/program is evaluated and accreditation is based on how many students pass the Praxis test. **A vote was taken to approve the new Liberal Studies: Earth Science Concentration - BA program and the new program was unanimously approved.**

Chair Harris congratulated Provost Pachis on his impending retirement and thanked him for his 40 years of service to ECSU.

ii. Cybersecurity – BS – CCSU

A motion to approve was made by N. Cohen and seconded by A. Budd. David Dauwalder, Provost and VP for Academic Affairs, Chad Williams, Asst. Professor of Computer Science and Xiaobing Hou, Assoc. Professor of Computer Electronics and Graphics Technology, presented for CCSU which is seeking Licensure and Accreditation of a new BS in Cybersecurity program, a deeply technical interdisciplinary degree. The demand for graduates with a cybersecurity background is one of the fastest growing and most highly demanded skill sets. The CT DOL is projecting an increase of 16.3% and 1,018 security specific jobs by 2024. CCSU currently is only one of three CT institutions with ABET accredited programs. CCSU's are Computer Engineering, Computer Science

and Criminal Justice. CCSU's goal with the new Cybersecurity BS is to qualify as a Center of Academic Excellence in Cybersecurity. Within the CCSU system, there are four community colleges offering security-related Associate's degrees. CCSU is a part of the TAP Cybersecurity Working Group which is working on a pathway agreement. WCSU has a Cybersecurity degree which is focused on MIS and the justice side of cybersecurity. COSC offers an online Cybersecurity degree. Regents' questions regarding the program centered on: the number of credits, the internship, existing faculty, release time, what kind of students will the new program attract and the hybrid ratio of online to on-ground classes in the program. The CCSU representatives gave more in-depth answers to the following questions:

- a) *Center of Excellence (COE)* – CCSU will apply in the third year of the program for NSA accreditation. A COE-certified program attracts employers and students.
- b) *Certifications* – The CCSU courses in the program cover what a graduate needs for certification, which also requires the degree plus a certain number of years of job experience.
- c) *High Enrollment Estimates* – The Cybersecurity program requires advanced mathematics and calculus. If a student doesn't pass the mathematics courses, he/she can transition to other programs or minor in Cybersecurity. CCSU offers a full selection of options for students.

A vote was taken to approve the new BS in Cybersecurity program and the new program was unanimously approved.

iii. ~~Nursing—RN/ADN to BSN—COSC~~ **Moved before Action Item a.**

iv. Sustainable Food Systems – Certificate – Naugatuck Valley CC

A motion to approve was made by N. Cohen and seconded by A. Budd. Lisa Dresdner, Interim Dean of Academic Affairs, and Peter Angelastro, Academic Division Director of Science, Technology, Engineering and Mathematics, presented this program for NVCC. They indicated that the Sustainable Food Systems Certificate would provide students with career skills in the agriculture and food service industry. Graduates of the program will be qualified to work in a variety of positions associated with local food processing facilities. The overall outlook for careers in Sustainable Food Management/Production is strong. NVCC currently has well developed Horticulture and Hospitality programs and the proposed program in Sustainable Food Systems would utilize the strengths of both of these programs. An adjunct instructor would be required for one new course. There are no other programs within CSCU which offer Sustainable Food Systems degrees at the Associate level.

Discussion/Questions centered on:

- a) *Projected Enrollments* – The projected enrollments are low. Who is a candidate for this degree? The degree would attract a person interested in the "Farm to Table" movement. The program presents courses in the entire supply chain, from gardening/farming to restaurant.
- b) *Supporting Data* - Who did you meet with to determine the need for this program? NVCC presented the proposed program to its industry partners who form a large consortium that works with different farms. NVCC also surveyed different programs in the Hospitality and Horticulture industries.

- c) *Need for this Certificate* – Would it be better to continue to have two separate programs – Horticulture and Hospitality? Can you add courses to existing programs; i.e., can you add courses in sustainable food to the Horticulture program? The proposed program is the intersection between Horticulture and Hospitality. This is a new industry. Workers in the organic food industry would need to know about organic (non-pesticide) farming.
- d) *Workforce Need/Job Prospects* – The projections don't show a major industry need for this program. The program would allow graduates to move into the farm to table industry. Entrepreneurs who establish these businesses need full time workers. Graduates with a certificate can get \$15 - \$20/hour. Most companies will need workers with a degree and some experience.

Chair Harris stated that the Committee needs more evidence that the graduates will be hired and at what pay and is requesting employment data specific to the region (Western CT).

Chair Harris called for a vote to table the NVCC Sustainable Food Systems Certificate. A vote was taken and the vote was unanimous. Chair Harris stated that the Committee is not disapproving the program but is requesting more information.

v. Social Services Family and Child Studies – Option – AS - Capital CC

A motion to approve was made by N. Cohen and seconded by A. Budd. Pres. Wilfredo Nieves and Josiah Ricardo, Professor, Sociology, presented the program for CCC which is adding an additional option to an existing program. The proposed program will prepare graduates for both entry-level employment in social services or provide them with opportunities to transfer to baccalaureate programs (COSC, UConn, CCSU and private universities). The Social Services Family and Child Studies AS option offers a varied workforce application and meets CT's workforce needs in a variety of crossover professions. The average annual growth rate in CT's community and social services sector ranges between 11 and 13.6 % through 2024. Program coordinators are working with local community organizations on field placements/internships and possible full or part time employment. CCC is an urban, ethnically and racially diverse institution and prospects for stable employment within the community are excellent for graduates of the program.

Discussion/Questions centered on:

- a) *Enrollment Projections:* 20 new students will enter CCC (the program) from Jumpstart. At the end of the training/program, Jumpstart will give CCC a stipend. CCC wanted to be conservative in its projections.
- b) *Cost of Program:* There are no major cost implications to implementing the proposed degree option. CCC will use existing full-time faculty and appoint dual Program Coordinators from the Social Services and Early Childhood Education Depts.

A vote was taken to approve the new option for the Social Services and Child Studies AS and the new option was unanimously approved.

vi. Business Management – Certificate – Northwestern CCC

A motion to approve was made by N. Cohen and seconded by A. Budd. David Ferreira, Dean of Academic Affairs, presented the program for NCCC. The proposed program addresses student requests for a short-term certificate in business focused on

fundamental business knowledge and skills. The Business Management Certificate will prepare students for entry-level positions in business, for job advancement or a career change or for entry into a BS or MBA program. The program also responds to students' requests to minor in business while pursuing a degree in another major. It can prepare students to become entrepreneurs or help entrepreneurs to grow their small businesses. Respondents to a 2016 survey of Northwest CT businesses cite multiple difficulties in filling open positions, among them, lack of skilled applicants, not enough applicants, applicants who are not job ready, concern over an aging workforce and inability to retain younger workers. The Business Management Certificate is a stackable credential to the AS degree.

A vote was taken to approve the new Business Management Certificate and the new certificate was unanimously approved.

vii. Health Science – BHSc – SCSU

A motion to approve was made by N. Cohen and seconded by A. Budd. Ilene Crawford, AVP Academic Affairs, Sandra Bulmer, Dean, School of Health and Human Services, and, William Lunn, Assoc. Professor/Coordinator, Undergraduate Human Performance, presented the program for SCSU. The Bachelor of Health Science (BHSc) responds to the increasing regional and national workforce demands of an expanding healthcare industry. Overall employment in healthcare occupations is expected to grow 19%. Within the next ten years, employment in healthcare in CT is projected to grow 9.5% and add 24,000 new healthcare jobs. The BHSc degree will prepare students for admission to graduate programs (at SCSU, MS in Athletic Training, MS in Exercise Science and the Accelerated Nursing Program (BSN)) and will provide bachelor's degree completion opportunities for associate degree credentialed health professionals and a rigorous health science degree option for pre-Nursing students no longer pursuing the BS in Nursing. Retention and graduation rates are likely to increase for pre-Nursing students who transfer to the BHSc degree. No formal transfer agreement is in place with the CT community colleges; however, discussions regarding same are in process. No additional full-time faculty will be required in Year 1 of the program. Faculty from the Nursing, Public Health and Exercise Science programs will teach in the new BHSc program. One full-time faculty member will be added in Year 2 and in Year 3. Regent Budd asked about the difference between ECSU's BS in Health Sciences and SCSU's BHSc program. The ECSU BS Health Sciences degree program requires students to choose from 3 possible tracks: 1) pre-public health; 2) pre-nursing; or 3) pre-physical therapy. While the SCSU BHSc program has some similarity to the pre-physical therapy track of the BS Health Sciences degree program at ECSU, the SCSU BHSc degree program does not offer "tracks" because SCSU offers a BS in public health and a BS in nursing, degrees that are not currently offered at ECSU.

A vote was taken to approve the new Bachelor of Health Sciences (BHSc) program and the new program was unanimously approved.

viii. Healthcare Studies – BS – SCSU

A motion to approve was made by N. Cohen and seconded by A. Budd.

Representatives from SCSU presenting the Healthcare Studies (HLN) – BS were the same as for the Health Science (BHSc) program. Information on projected employment, formal transfer agreements with the CCs and full-time and adjunct faculty required were the same

for the Healthcare Studies BS as for the BHSc program. Employers are seeking bachelor-level trained employees in critical non-clinical positions with knowledge of overall health systems, health informatics, and healthcare management. The BS in Healthcare Studies will provide an option for students who enter the pre-Nursing program, and are not admitted into the nursing program. All pre-Nursing required courses are built into the Healthcare Studies program plus 37 elective credits which respond to healthcare industry needs. Four new Healthcare Studies (HLN) courses are required for this program. SCSU will collaborate with industry partners to develop minors, certificates, and other credentials related to specific healthcare careers.

Questions/Discussion centered on:

- a) *Nursing Students – Retention, Attrition, Graduation Rate* – The assumption is that pre-Nursing students who are not admitted to the Nursing Program will stay and transfer to the Healthcare Studies program. 75% of pre-Nursing students are not admitted to the Nursing Program. Dean Balmer provided the statistics on the percentage of pre-Nursing students who stay, leave and graduate.
- b) *Employment* – What kind of jobs can graduates get? Does this program attract the same kind of students as those who would be interested in Nursing? Will the program prepare students for employment in the healthcare industry? Did SCSU consult with hospitals to determine if they would hire graduates from this program? Examples of areas in which graduates can get jobs are Patient Advocates, Health Informatics, Wellness Coaching, etc. Students in this program take the pre-requisites for admission into the Nursing Program; therefore, they can apply for admission into the Nursing Program. Some students will remain in the Healthcare Studies program. Hospitals which SCSU contacted during the development of this program stated that they would be very interested in hiring graduates with a BS in Healthcare Studies.
- c) *Budget* – Can the projected number of credits for Administrative Coordinator position be reduced to decrease expenses?
- d) *Curriculum* – The program does not have the depth of the previous program, the BHSc program. From the employer prospective, what do graduates bring to the table from this program? Dean Bulmer responded that minors, certificates and other credentials related to healthcare careers need to be built into the program. SCSU will collaborate with industry partners to further develop the program.
- e) *Potential Success of Program* – Will it take three years to determine if the program is successful? Minors and areas of concentration will be added during the next year. Regent Cummings responded that he thought that the proposed BS in Healthcare Studies was excellent, badly needed and a reasonable alternative for pre-Nursing students who are not accepted into the program. He recommended that SCSU establish a very strong Employer Advisory Committee and offered to serve as a liaison to the committee.

Chair Harris called for an amendment to the motion requiring: 1) the establishment of a Healthcare Advisory Committee; and, 2) a report in Spring 2019 which lists the minors added to the program and the content of the minors. A vote was taken on the amendment to the motion and the BS in Healthcare Studies was approved as amended.

ix. American Studies Civic Leadership – BA – SCSU

A motion to approve was made by N. Cohen and seconded by A. Budd. Ilene Crawford, AVP Academic Affairs, Chuck Baraw, Assoc. Professor, English, Tess Marchant-Shapiro, Asst. Professor/Graduate Coordinator, Political Science, and Troy Paddock, Professor and Chair, History presented for SCSU. The proposed BA in American Studies Civic Leadership (ASCL) brings together two disciplines, American Studies and Civic Leadership. American Studies is an interdisciplinary grounding in the histories, culture and politics of North, Central and South America. Civic Leadership provides professional development in analytical (critical thinking), communication (oral and written) and leadership (ethical judgement and decision-making) skills for graduates who will serve in governmental and non-profit sectors. Required courses in the ASCL BA program are a Symposium, an Internship and a Capstone course in which students incorporate the knowledge and skills acquired in the classroom to solve a community problem. The English, History and Political Science TAP programs will transfer to the American Studies Civic Leadership Program. There are no similar programs within the CSCU system that combine American Studies with a Leadership component.

Questions/Discussion Centered on:

- a) *Employability* – Are graduates of the program employable? Was a needs assessment completed?
- b) *Program/Students* – Do the Gen Ed courses provide the training incorporated in the proposed degree? Regents commented that leadership, writing, speaking, and presentation skills are embedded in other degrees. Several regents expressed doubts on whether the ASCL BA should be a new standalone degree.
- c) *Internship Opportunities* – The regents liked the internship component, but noted that there was not enough depth in the course content to merit a new degree.

Chair Harris encouraged SCSU to find a better alternative to teach leadership skills. She noted the concept requires a complete reworking to integrate the leadership skills in the content courses or in the institution's interdisciplinary program. She encouraged the SCSU representatives to rethink the proposed program and come back to the Committee with alternatives.

Chair Harris called for a vote on the BA in American Studies Civic Leadership. A vote was taken resulting in three “No” votes, no “Yes” votes and no Abstentions. The new program was not approved.

d. Suspensions

i. English – MA – WCSU

A motion to approve was made by N. Cohen and seconded by A. Budd. WCSU is requesting to suspend the MA in English program for a period of two years (Fall 2018 – Spring 2020) due to extremely low enrollment. During the suspension period, the WCSU English Dept. will review the program and develop strategies to improve enrollment. By the end of the suspension period, a decision will be made whether to modify or discontinue the program.

A vote was taken to approve the suspension of the MA in English program and the program suspension was unanimously approved.

e. Accreditation of a Licensed Program

i. Respiratory Therapy – BSRT – SCSU

A motion to approve was made by N. Cohen and seconded by A. Budd. Ilene Crawford, AVP Academic Affairs, Sandra Bulmer, Dean, School of Health and Human Services, and, Connie Dills, Adjunct Professor, BS Respiratory Therapy program presented the BSRT program for SCSU. The BSRT program is a 36-credit fully online program designed for transfer students (junior status) who hold associate degrees in respiratory therapy and a Registered Respiratory Therapist (RRT) Credential. The program was initiated in August 2015; but, since the first class graduated in Spring 2018, accreditation is being requested at this time. Enrollment in the program is slower than anticipated (12 students AY18 and 14 students AY19). SCSU is working closely to streamline recruitment and transfer processes with the three CT community colleges that have associate degrees in respiratory therapy – NCC, NVCC and MCC. In addition to maintaining continued positive relationships with the three community colleges, there is a need for a robust strategic marketing plan. The BSRT program budget has been decreased for FY19 and FY20 because the position of the Director of Clinical Education was not filled, re-assigned time has been eliminated for the program coordinator, the program is now fully online and the number of LEP credits was reduced for incoming students who had more than enough credits to be accepted into the program. The ASA Committee requested information and a report on the following: accreditation for those students who are in the program and a comparison of the three CC's programs to those of private colleges/universities in the areas of pass and retention rates

A vote was taken to approve the accreditation of the BS in Respiratory Therapy program and the program accreditation was unanimously approved.

4. Informational Items

a. Developments in Academic Programs during the 2017-18 Academic Year

This item was moved to the September 7 ASA Committee Meeting for discussion.

b. Enrollments in Newly-Established Academic Programs

See page 4.

c. Below Threshold

i. CAD – Certificate – Norwalk CC

ii. Early Childhood Education: Infant/Toddler – Certificate – Norwalk CC

No vote is taken on Below Threshold programs. The programs will be submitted to the Office of Higher Education.

5. Executive Session

The ASA Committee Executive Session was moved to the next ASAC meeting, Friday September 7, 2018.

Chair Harris asked for a motion to adjourn the meeting. The motion was made by N. Cohen, seconded by A. Budd and unanimously approved. The meeting was adjourned at 5:25 p.m.



CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Special Meeting – August 9, 2018 at 10:00 a.m.
Via teleconference originating from Conference Room 310
61 Woodland Street, Hartford

MINUTES

Regents Present: Chair Merle Harris (via teleconference), Naomi Cohen (via teleconference),
Del Cummings (via teleconference)

Regents Absent: Aviva Budd, Larry DeNardis, William Lugo

Staff Present: Jane Gates, Erin Fitzgerald, Pat Ryiz

Other Attendees: None

Pat Ryiz, Administrative Assistant, Academic and Student Affairs, took the roll call for the meeting and declared a quorum.

The meeting was called to order by Chair Merle Harris at 10:05 a.m. **Chair Harris called for a motion to approve the resolution. The motion was moved by N. Cohen and seconded by Chair Harris.**

Provost Jane Gates read the Board of Regents Resolution concerning Off-Site Campuses for Community Colleges

Chair Harris called for questions on the resolution. Regent Cohen asked for clarification on the number of community colleges authorized to establish off-site campuses. Chair Harris responded that, since 2015, four CT community colleges, Asnuntuck, Middlesex, Quinebaug Valley and Three Rivers, were authorized by the U.S. Dept. of Education to participate in the Second Chance Pell Pilot Program for Incarcerated Individuals under the Experimental Sites Initiative. The Resolution before the Committee will grant authorization anew for the state's public community colleges to establish off-site (branch or satellite) campuses at correctional facilities within their respective service areas. **Chair Harris called for a vote to approve the BOR Resolution concerning Off-Site Campuses for Community Colleges. A vote was taken and the resolution was unanimously approved.**

The resolution will be submitted to the BOR as a consent item for its August 23, 2018 meeting.

Chair Harris called for a motion to adjourn the meeting at 10:15 a.m. The motion was moved, seconded and unanimously approved.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Photography leading to an Associate of Science degree 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 Photography leading to an Associate of Science degree at Northwestern Connecticut Community College

BACKGROUNDSummary

The institution's darkroom has been closed due to financial considerations, leaving the program without an essential facility.

Rationale

Any continuing students will take an alternative Art class.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: NWCC		Date of Submission to CSCU Office of the Provost:	
Discontinued Program: PHOTOGRAPHY		CIP: 500701	OHE#: 017165
Phase Out /Teach Out Period 2017-2018		Accreditation Date:	
Expected Date of Program Termination MAY2018			
Program Characteristics			
Name of Program: PHOTOGRAPHY			
Degree: Title of Award (e.g. Master of Arts) ASSOCIATES OF SCIENCE			
Certificate: (specify type and level)			
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: FINE ART			
Institutional Contact for this Proposal: SUE BERG		Title: PROFESSOR	Tel.: 8607386324 e-mail: SBERG@MECA.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 DARKROOM WAS CLOSED DUE TO FINACIAL CONSIDERATIONS, LEAVING THE PHOTO PROGRAM WITHOUT A FACILTY FOR PHOTO ONE AND TWO. THESE CLASSES DEAL WITH WET PHOTO PROCESSES.

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 DARKROOM IS CLOSED. ANY STUDENT THAT NEEDED PHOTO TWO TOOK IT FALL OF 2017. CONTINUING AND NEW STUDENTS WILL NOW TAKE ART144, THE INTRO LEVEL DIGITAL PHOTO CLASS.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Photography 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

Discontinuation of a program in Photography leading to a Certificate at Northwestern Connecticut Community College

BACKGROUNDSummary

The institution's darkroom has been closed due to financial considerations, leaving the program without an essential facility.

Rationale

Any continuing students will take an alternative Art class.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: NWCC		Date of Submission to CSCU Office of the Provost:	
Discontinued Program: PHOTOGRAPHY		CIP: 500605	OHE#: 012456
Phase Out /Teach Out Period 2017-2018		Accreditation Date:	
Expected Date of Program Termination MAY2018			
Program Characteristics			
Name of Program: PHOTOGRAPHY			
Degree: Title of Award (e.g. Master of Arts) PHOTOGRAPHY CERTIFICATE			
Certificate: (specify type and level)			
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: FINE ART			
Institutional Contact for this Proposal: SUE BERG		Title: PROFESSOR	Tel.: 8607386324 e-mail: SBERG@MECA.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 DARKROOM WAS CLOSED DUE TO FINACIAL CONSIDERATIONS, LEAVING THE PHOTO PROGRAM WITHOUT A FACILTY FOR PHOTO ONE AND TWO. THESE CLASSES DEAL WITH WET PHOTO PROCESSES. Enrollment in the program never exceeded more than 2 students.

Phase Out/Teach Out Strategy

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

THE DARKROOM IS CLOSED. ANY STUDENT THAT NEEDED PHOTO TWO TOOK IT FALL OF 2017. CONTINUING AND NEW STUDENTS WILL NOW TAKE ART144, THE INTRO LEVEL DIGITAL PHOTO CLASS.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Restaurant Management leading to a Certificate at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in program in Restaurant Management leading to a Certificate at Three Rivers Community College

BACKGROUNDSummary

There have been no students enrolled in this program for five years.

Rationale

Students that may have been interested in this program are now drawn to the institution's new Business Administration program – a TAP degree program with optional concentrations.

Phase-Out/Teach-Out Strategy

There being no current students in the program, 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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: 5/24/18	
Discontinued Program: Restaurant Management Certificate CIP: 520905 OHE#: 009724 Accreditation Date: Phase Out /Teach Out Period IMMEDIATE Expected Date of Program Termination: IMMEDIATE		
Program Characteristics		
Name of Program: Restaurant Management Certificate		
Degree: Title of Award (<i>e.g. Master of Arts</i>)		
Certificate: (<i>specify type and level</i>) Community College Certificate		
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: Business Department		
Institutional Contact for this Proposal: James O'Shea	Title: Business Department P.C.	Tel.: 860.215.9459 e-mail: JOshea@trcc.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.

The program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NONTRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years.

Major

Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-year Average
K04	Restaurant Management Certificate	0	0	0	0	0	

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.)

Data on how many students are currently registered in this certificate program is not yet available. A request for this data has been submitted. Once the discontinuation has been approved, the phase-out plan will begin.

A spreadsheet will be established for remaining students indicating which courses are currently needed to complete their certificate. Once the students have been notified of the discontinuation, they will be advised accordingly and their progress will continue to be monitored until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Business Administration leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 2020.

A True Copy:

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

ITEM

Discontinuation of a program in program in Business Administration leading to a Certificate at Three Rivers Community College with a phase-out period ending May 2020

BACKGROUNDSummary

There has been low enrollment of students in this program for five years.

Rationale

Students that may have been interested in this program are now drawn to the institution's new Business Administration program – a TAP degree program with optional concentrations.

Phase-Out/Teach-Out Strategy

Current students in the program will be advised accordingly toward completion or transfer to another program and their progress will be monitored through the end of the phase-out period in May 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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 05/04/18

STAFF REPORT

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office:
Discontinued Program: Business Administration Certificate CIP: 520101 DHE# (if available): 01758	
Accreditation Date:	
Phase Out /Teach Out Period Spring 2019 - Spring 2020 Expected Date of Program Termination: May 2020	
Program Characteristics	
Name of Program: Business Administration Certificate	
Degree: Title of Award (e.g. Master of Arts)	
Certificate: (specify type and level) Community College Certificate	
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Department	
Institutional Contact for this Proposal: James O'Shea	Title: Business Department P.C. Tel.: 860.215.9459 E-mail: JOshea@trcc.commnet.edu

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 05/04/18

STAFF REPORT

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

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 program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NON-TRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years.

Major Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-year Average
KJ42	Business Administration Certificate	3	5	1	20	5	7

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.)

Once the discontinuation has been approved, the phase-out plan will begin.

A spreadsheet will be established for remaining students indicating which courses are currently needed to complete their certificate. Once the students have been notified of the discontinuation, they will be advised accordingly and their progress will continue to be monitored until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Small Business and Entrepreneurial Studies leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 2020.

A True Copy:

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

ITEM

Discontinuation of a program in program in Small Business and Entrepreneurial Studies leading to a Certificate at Three Rivers Community College with a phase-out period ending May 2020

BACKGROUNDSummary

There has been low enrollment of students in this program for five years.

Rationale

Students that may have been interested in this program are now drawn to the institution's new Business Administration program – a TAP degree program with optional concentrations.

Phase-Out/Teach-Out Strategy

Current students in the program will be advised accordingly toward completion or transfer to another program and their progress will be monitored through the end of the phase-out period in May 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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – 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: 5/24/18	
Discontinued Program: Small Business and Entrepreneurial Studies Certificate CIP: 520701 OHE#: 014950 Accreditation Date:		
Phase Out /Teach Out Period Spring 2019 Expected Date of Program Termination May 2020		
Program Characteristics		
Name of Program: Small Business and Entrepreneurial Studies Certificate		
Degree: Title of Award (<i>e.g. Master of Arts</i>)		
Certificate: (<i>specify type and level</i>) Community College Certificate		
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:		
Institutional Contact for this Proposal: James O'Shea	Title: Business Department P.C.	Tel.: 860.215.9459 e-mail: JOshea@trcc.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.

The program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NONTRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years.

Major

Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-year Average
J07	Small Business and Entrepreneurial Studies Certificate 3	3	3	1	2	N/A	2.7

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.)

Data on how many students are currently registered in this certificate program is not yet available. A request for this data has been submitted. Once the discontinuation has been approved, the phase-out plan will begin. A spreadsheet will be established for remaining students indicating which courses are currently needed to complete their certificate. Once the students have been notified of the discontinuation, they will be advised accordingly and their progress will continue to be monitored until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Hotel Management leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 2020.

A True Copy:

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

ITEM

Discontinuation of a program in program in Hotel Management leading to a Certificate at Three Rivers Community College with a phase-out period ending May 2020

BACKGROUNDSummary

There has been low enrollment of students in this program for five years.

Rationale

Students that may have been interested in this program are now drawn to the institution's new Business Administration program – a TAP degree program with optional concentrations.

Phase-Out/Teach-Out Strategy

Current students in the program will be advised accordingly toward completion or transfer to another program and their progress will be monitored through the end of the phase-out period in May 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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – 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: 5/24/18	
Discontinued Program: Hotel Management Certificate CIP: 520901 OHE#: 009723 Accreditation Date: Phase Out /Teach Out Period Spring 2019 – Spring 2020 Expected Date of Program Termination May 2020		
Program Characteristics		
Name of Program: Hotel Management Certificate		
Degree: Title of Award (<i>e.g. Master of Arts</i>)		
Certificate: (<i>specify type and level</i>) Community College Certificate		
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: Business Department		
Institutional Contact for this Proposal: James O'Shea	Title: Business Department P.C.	Tel.: 860.215.9459 e-mail: JOshea@trcc.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.

The program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NONTRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years.

Major Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-year Average
K03	Hotel Management Certificate	1	3	0	2	NA	1.5

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.)

Data on how many students are currently registered in this certificate program is not yet available. A request for this data has been submitted. Once the discontinuation has been approved, the phase-out plan will begin.

A spreadsheet will be established for remaining students indicating which courses are currently needed to complete their certificate. Once the students have been notified of the discontinuation, they will be advised accordingly and their progress will continue to be monitored until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Advertising, Sales & Promotion leading to a Certificate at Middlesex Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Advertising, Sales & Promotion leading to a Certificate at Middlesex Community College

BACKGROUNDSummary

There has been low enrollment of students in this program for ten years and no completions for the past six years.

Rationale

The marketplace has shifted to Digital Marketing and the institution's new program in that field is better-suited to prepare students.

Phase-Out/Teach-Out Strategy

Since there are no current students in the program, there is no need for a phase-out period.

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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – 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: Middlesex Community College	Date of Submission to CSCU Office of the Provost: 03/20/2018	
Discontinued Program: Advertising, Sales & Promotion CIP: 90903 OHE#: 2473 Accreditation Date: 11/09/1987		
Phase Out /Teach Out Period: None (zero enrollment) Expected Date of Program Termination: Fall 2018		
Program Characteristics		
Name of Program: Advertising, Sales & Promotion		
Degree: Title of Award (e.g. Master of Arts) Certificate		
Certificate: (specify type and level) C2		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: MxCC School of Allied Health, Business, and STEM		
Institutional Contact for this Proposal: Dr. Steven Minkler	Title: Dean of Academic Affairs & Lead Campus Administrator	Tel.: 860-343-5706 e-mail: sminkler@mxcc.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.

In the past decade this Certificate program has had a total of 3 students enrolled with zero students enrolling in the past 4 years, and zero program completions in the past six years. The marketplace has shifted to Digital Marketing and the new Digital Marketing Certificate contains courses that will better prepare students to enter the field.

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.)

As there are no students enrolled in this program (and, none since the Spring of 2013), there is no phase out/teach out required. This program will be removed from the course catalog and advisors will be notified to steer students to the new digital Marketing Certificate which will prepare students for careers in the Digital Marketing field.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Customer Service Management leading to a Certificate at Middlesex Community College, with a phase-out period ending May 2019.

A True Copy:

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

ITEM

Discontinuation of a program in Customer Service Management leading to a Certificate at Middlesex Community College with a phase-out period ending May 2019

BACKGROUNDSummary

There has been low enrollment of students in this program for ten years and only one completion during that period.

Rationale

The institution will be discontinuing its Marketing program; thus, the elective courses that make up this certificate program will be phased out. Enrollment trends have changed since the establishment of the Business Studies TAP degree program.

Phase-Out/Teach-Out Strategy

Current students in the program will be advised to switch to a certificate program in Digital Marketing or a degree program in Digital Media Production. Students electing to remain in the referenced program will be afforded that opportunity through courses in Digital Marketing or Digital Media Production. The referenced program is also available at other community colleges and courses are often available online.

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: Middlesex Community College	Date of Submission to CSCU Office of the Provost: 03/20/2018	
Discontinued Program: Customer Service Management CIP: 520207 OHE#: 2472 Accreditation Date: 11/09/1987		
Phase Out /Teach Out Period One Year Expected Date of Program Termination Fall 2019		
Program Characteristics		
Name of Program: Customer Service Management		
Degree: Title of Award (e.g. Master of Arts) Certificate		
Certificate: (specify type and level) C2		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
MxCC School of Allied Health, Business, and STEM		
Institutional Contact for this Proposal: Dr. Steven Minkler	Title: Dean of Academic Affairs & Lead Campus Administrator	Tel.: 860-343-5706 e-mail: sminkler@mxcc.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.

With the discontinuation of the Marketing Program at MxCC, several of the key marketing elective courses that make up this certificate will be phased out. There has been declining enrollment in the Marketing program over the last year with the introduction of the Business Studies TAP transfer pathway degree program. The marketing elective courses that make up this certificate have low enrollments and are often cancelled. There have only been 7 students enrolled in this certificate program in the last 10 years, and only 1 program completion. The few currently-enrolled students will be given the opportunity to complete the program through independent study, course substitution, or advisement to complete a related program of study.

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.)

Current students will be contacted and encouraged to switch to the career pathway Digital Marketing Certificate and the Digital Media Production Associate in Applied Science (A.A.S.) degree. All students remaining in the program will be allowed to complete their coursework. Marketing electives will be fulfilled by current course offerings in the Digital Marketing Certificate and Digital Media production degree programs. In addition, there are other community colleges that offer this program and courses are often online.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Marketing leading to an Associate of Science degree at Middlesex Community College, with a phase-out period ending May 2020.

A True Copy:

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

ITEM

Discontinuation of a program in Marketing leading to an Associate of Science degree at Middlesex Community College, with a phase-out period ending May 2020

BACKGROUNDSummary

Following the academic program review of the referenced program involving business professionals, faculty and peers from other institutions; it was decided that the program should be discontinued.

Rationale

Currently there are 11 students enrolled in the referenced program, down from 32 students in 2014. To need workforce needs, it was decided that students would be better served through the newly-established Business Studies program – a TAP transfer degree program.

Phase-Out/Teach-Out Strategy

Current students in the program will be advised to switch to Business Studies, a certificate program in Digital Marketing or a degree program in Digital Media Production. Students electing to remain in the referenced program will be afforded that opportunity through courses in Digital Marketing or Digital Media Production. Course substitutions can also be made through independent study.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: Middlesex Community College	Date of Submission to CSCU Office of the Provost: 03/20/2018	
Discontinued Program: Marketing CIP: 521401 OHE#: 1708 Accreditation Date: 04/09/1969		
Phase Out /Teach Out Period Two Years Expected Date of Program Termination Fall 2020		
Program Characteristics		
Name of Program: Marketing		
Degree: Title of Award (e.g. Master of Arts) Associates of Science Degree AS		
Certificate: (specify type and level)		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
MxCC School of Allied Health, Business, and STEM		
Institutional Contact for this Proposal: Dr. Steven Minkler	Title: Dean of Academic Affairs & Lead Campus Administrator	Tel.: 860-343-5706 e-mail: sminkler@mxcc.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.

Currently there are 11 students enrolled in the Marketing associate degree program, down from 32 students in 2014. The Business Studies TAP transfer pathway program has greatly reduced the number of students in the Marketing program. The faculty Program Coordinator who oversees the Marketing and Business programs has been shifting students into the Business Studies TAP pathway if their academic goals include transfer to a 4-year institution.

In 2017, the Marketing program conducted an Academic Program Review in compliance with Board of Regents policy and NEASC accreditation expectations. The review team, composed of business professionals and peers from other institutions of higher education, supported the discontinuation of the Marketing Program for transfer students, and the creation of a Career Certificate for Digital Marketing in partnership with the MxCC New Media Digital Production program to effectively meet the workforce needs for Digital Marketing positions.

Students who are interested in e-commerce, content marketing, social media, and digital marketing production careers will be better served gaining employable skill sets with the Digital Marketing Certificate and the Digital Media Production Associate in Applied Science (A.A.S.) degree. Students who wish to transfer to 4-year degree for work in Product Management are better served in the Business Studies transfer pathway.

Phase Out/Teach Out Strategy

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

Currently-enrolled students will be contacted and encouraged to switch to the Business Studies transfer ticket or the career pathway Digital Marketing Certificate and the Digital Media Production Associate in Applied Science (A.A.S.) degree. All students remaining in the program will be allowed to complete their coursework directly, or through course substitutions and independent study. Marketing electives will be fulfilled by current course offerings in the Digital Marketing Certificate and Digital Media production degree programs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Behavioral Science leading to an Associate of Arts degree at Naugatuck Valley Community College, with a phase-out period ending May 2020.

A True Copy:

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

ITEM

Discontinuation of a program in Behavioral Science leading to an Associate of Arts degree at Naugatuck Valley Community College, with a phase-out period ending May 2020

BACKGROUNDSummary

The introduction of the System's TAP Transfer Ticket degree programs has created more efficient and smoother articulation; thus, eliminating the need for the referenced program.

Rationale

Since the introduction of TAP, advisors have recommended that students enroll in one of its social science pathways or the Liberal Arts and Sciences (LAS) degree program.

Phase-Out/Teach-Out Strategy

Enrollment in the referenced program will stop as of Fall 2018. Currently enrolled students not transferring to a TAP program or LAS will be advised as to the course of action they should pursue in order to complete the program by the 2020 Spring Semester.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: NVCC		Date of Submission to CSCU Office of the Provost: 5/30/2018
Discontinued Program: Behavioral Science CIP: 301701 OHE#: 009350 Accreditation Date: n/a Phase Out /Teach Out Period Fa2018-Sp2020 Expected Date of Program Termination Fa2018		
Program Characteristics		
Name of Program: Behavioral Science		
Degree: Title of Award (e.g. Master of Arts) Associate of Arts		
Certificate: (specify type and level) n/a		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined (some courses are available online)		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: NVCC Waterbury campus		
Institutional Contact for this Proposal: Christine Cocchiola-Meyer, Department Chair	Title: Professor	Tel.: 203-575-8284 e-mail: CCocchiola-Meyer@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.

This program was developed in 2001 to closely mirror the Liberal Arts and Sciences degree, with specific courses required for some general education requirements (directed electives). It was designed to offer a broad introduction to social sciences so students could explore them, identify an emphasis, and establish a good foundation for transfer. Initially, the University of Connecticut expected smooth articulation to their Psychology major, with the exception of a Research Methods course, which their students would typically take in their sophomore year. No current articulation agreements are in place for this specific program.

Because of it being modeled on the LAS degree, it has historically transferred in very similar ways. The introductory courses for the BS Program (PSY 111, SOC 101, and ANT 101) all meet one or more of NVCC's General Education competencies, as do many of the 200-level electives that a student might take. However, because of the abundance of Behavioral Science courses required, not all courses have necessarily directly transferred into program requirements at a four-year university, though they would be eligible to count toward general electives.

Since the CSCU system has developed more efficient and smoother articulation through the use of Transfer Tickets and, more currently, Guided Pathways, the Behavioral Science program at NVCC is redundant. Like the Transfer Tickets in Psychology and Sociology, it offers a broad introduction to social sciences; however, it does not transfer as a whole but only course by course.

No evidence exists that continuation of this program is necessary.

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 Behavioral Science program will stop taking enrollment effective fall 2018. All current Behavioral Science students will be advised into one of the Transfer Tickets or Liberal Arts & Sciences. The Chair of the Behavioral and Social Science Department will work with Psychology faculty to coordinate and implement the termination and notification of students. With the termination, the follow up will continue each semester and involve reminding the students remaining in the program that they need to complete by spring 2020 or switch to a different program.

Currently, there are 64 students enrolled in the BS program. Over the past year or so, advisors have been recommending the Transfer Ticket Psychology and/or Sociology pathways and also offering the LAS degree as an option. The current 64 students have been notified via e-mail of their options, which include (1) completing the program in two years, or (2) changing majors. They will continue to be reminded each semester through spring of 2020.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in New Media Communication leading to an Associate of Science degree at Tunxis Community College.

A True Copy:

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

ITEM

Discontinuation of a program in New Media Communication leading to an Associate of Science degree at Tunxis Community College

BACKGROUNDSummary

The referenced program was suspended in September 2014 due to insufficient enrollment.

Rationale

No student interest in the program has been generated; thus, it has been decided to seek its termination.

Phase-Out/Teach-Out Strategy

The phase-out of the suspended program was completed in Spring/Fall 2014.

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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – 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: Tunxis Community College	Date of Submission to CSCU Office of the Provost: May 30, 2018	
Discontinued Program: New Media Communication CIP: 09.0702 OHE#: 15624 Accreditation Date: Fall 2008 Phase Out /Teach Out Period Spring/Fall 2014 Expected Date of Program Termination Fall 2018		
Program Characteristics		
Name of Program: New Media Communication		
Degree: Title of Award (e.g. Master of Arts) A.S.		
Certificate: (specify type and level) N/A		
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: Arts & Media Department		
Institutional Contact for this Proposal: Amy Feest	Title: Dean of Academic Affairs	Tel.: 860-773-1631 e-mail: afeest@tunxis.edu

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

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

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 New Media Communication Associates Degree was suspended, rather than terminated, in September 2014 due to lack of sufficient enrollment. Program suspension was requested to afford an opportunity to re-evaluate its efficacy. Since the suspension of the program no new interest has been generated. In light of these facts, the College has decided to terminate the New Media Communication degree 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 phase-out period of the program was Spring 2014 to Fall 2014. All students previously enrolled in the program were successfully advised into other degree programs by September 2014.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Computer Information - PC Application leading to a Certificate at Housatonic Community College with a phase-out period ending at the conclusion of the 2020 Fall semester.

A True Copy:

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

ITEM

Discontinuation of a program in Computer Information - PC Application leading to a Certificate at Housatonic Community College with a phase-out period ending at the conclusion of the 2020 Fall semester.

BACKGROUNDSummary

Very few students have been interested in the program and enrollment has been steadily declining.

Rationale

Consequently, most of the courses in this program either have been terminated or will be deactivated soon.

Phase-Out/Teach-Out Strategy

The program is not accepting new students and there are no students currently enrolled.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Computer Information Certificate: PC Applications (EJ01) CIP: OHE#:		
Accreditation Date:		
Phase Out /Teach Out Period 2 years Expected Date of Program Termination Fall 2020		
Program Characteristics		
Name of Program: Computer Information Certificate: PC Applications (EJ01)		
Degree: Title of Award (<i>e.g. Master of Arts</i>)		
Certificate: (<i>specify type and level</i>) Certificate in PC Applications		
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: Business Department / Main Campus		
Institutional Contact for this Proposal: Farshad Ravanshad	Title: Assistant Professor of Computer Science	Tel.: (203) 332 - 5127 e-mail: fravanshad@hcc.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.

Very few students have been interested in this certificate program and enrollment has been steadily declining.

Currently, there are no students enrolled in the program.

Most of the courses in this certificate program have either been already terminated or will be deactivated soon.

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.)

At this point, there are no students currently enrolled in this certificate program. The courses required by this certificate program will be deactivated.

If there are any students in this certificate program, they should contact Professor Pamela Pirog, Business Department Chair, @ ppirog@hcc.commnet.edu.

HOUSATONIC COMMUNITY COLLEGE CURRICULUM COMMITTEE
NOTIFICATION OF PROGRAM/ CERTIFICATE TERMINATION

DEPARTMENT REQUESTING CHANGE: BUSINESS

PROGRAM/ CERTIFICATE NAME: Computer Information Certificate: PC Applications (EJ01)

PROGRAM NUMBER: EJ01

CATALOG LISTING UNTIL TEACH-OUT DATE REACHED

If possible, please specify similar programs that interested students should consider. The following statement will appear in the College Catalog in lieu of the existing Program description:

“This program is not accepting new students; any students currently enrolled in this program should view the catalog from their year-of-matriculation to find degree requirements or consider switching into an active program.”

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Computer Information - PC Repair Technology leading to a Certificate at Housatonic Community College with a phase-out period ending at the conclusion of the 2020 Fall semester.

A True Copy:

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

ITEM

Discontinuation of a program in Computer Information – PC Repair Technology leading to a Certificate at Housatonic Community College with a phase-out period ending at the conclusion of the 2020 Fall semester

BACKGROUNDSummary

Very few students have been interested in the program and enrollment has been steadily declining.

Rationale

Consequently, most of the courses in this program either have been terminated or will be deactivated soon.

Phase-Out/Teach-Out Strategy

The program is not accepting new students and there are no students currently enrolled.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Computer Information Certificate: Personal Computer Repair Technology (EJ02) CIP:		
OHE#: Accreditation Date:		
Phase Out /Teach Out Period 2 years Expected Date of Program Termination Fall 2020		
Program Characteristics		
Name of Program: Computer Information Certificate: Personal Computer Repair Technology (EJ02)		
Degree: Title of Award (<i>e.g. Master of Arts</i>)		
Certificate: (<i>specify type and level</i>) Certificate in Personal Computer Repair Technology		
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: Business Department / Main Campus		
Institutional Contact for this Proposal: Farshad Ravanshad	Title: Assistant Professor of Computer Science	Tel.: (203) 332 - 5127 e-mail: fravanshad@hcc.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.

Very few students have been interested in this certificate program and enrollment has been steadily declining. Currently, there are no students enrolled in the program. Most of the courses in this certificate program have either been already terminated or will be deactivated soon.

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 courses required by this certificate program will be deactivated. If there are any students in this certificate program, they should contact Professor Pamela Pirog, Business Department Chair, @ ppirog@hcc.commnet.edu.

HOUSATONIC COMMUNITY COLLEGE CURRICULUM COMMITTEE
NOTIFICATION OF PROGRAM/ CERTIFICATE TERMINATION

DEPARTMENT REQUESTING CHANGE: BUSINESS

PROGRAM/ CERTIFICATE NAME: COMPUTER INFORMATION CERTIFICATE: PERSONAL COMPUTER REPAIR TECHNOLOGY (EJ02)

PROGRAM NUMBER: EJ02

CATALOG LISTING UNTIL TEACH-OUT DATE REACHED

If possible, please specify similar programs that interested students should consider. The following statement will appear in the College Catalog in lieu of the existing Program description:

“This program is not accepting new students; any students currently enrolled in this program should view the catalog from their year-of-matriculation to find degree requirements or consider switching into an active program.”

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Business Office Technology: Administrative Support Assistant leading to a Certificate at Housatonic Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Business Office Technology: Administrative Support Assistant leading to a Certificate at Housatonic Community College

BACKGROUNDSummary

Changes in technology have resulted in a major paradigm shift in the job descriptions for administrative support assistants and a sharp decline in employment opportunities.

Rationale

The common practice of not employing receptionists in professional offices and businesses and the lack of student interest has led to the decision to terminate this program.

Phase-Out/Teach-Out Strategy

The program is not accepting new students and there are no students currently enrolled.

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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – 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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Business Certificate: Administrative Support Assistant (BOT) (EJ09) CIP:		
OHE#:	Accreditation Date:	
Phase Out /Teach Out Period 1 year Expected Date of Program Termination Spring 2018		
Program Characteristics		
Name of Program: Business Certificate: Administrative Support Assistant (BOT) (EJ09)		
Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate		
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: main campus		
Institutional Contact for this Proposal: Pam Pirog	Title: Business Dept. Chair	Tel.: (203) 332-5124 e-mail: ppirog@hcc.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.

Administrative Support Assistant is a certificate program that was developed to allow our students to specialize in areas of interest and obtain entry-level office positions. Course credits were designed to be applied to an associate degree program in BOT.

The focus of the program is on the role of the receptionist who must deal with the public, and the purpose of this particular certificate is to prepare students for employment opportunities in professional offices and business firms.

Changes in technology and the receptionless office have resulted in a major paradigm shift and the stereotypical perception of a receptionist is in sharp decline. There are hardly any associate degree programs in BOT. Most of the courses in the program are outdated. The certificate program has steadily experienced a sharp decline in student interest and in enrollment.

This certificate program is being terminated due to a major paradigm shift, lack of student interest, and very low enrollment. There have been very few students enrolled in this program over the past several years.

Two of the courses that have real-world applications and demand, and are computer technology-based (Spreadsheet Applications and Database Applications) will be redesigned and updated and offered under the CSA (Computer Applications) designation.

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 phase out/teach out and termination of this program is anticipated for the end of the Spring semester 2018.

Two of the courses that have real-world applications and demand, and are computer technology-based (Spreadsheet Applications and Database Applications) will be redesigned and updated and offered under the CSA (Computer Applications) designation.

- 1) CSA* E135 - Spreadsheet Applications (3 credits)
to replace BOT* E216 - Spreadsheet Applications (3 credits)
- 2) CSA* E140 - Database Applications (3 credits)
to replace BOT* E218 - Database Management (3 credits)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

Students will be contacted and notified of changes.

No new students will be accepted in the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Web Design Graphics Foundation leading to a Certificate at Housatonic Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Web Design Graphics Foundation leading to a Certificate at Housatonic Community College

BACKGROUNDSummary

Advances in the technology of web design, specifically the development of preprogrammed templates makes developing custom web pages much easier for anyone interested in creating their own websites.

Rationale

Technology changes has led to a decline in student enrollment prompting termination of the program.

Phase-Out/Teach-Out Strategy

The program is not accepting new students and there are no students currently enrolled.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Web Design Graphics Foundation Certificate (EK06) CIP: OHE#:		
Accreditation Date:		
Phase Out /Teach Out Period 1 year Expected Date of Program Termination Spring 2018		
Program Characteristics		
Name of Program: Web Design Graphics Foundation Certificate (EK06)		
Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate		
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: main campus		
Institutional Contact for this Proposal: John Favret	Title: Art Program Coordinator	Tel.: (203) 332-5116 e-mail: jfavret@housatonic.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.

Web Design Graphics Foundation is a certificate program that was developed to provide our students with a solid foundation to pursue a career in Web Design. The purpose of this particular program was to provide both the technological and aesthetic side of designing web pages. Preprogrammed software templates make developing custom web pages much easier for anyone interested in creating their own websites and this has led to a decline in enrollment.

This program is being terminated due to low enrollment. There have been very few students enrolled in this program over the past several years.

Two of the courses that are important to this program, that are related to Web Design, are also being 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.)

The phase out/teach out and termination of this program is anticipated for the end of the spring semester 2018.

The following courses will be substituted for the two that are being terminated-

GRA 261 will be substituted with GRA 241 Digital Page Design

GRA 21 will be substituted with CST 250 Web Design and Development II

Students will be contacted and notified of changes.

No new students will be accepted in the program.

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 in the program for its 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. In June 2018, the Office of the System's Provost informed the ASA of projected enrollments in comparison to actual enrollments for the cohort of new academic programs approved by the Board of Regents during 2013-14. Since Year One enrollments are often problematic for a number of reasons, the projected enrollments were compared to actual enrollments for Fall 2017.

An analysis of the comparative data disclosed that: 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.

At its June 11, 2018 meeting, members of the ASA expressed concern regarding institutional failures to meet enrollment projections and requested of the Office of the Provost that they be provided elucidatory information.

FOLLOW-UP

Subsequently, the Office of the Provost forwarded informational charts to the pertinent CSCU institutions with directions to ascertain:

- succinct explanations as to why the referenced program's projected enrollment was not met,
- brief outline of an improvement plan established and/or will be established to rectify not meeting the enrollment projection, and
- disclosure of the financial impact of not meeting the projection has had upon the institution's fiscal bottom line

The institutional responses are attached:

Connecticut State Colleges & Universities

Comparative Enrollments: 2013-14 New Programs

DIRECTIONS: In column (a), the academic program approved by the BOR during the 2013-14 year and its credential is stated with the projected Year 3 enrollment compared to the actual enrollment for Fall 2017. In column (b), the institution is asked to succinctly explain why the projected enrollment was not met. In column (c), the institution is asked to succinctly outline the improvement plan that was established and/or will be established to rectify not meeting the projection. In column (d), the institution is asked to succinctly disclose the financial impact of not meeting the projection has had upon its fiscal bottom line.

Capital Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
Biotechnology /A.S. Degree Projection: <u>19 f/t & 19 p/t = 25.3 FTE</u> Actual: <u>6 f/t & 16 p/t = 11.3 FTE</u>			
Health Information Management / Certificate Projection: <u>18 f/t & 20 p/t = 24.7 FTE</u> Actual: <u>0 f/t & 0 p/t = 0 FTE</u>			

Gateway Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Electronic Health Records / A.S. Degree</p> <p>Projection: <u>54 f/t & 64 p/t = 75.3 FTE</u></p> <p>Actual: <u>18 f/t & 29 p/t = 27.7 FTE</u></p>	<p>Since 2013, hiring freezes until this past academic year compromised leadership in this area. Courses were staffed exclusively with p/t faculty who under contract do not engage in program development and recruitment outreach.</p>	<p>In fall 2017, President Broadie approved the hiring of a f/t BOT/Medical professional to oversee this area. A search was conducted and a high-level scholar/practitioner was hired starting fall 2018. In collaboration with the Academic Dean and Department Chair, a new strategic plan is being developed focusing on increasing enrollment, outreach strategies to high schools, and a new advisory committee composed of health care professionals in the health technology field. Anticipated completion of strategic plan and presentation to the President – October 2018.</p>	<p>New hire filled the existing faculty line that was vacant due to retirement. No significant financial impact.</p> <p>Strategic plan projects a 20% enrollment increase in the program in the coming AY.</p>

Gateway Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Firefighting / Certificate</p> <p>Projection: <u>25 f/t = 25 FTE</u></p> <p>Actual: <u>10 f/t & 10 p/t = 13.3 FTE</u></p>	<p>This certificate program is an on-ramp certificate to our recently revised Fire Administration A.S. Degree that conforms to the Fire and Emergency Service, Higher Education (FESHE) model as developed and recommended by the Nation Fire Academy (NFA).</p> <p>During this transition, the Fire Fighter I & II Certificate's student numbers have fallen short of initial expectations. However, with the anticipated A.S. Degree revisions noted above, significant enrollment increases are expected.</p>	<p>Led by the Deputy Fire Chief of North Haven, CT, David Marcarelli, a new strategic plan for the FF I&II certificate is under review by the Academic Dean.</p> <p>Key features of this plan include, monthly information sessions, new marketing materials, strategic recruitment events with local high schools and a new advisory council consisting of fire professionals, educators, and high school counselors. Enrollment targets for 2018-2019 include 20% increase in enrollment.</p>	<p>Program leadership is managed under a p/t EA position and courses are staffed with p/t faculty. Significant financial impact includes the use of the New Haven Fire Academy, which is an integral part of this program. When higher student enrollment is reached, the college will consider hiring f/t program coordinator.</p>

Gateway Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Network Administrator / Certificate</p> <p>Projection: <u>29 f/t & 35 p/t = 40.7 FTE</u></p> <p>Actual: <u>0 f/t & 0 p/t = 0 FTE</u></p>	<p>Since 2013, hiring freezes until this past academic year compromised leadership in this area. Courses were staffed exclusively with p/t faculty who under contract do not engage in program development and recruitment outreach.</p>	<p>In fall 2017, President Broadie approved the hiring of a f/t Special Appointment for the Computer Science/ Networking program. In collaboration with the Academic Dean, Department Chair, and Program Coordinator, a new strategic plan is being developed focusing on increasing enrollment, outreach strategies to high schools, and a newly constituted advisory committee composed of Networking professionals. Anticipated completion of strategic plan and presentation to the President – October 2018.</p>	<p>New hire filled the existing faculty line that was vacant due to retirement. No significant financial impact.</p> <p>Strategic plan projects a 20% enrollment increase in the program in the coming AY</p>

Manchester Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Electronic Health Records Specialist / Certificate</p> <p>Projection: <u>10 f/t & 30 p/t = 20 FTE</u></p> <p>Actual: <u>4 f/t & 5 p/t = 5.7 FTE</u></p>	<p>Initially developed under the Health Life Sciences (HL-SCI) Initiative grant, this certificate was designed to quickly re-train displaced workers and develop “laddered” curriculum and programs, so students can continue their education. The EHR certificate, our Medical Option AS degree, and the articulation with Charter Oak for the HIM BS degree does this very well. Our enrollment numbers for this certificate are “buried” however because students entering this program with the sole purpose of completing the certificate will only get financial aid if they are in a declared degree as their primary program (BOT/Medical AS degree). The secondary major is often not identified or in some cases, the Medical Insurance Specialist certificate (another BOT/Medical certificate) is declared as a secondary major. Our banner system does not allow multiple secondary programs to be listed. To summarize, the majority of our BOT/Medical degree students are initially working toward the EHR Specialist certificate but perhaps have not officially declared it as a secondary program of study. As of the FA17 MCC Fact Book, there are 37 students currently enrolled in the BOT/Medical AS degree program.</p> <p>Strength of Job Market:</p> <p>The national and local job market continues to be strong for students enrolled in this certificate. According to the Bureau of Labor Statistics, employment of medical records and health information technicians is expected to increase by 21 percent from 2010 to 2020, faster than the average for all occupations.</p>	<p>Meet with Office of Planning, Research, and Assessment to further review and assess historical enrollment/completion data especially the identification of those having EHR as a secondary major.</p> <p>Meet with Registrar to explore ways to capture secondary programs in Banner system to improve the accuracy of the enrollment data.</p> <p>Through advising, work with students to ensure both primary and secondary programs are declared to improve the accuracy of the enrollment data.</p> <p>Meet with Marketing Department to explore additional ways to promote this certificate to increase enrollments.</p>	<p>No financial impact since faculty teaching the courses in this certificate are already teaching in the BOT degree programs.</p>

Manchester Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Interpersonal and Organizational Communication / A.A. Degree Projection: <u>45 f/t & 35 p/t = 56.7 FTE</u> Actual: <u>2 f/t & 1 p/t = 2.3 FTE</u></p>	<p>When this degree was initially approved by the Board of Regents (BOR), it was licensed but not accredited. Without accreditation, students can't receive financial aid which severely hinders the possibility of declaring this major. Documentation sent to the Interim Dean in 2016 indicated an expectation that this program would return to the BOR in the 2017-2018 academic year to apply for accreditation. The department intended to pursue accreditation, however, the College and the Community College system experienced changes in academic leadership in the past year and a half causing the momentum to slow as new leaders needed time to get up to speed on the various needs of courses and programs.</p>	<p>The department intends to pursue accreditation in the fall of 2017-2018. With accreditation, the department can more aggressively recruit and enroll new students in to this degree program. Once accreditation is granted, the department will ensure that events such as open houses and high school college fairs are attended. Additionally, the faculty will work with our Marketing department to create marketing pieces for distribution. It is expected that, as enrollment grows, faculty will be better able to establish articulations with private colleges and universities, increasing the transfer opportunities for our students.</p>	<p>We do not believe that the low enrollment for this program has had a negative financial impact on the department or College. The Communication department has always had a robust AS degree and the faculty teach courses that are used as electives in the AS. Those courses were collected to create the Interpersonal degree with only several courses added to enhance the Interpersonal degree. Since the Interpersonal degree is an AA, the courses do not demand technological support as in the AS and finances do not need to be expended for maintenance of any items.</p>

Manchester Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Radiologic Science / A.S. Degree Projection: <u>45 f/t & 60 p/t = 65 FTE</u> Actual: <u>36 f/t & 4 p/t = 37.3 FTE</u></p>	<p>For the fall 2017 semester, the RADiography component of the radiologic science degree program had 13 returning second year students who carried a 12 credit load per student and an incoming class of 12 students who carried a 14 credit load per student for a total of 25 students in the RADiography component of the radiologic science degree program for the fall 2017 semester.</p> <p>For the fall 2017 the radiation therapy program had 8 students in the incoming class. We had 3 students in the returning second year students. We initially began the semester of Fall 2016 with 7. 9 were accepted however 2 withdrew prior to beginning the program. Of the 7 students who began 3 withdrew in the first semester. 2 due to financial reasons and 1 due to health issues. We had one clinical failure in the 2nd semester.</p>	<p>The action plan we have implemented is the following:</p> <ol style="list-style-type: none"> 1. Information sessions: We increased information during our information session regarding the demand of the program. The first semester with 15 credits includes a 1 credit 16 hour clinical. Students are in class or clinic 35-40 hours per week for all semesters including winter intercession and summer. 2. Shadow requirement as part of the admissions process including speaking to a current student in the program. 3. MCC foundation has increase financial support for the students. This will help in the future for students with financial challenges. 4. Marketing: Program coordinator increased outreach via career fairs, school demonstrations using the Virtual Environment of Radiation Therapy (VERT). This has increased our applicant pool this past year. 	<p>There is no significant impact to the College's finances. Due to specialized accreditation requirements, each faculty member is mandated to be on staff for the program to run regardless of the number of students.</p>

Middlesex Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Corporate Media Production / Certificate</p> <p>Projection: <u>14 f/t & 17 p/t = 19.7 FTE</u></p> <p>Actual: <u>1 f/t & 2 p/t = 1.7 FTE</u></p>	<p>This certificate was once a standalone certificate and suffered from low enrollment. We discovered that students preferred the A.S. degrees in either Broadcast-Cinema or Multimedia. In 2017, the BOR approved our proposal to consolidate academic programs in this area to consist of a single A.A.S. degree in Digital Media Production. Students enrolled in this program must choose from among six embedded specialty certificates, one of which is this certificate. This dual credentialing using these certificates attest that students have specialized job skills to meet workforce needs.</p>	<p>This programmatic change and new dual enrollment/dual credential model will improve enrollment in certificates. Currently we have 150 enrolled students waiting to enroll in these certificates. Though approved in May 2017, we encountered problems in implementing a required dual-enrollment system (degree + certificate) due to limitations in Banner and DegreeWorks. This further resulted in these programs not being listed in MxCC's online admissions application form. These problems were finally resolved in June 2018. We expect the enrollment numbers to increase significantly once students begin enrolling for Fall 2018.</p>	<p>There is minimal financial impact on the college. Courses in this Certificate program are required in various Degree programs with healthy enrollment; namely, Broadcast-Cinema, Business Administration, CSCU Business Studies Pathway, CSCU Communication Studies Pathway, Digital Media Production, and Multimedia.</p>

Middlesex Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Health Information Management /A.S. Degree</p> <p>Projection: <u>25 f/t & 13 p/t = 29.3 FTE</u></p> <p>Actual: <u>10 f/t & 24 p/t = 18 FTE</u></p>	<p>The HIM program is handicapped by the lack of CAHIIM professional accreditation. The current enrollment reflects only students with plans to transfer to the CAHIIM-accredited baccalaureate program at Charter Oak State College. For the associate degree to have marketplace value, the graduates need to have the ability to achieve the Registered Health Information Technician (RHIT) certification, which is only available to graduates of a CAHIIM-accredited program.</p>	<p>The college has committed to meeting the CAHIIM accreditation requirements by taking the step of adding a second full-time faculty member in HIM, as required by the accrediting agency. As we progress to candidacy status in the accreditation process, we should have some increase in enrollment with the ability to reach our full enrollment with the completed accreditation. MxCC would have the only CAHIIM-accredited associate degree program in Connecticut public higher education.</p>	<p>The college has invested its resources to hire two full-time faculty members in order for this program to be eligible for professional accreditation. This program is running at a financial loss with its current enrollment. We anticipate higher enrollment once we become the only accredited A.S. program at a public college in Connecticut.</p>

Middlesex Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Health Information Management / Certificate</p> <p>Projection: <u>5 f/t & 25 p/t = 13.3 FTE</u></p> <p>Actual: <u>1f/t & 7 p/t = 3.3 FTE</u></p>	<p>The HIM Certificate is a stand-alone option, but is also stackable with the degree for students who want to specialize in clinical coding. Growth of this program will be tied to the degree program.</p>	<p>Last year, this program received AHIMA approval. As a Professional Certificate Approved Program (PCAP), we are listed on the AHIMA website and our graduates are eligible for expert-level AHIMA coding certificates (CCS, CCS-P). We have updated our program website and brochures to include this information. We will be able to draw more HIM students overall when the degree program receives accreditation.</p>	<p>See statement above for the HIM degree.</p>

Middlesex Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>News and Sports Production / Certificate</p> <p>Projection: <u>14 f/t & 17 p/t = 19.7 FTE</u></p> <p>Actual: <u>1f/t & 0 p/t = 1 FTE</u></p>	<p>This certificate was once a standalone certificate and suffered from low enrollment. We discovered that students preferred the A.S. degrees in either Broadcast-Cinema or Multimedia. In 2017, the BOR approved our proposal to consolidate academic programs in this area to consist of a single A.A.S. degree in Digital Media Production. Students enrolled in this program must choose from among six embedded specialty certificates, one of which is this certificate. This dual credentialing using these certificates attest that students have specialized job skills to meet workforce needs.</p>	<p>This programmatic change and new dual enrollment/dual credential model will improve enrollment in certificates. Currently we have 150 enrolled students waiting to enroll in these certificates. Though approved in May 2017, we encountered problems in implementing a required dual-enrollment system (degree + certificate) due to limitations in Banner and DegreeWorks. This further resulted in these programs not being listed in MxCC's online admissions application form. These problems were finally resolved in June 2018. We expect the enrollment numbers to increase significantly once students begin enrolling for Fall 2018.</p>	<p>There is minimal financial impact on the college. Courses in this Certificate program are required in the Broadcast-Cinema, CSCU Communication Studies Pathway, Digital Media Production, and Multimedia degree programs.</p>

Middlesex Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Ophthalmic Medical Assisting / Certificate</p> <p>Projection: <u>16 p/t = 5.3 FTE</u></p> <p>Actual: <u>3f/t & 1 p/t = 3.3 FTE</u></p> <p><i>Note: this Certificate ran twice: Fall 2014 (with 9 students) and Fall 2015 (with 9 students).</i></p>	<p>This one-semester certificate was designed to enroll cohorts of students who enroll in all four classes simultaneously. In its New Program Proposal, MxCC specifically stated that we would not run the program unless we had sufficient enrollment such that tuition and fee income covers all program expenses. At the time, we estimated a minimum number of 16 students were necessary to run a cohort. We ran the program twice with 9 students; each time, the program was subsidized with funding from the USDOL Health & Life Sciences Initiative grant.</p>	<p>This Certificate has a direct relationship with the college's existing Associate Degree program in Ophthalmic Design and Dispensing (OD&D). The two programs share facilities and faculty; and, the OD&D Program Coordinator is responsible for all aspects of the Certificate's administration.</p> <p>The college recently hired a new Program Coordinator who will begin August 25, 2018. The new PC has taken a specific interest in conducting better marketing and recruiting to fill cohorts of students so the Certificate may run.</p>	<p>There is no impact. Required courses are unique to this Certificate, and the courses do not run if there is insufficient enrollment.</p>

Northwestern Connecticut Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Health Information Management /A.S. Degree</p> <p>Projected: <u>18 f/t & 20 p/t = 24.7 FTE</u></p> <p>Actual: <u>9 f/t & 13 p/t = 13.3 FTE</u></p>	<p>In 2010 The CT Allied Health Workforce Policy Board investigated the need for HIT and HIM programs. 2011 With the Workforce Investment Boards (WIB), CT Dept of Labor and the CT Women's Education & Legal Fund we started work under a grant to develop a Cert ---AS ---BS HIM track.</p> <p>They put together a consortium of Eastern, Charter Oak, Capital, Norwalk and Northwestern. Under an HIM Collaborative Grant that got going in 2012. Then the H1b grant got thrown into the mix from the NRWIB. Then Middlesex jumped in with the intention of going for AHIMA accreditation.</p> <p>We developed the Health information Management Certificate and the Health Information Management Pathway with the expectation that WIB would be marketing and sending us students.</p> <p>We modified the programs slightly, and started cross listing classes with Middlesex and Capital so they could run. This did not do much, but it helped a little.</p>	<ul style="list-style-type: none"> • Increase use of digital signage • Web and social media marketing for the program • Remove Statistics as a required math • Promote AAPC/CPC credential and NHA/CBCS and NHA/CEHRS • Credentials as stackable <p>Leave HIM, AS degree at Middlesex and rewrite ours to HIM pathway and Health Information, AS with a coding option, and auditing option and a Clinical Documentation Improvement option (if this is allowed with program consolidation)</p>	<p>\$2,070/FTE in general fund distribution and \$3,912/Annual FT tuition. So \$5,982/FTE x 11.4 = \$68,195</p>

Norwalk Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Group Exercise Instructor / Certificate</p> <p>Projected: <u>45 f/t & 50 p/t = 61.7 FTE</u></p> <p>Actual: <u>3 f/t & 5 p/t = 4.7 FTE</u></p>	<p>The institution's interim dean of academic affairs reports this program will be terminated due to low enrollment.</p>		

Quinebaug Valley Community College

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>Computer Aided Design / Certificate</p> <p>Projected: <u>30 p/t = 10 FTE</u></p> <p>Actual: <u>2 f/t & 3 p/t = 3 FTE</u></p>	<p>Decreasing demographics.</p> <p>CAD students are routinely recruited into the engineering and manufacturing programs.</p>	<p>No improvement plan is required at this time.</p> <p>The CAD certificate program costs nothing to continue as there are no unique faculty or program coordinator positions associated with this program. Classes are only run when there are enough registered students to cover the costs of running the class.</p> <p>In addition, this CAD certificate program benefits the college as it serves us as a recruiting tool for our other programs.</p>	<p>Zero fiscal impact.</p>

Central Connecticut State University

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
<p>STEM Education / M.S. Degree</p> <p>Projected: <u>4 f/t & 25 p/t = 12.3 FTE</u></p> <p>Actual: <u>2 f/t & 27 p/t = 11 FTE</u></p>	<p>Projection of 4 f/t – it was anticipated that a small number of students would go straight from an undergraduate teaching program into the MS. The actual population is current teachers who prefer a part time schedule. Additionally, many students prefer summer (p/t) coursework.</p>	<p>We continue to more aggressively market to CCSU undergraduate students in STEM fields and STEM teachers within the first 0-5 years of employment.</p> <p>Current Fall 18 enrollment exceeds projected with 48 part time students</p>	<p>Increase in p/t students will offset the impact of the decrease in f/t</p>

Eastern Connecticut State University

(a)	(b)	(c)	(d)
Academic Program / Credential	Explanation		
Liberal Studies / B.A. Degree Projection: <u>50 f/t & 7 p/t = 52.3 FTE</u> Actual: <u>1 f/t & 1 p/t = 1.3 FTE</u>	As of August 8, 2018, our records show 78 students (70 f/t & 8 p/t) in the Liberal Studies/B.A. Degree. This might not appear in a report because for most students, this is second major. Most Liberal Studies majors are also Pre-Education or Education majors.		
Academic Program / Credential	Explanation	Improvement Plan	Financial Impact
Philosophy / B.A. Degree Projection: <u>20 FTE</u> Actual: <u>11 FTE</u>	The staffing history of the major in Philosophy is largely the reason enrollments have not met projections. The program, when approved, had two full time faculty. Within a month of the program being approved by the BOR, one of those faculty members announced his retirement. Due to budget cuts and tenure track searches being cancelled, the philosophy program had been functioning with just one full-time faculty member until Fall of 2017. With the one full time member having to chair a search three years in a row, as well as work on numerous independent studies with students to fulfill requirements in addition to teaching a full course load, there was limited time to develop a student recruitment strategy. Our new hire has been able to do some recruitment—two new students this past academic year.	The plan for recruiting more majors is as follows: <ol style="list-style-type: none"> 1. Hire a replacement for our retiring colleague for Fall 2019 to offer a continuum of coverage and new curriculum. 2. Continue to reach out to admitted students who express an interest in philosophy. 3. Create new courses for Tier II of the LAC and cross list some courses with other programs. This will enable us to reach a greater number of students as sophomores in order to develop them as majors. 4. Co-sponsor events with the peace and human rights club to highlight the relevance 	There is no financial impact that we can discern from the actual number of majors not meeting the projections. We are still offering the same number of classes in philosophy that we have always offered which is typically about 3 FTE in faculty. Prior to the major being created, we had two full time faculty. We currently have two full time faculty. As we have either only had one or two full time faculty in the time since the major was created and our courses are running, this situation has not created a financial impact. However, just because there is no financial impact to the institution does not mean that there is no impact to the students. We would very much like to increase the number of majors to create stronger cohorts going through the program together. Stronger cohort groups will increase the

	<p>However, now our senior faculty member has announced her retirement as of January 1, 2019. This will create new challenges for the Philosophy program.</p> <p>Our current recruitment efforts have increased the number of Philosophy minors which creates a larger group of students taking upper level courses and provide a pool of potential double majors.</p>	<p>of philosophical ideals.</p> <p>5. Co-sponsor a few Pizza and Politics nights with the Political Science program focusing on political philosophy to draw students to the relevance of philosophy.</p> <p>Continue to actively reach out to students in PHI LAC courses to encourage them to add a double major or a minor.</p>	<p>likelihood that the program will be successful.</p>
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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2017-18 academic year.

A True Copy:

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

ITEM

Consideration of 2017-18 Academic Program Review by the CSCU institutions

BACKGROUND

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

RATIONALE

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

The Office of the Provost revised its template for an End-of-Year Report wherein each institution could summarily present the results of its academic program review process. The revision added a provision for the reporting on the assessment of student learning outcomes for the referenced academic program. The assessment of student learning outcomes is deemed the most essential element of the review process. An optional provision allows the institutions to summarize assessments of general education competencies. The revision included a primer with limited, specific reporting options stipulating a uniform reporting by the institutions, to facilitate summations of institutional results.

SUMMATIONS OF INSTITUTIONAL REVIEWS

The reporting institutions presented results of 87 academic programs in addition to an individualized major and a discipline. Below are summations of key information and data gleaned from the institutions' reports by the Office of the Provost for the Board's consideration.

Among the 87 programs, 27 reviews are incomplete and will be presented in the next cycle.

Among the 87 programs, 9 programs are subject to external accreditation:

- 1 program was granted initial accreditation
- 4 programs had their accreditation continued
- 4 programs currently have application under review by an accrediting organization

Among the 87 programs, 12 have been terminated or suspended or will be upon Board approval.

Among the 87 programs, 48 programs are recommended for continuation:

Among the other actions recommendations derived from the internal review process:

- 6 programs will undergo what the institution characterize as moderate revisions
- 42 programs will undergo what the institution characterize as minor revisions

Within the community colleges, 6 programs are “linked” – offering both an associate degree and one or more certificates:

- 5 programs awarded an average of 5 to 50 credentials, over the course of three years
- 1 program awarded an average of more than 50 credentials, over the course of three years

Within the community colleges, 13 programs offer an associate degree only:

- 1 program awarded an average of less than 5 degrees, over the course of three years
- 10 programs awarded an average of 5 to 50 degrees, over the course of three years
- 2 program awarded an average of more than 50 degrees, over the course of three years

Within the community colleges, 2 programs offer a certificate only; and the 2 programs awarded an average of 5 to 50 certificates, over the course of three years

Within the 4-Year institutions, 21 programs offer an undergraduate degree:

- 6 programs awarded an average of less than 5 degrees, over the course of three years
- 10 programs awarded an average of 5 to 50 degrees, over the course of three years
- 5 programs awarded an average of more than 50 degrees, over the course of three years

Within the 4-Year institutions, 6 programs offer a graduate degree:

- 3 programs awarded an average of less than 5 degrees, over the course of three years
- 3 programs awarded an average of 5 to 50 degrees, over the course of three years

09/07/18 – BOR-Academic and Student Affairs Committee

09/20/18 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Communication, specially a name change to Communication: Media at Manchester Community College.

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 Communication to Communication: Media at Manchester Community College

BACKGROUNDSummary

The reference program is an Associate of Science degree program. The proposed name change reflects that this program of study is distinct from that of Communication, an Associate of Arts degree. The name change will identify the relevancy of the curricular content for both students and employers; and provide greater clarity for new students and campus advisors when distinguishing between the two Communication degree programs and possible transfer paths.

Resources

There are no additional costs related 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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – 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: Manchester Community College	Date of Submission to CSCU Office of the Provost: 5/29/18	
Characteristics of Current Academic Program Name of Program: Communication Type of Offering (e.g. Grad Certificate, Minor, Option) Assoc. of Science Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Program # Cr in Core Courses: 21 # Cr of Electives: 3 # Cr of Other: 34 (gen. ed.) # Cr Special Requirements (e.g. internship): 3 Total # Cr the Institution Requires to Award the Credential 61	
CIP Code No. (if applicable) 09.0199 Title of CIP Code Communication/Media Studies, Other OHE# 09071		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Communication Department, main campus		
Proposed New Name of Program: Communication: Media		
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.) Degree Program name augmented with the word "media" to read "Communication: Media." The name is being changed to reflect that this program of study is distinct from that of the A.A. Communication degree as well as identify the relevancy of the course content within the degree for both employers and students. Additionally, this will provide clarity for new students and campus advisors when distinguishing the two Communication degree programs and possible transfer paths.		
Programmatic Changes (If applicable, please provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) No changes to the degree program directly related to the name change.		
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) There are no additional costs related to the name change of this degree. Additionally, the current resources will remain the same and will not be impacted by the change in degree name.		
Institutional Contact for this Proposal: Stephanie Davis	Title: Dept. Chair and Professor, Communication	Tel.: 860-512-2694 e-mail: sdavis@manchestercc.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

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership and Administration leading to a 6th Year Diploma (Graduate Certificate) at Southern 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 Educational Leadership and Administration leading to a 6th Year Diploma at Southern Connecticut State University

BACKGROUNDSummary

Southern's School of Education develops MOUs with school districts to offer school-based graduate program that respond to district needs. MOUs for the referenced program are currently operational with the Hamden, Meriden, New Britain and Waterford school districts. Southern proposes to establish an additional off-site location with the Cheshire, CT school district to develop effective school leadership.

Resources

Beginning in Fall 2019, the proposed off-site location is projected to generate more than \$400,000 for the institution over the course of its initial three academic years.

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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – 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: Southern CT State University	Date of Submission to CSCU Office of the Provost: July 27, 2018
Most Recent NEASC Institutional Accreditation Action and Date: 5 th Year Interim Report accepted February 2017	
Original Program Characteristics CIP Code No. 130401 Title of CIP Code Educational Leadership and Administration, General Name of Program: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma Certificate: (specify type and level) Date Program was Initiated: Jan 1, 1976 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): 30	Original Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions* X Offering of Program at Off-Campus Location (specify new location) Cheshire Public School District; specific school facility to be mutually determined 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: Educational Leadership and Policy Studies Degree: Title of Award (e.g. Master of Arts) Sixth Year Diploma Certificate¹: (specify type and level) Program Initiation Date: Fall 2019 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): 30 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 27 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
<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:

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

Log of Steps Toward Approval:
Date of Approval:
Date for Inclusion in BOR-ASA Meeting Package:
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: **School of Education; main campus**

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A
- If program prepares graduates eligibility to state/professional license, please identify: **Intermediate Administrator Certification (092)**

(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. Robert Prezant

Title: Provost and Vice President for Academic Affairs

Tel.: 1 (203) 392- 5350

e- mail: prezantr1@southernct.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)*

SCSU's School of Education develops MOUs with school districts to offer school-based cohort-based graduate programs that respond to district needs. MOUs for the Sixth Year Diploma in Educational Leadership and Policy Studies are already in place with the Hamden, Meriden, New Britain, and Waterford school districts. The MOU establishing Cheshire as an additional off-site location for the Sixth Year Diploma in Educational Leadership and Policy Studies is attached.

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)*

Effective school leadership has a significant impact on student achievement. Improving student achievement is especially important in Connecticut because of the need to close a large achievement gap. Unfortunately, according to the most recently released data by the Connecticut State Department of Education (CSDE), Intermediate Administrator (school leadership) positions continue to be hard to fill in Connecticut; this certification remains on the CSDE list of designated shortage areas for 2017-18 school year. Focusing on expanding the pool of effective school leaders by offering programming at this off-campus location will address Connecticut's shortage of Intermediate Administrators, and it will also provide effective school leaders that will improve the college and career readiness of P-12 students.

- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources*) and of its

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

distinctive character and/or location?

Southern's Educational Leadership & Policy Studies Department prepares the largest number of school leaders in Connecticut. There is a well-developed curriculum and department faculty are experienced in teaching the courses within the program. Additionally, because of the large number of alumni of the program who are employed in Connecticut public schools, the Department has adjunct instructors who are familiar with the coursework and have practical, experiential knowledge to share with students. Faculty in the Educational Leadership & Policy Studies Department are skilled at creating learning environment for school leadership candidates that foster professional relationships with peers which remain strong and supportive throughout their administrative careers.

- 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)*

No transfer agreements will become instituted.

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

According to the Connecticut Office of Higher Education, both Central Connecticut State University and the University of Connecticut offer programs in Educational Leadership. There would be no duplication in services because districts interested in an off-campus, cohort model program work with only one university. The cohorts are not likely to be taking students away from on-campus programs at any other university because students tend to sign up for the cohort model programs because the convenient, in-district location saves travel time and expenses; in addition, students can be assured of timely progress through their program because the cohort model guarantees a level of enrollment so that courses are not subject to cancellation due to low enrollment.

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

Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

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

The only modification requested is to offer the program at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

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

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

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

Other Considerations

None.

*Figures below are for **total** number of students enrolled in SCSU's EDL Intermediate Administrator Program and receiving Sixth Year Diploma (on and off-campus locations)

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year _2015__		Fall Term, Year _2016__		Fall Term, Year __2017__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	1	16	0	43	0	16
Returning Students	8	177	5	112	2	141
ACTUAL Headcount Enrollment	9	193	5	155	2	157
Fall FTE accounted for by Program Majors	105.5		82.5		80.5	
Size of Credentialed Group(s) for Given Year	156		108		65	

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

Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Not Applicable						
Core Course Prerequisites				Elective Courses in the Field		
Not Applicable						
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. Not Applicable						
2.						
3.						

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

- 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:

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

The Pro-Forma budget below for the proposed Sixth Year Diploma in Educational Leadership and Policy Studies delivered off-site in the Cheshire school district **assumes a cohort size of 12**. Note tuition and salary rates are AY 2018-19:

A 12-student cohort beginning in Fall 2019 will take 2 courses per semester for Fall 2019, Spring 2020, Summer 2020, Fall 2020, Spring 2020 for a total of 10 courses to complete the SYC.

Projected Revenues

*Using AY 2018-19 part-time graduate tuition and fee rates, SYC ELP graduate students taking 2 courses fall, spring, and summer will generate **\$153,144 in revenue** and **Other revenue of \$1980 in registration fees**.

Projected Expenditures

Using 2018-19 salary rates, two courses delivered per semester for fall, spring, and summer at the part-time salary rate will generate **\$32,202 in expenditures. Additional **Other** estimated expenditures of **\$500** and **\$750** will cover mileage reimbursement and custodial costs, respectively. Estimated Indirect Costs at 18% are then **\$6021**. Support staff is for weekly administrative support off-site.

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

PROJECTED Program Revenue	AY 2019-20	AY 2020-21	AY 2021-22
*Tuition (do not include internal transfers)	\$153,144	\$255,240	\$153,144
Program-Specific Fees			
Other Revenue (Annotate in narrative)	\$1980	\$3300	\$1980
Total Estimated Program Revenue	\$155,124	\$ 258,540	\$155,124

PROJECTED Program Expenditures*	FY 2020	FY 2021	FY 2022
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
**Faculty (Part-time, total for program)	\$32,202	\$53,670	\$32,202
Support Staff	\$2400	\$3600	\$2400
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)	\$1250	\$1580	\$1250
Estimated Indirect Costs (e.g. student services, operations, maintenance)	\$6021	\$9945	\$6021
Total Estimated Program Expenditures	\$41,873	\$68,795	\$41,873

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

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

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.

School of Education Graduate Cohorts
Southern Connecticut State University & Partner Districts
Memorandum of Understanding

This Articulation Agreement (this "Agreement") is entered into this 13th day of June, 2018 (the "Effective Date") by and between the Town of Cheshire Board of Education, a municipal corporation organized and existing under the laws of the State of Connecticut with a mailing address at 29 South Main St, Cheshire, Connecticut 06410 (the "BOE") and Southern Connecticut State University ("SCSU"), a Public University organized and existing under the laws of the State of Connecticut with a mailing address at 501 Crescent Street, New Haven Connecticut 06516 (the "University" or "SCSU").

Section 1: Interests of the Parties

- 1.1** **Whereas** the BOE in collaboration with Southern Connecticut State University proposes to offer a district-based cohort program in Educational Leadership to teachers in Cheshire (and surrounding areas as space allows) leading to certification as an Intermediate Administrator (092) and a 6th Year Professional Diploma. In order to run the program, this graduate cohort must have a minimum enrollment of 14 students. Enrollment shall be capped at a maximum of 20 students unless waived by the Dean of the School of Education; and,
- 1.2** **Whereas** the University is a fully accredited public institution of higher education located in New Haven, CT and the Educational Leadership Program leading to certification as an Intermediate Administrator is also fully recognized (with no areas for improvement) by the Educational Leadership Constituent Council (ELCC);
- 1.3** **Whereas** students enrolled in the Educational Leadership Cohort in Cheshire will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the School of Education (use of TK20 for data collection, adherence to the

standards outlined in the SOE Conceptual Framework and the Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.); and,

- 1.4 Whereas** School of Education (hereinafter “SOE”) faculty teaching in the Cheshire cohort will include full time tenure-track or tenured faculty in Educational Leadership as well as highly qualified adjuncts; and
- 1.5 Whereas** both parties seek a formal relationship that promotes further sharing of resources and information, including the possible development of other cohorts based on interest and need.
- 1.6 Then be it resolved** that the parties enter into an agreement (this “Agreement”) for the sharing of resources, as set forth in this document. The Agreement is to be administered through the *SCSU/Cheshire School District*, the scope of which includes:
- Access to designated Cheshire school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters at no cost to SCSU. Cohort classes will meet to meet from 4 PM-9:30 PM, or similar times, on days to be determined by BOE and SCSU to meet scheduling requirements.
 - With the exception of weather related cancellations (determined by district), classes meet according to the CT State University academic calendar.
 - BOE agrees to a periodic site visit by a NEASC site evaluator in accordance with their Policy on the Review of Off-campus Programming if 50% or more of the program is delivered in the Cheshire district
 - Implementation of best practices.

SCSU and the BOE agree as follows:

Section 2: The SCSU SOE (Educational Leadership)-Cheshire School District Oversight

- 2.1 Oversight Committee Members:** Members of the SCSU School of Education and the Cheshire School District will collaborate to ensure smooth coordination of the cohort. Members will include:
- a) The Dean of the School of Education at SCSU (or designee);
 - b) The Superintendent of Cheshire Schools (or designee);
- 2.2** SCSU staff will coordinate and collaborate with the Cheshire School District in order to offer and promote professional development, as appropriate, in areas to be mutually determined.
- 2.3** The Oversight Committee will monitor the activities under this Agreement on a semi-annual basis prior to its expiration or renewal. The Oversight Committee may recommend modifications to this Agreement as they deem necessary or desirable. Any such changes agreed to by the parties shall be set forth in writing and signed by the authorized representation(s) of each party.

Section 3: Term and Expenses

- 3.1** The term of this Agreement shall commence upon execution of this Agreement by all representatives of the parties indicated below, and shall continue until August 2025. The parties may then renew this Agreement for subsequent academic years.
- 3.2** Unless expressly indicated otherwise in this Agreement, each party shall be responsible for its own expenses to perform its obligations under this Agreement.

The following authorized representatives of the parties have executed this Agreement on behalf of the parties:

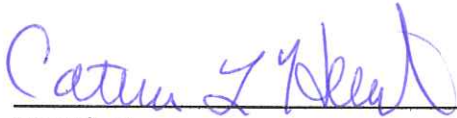
For Cheshire



Mr. Jeffrey Solan
Superintendent
Cheshire Public Schools
Date: 6/13/18

For Southern Connecticut State University:


Dr. Mark Rozewski
*Executive Vice President for Finance and
Administration*
Southern Connecticut State University
Date: _____



President
Cheshire Board of Education
Date: 6/13/18

Dr. Stephen Hegedus
Dean, School of Education
Southern Connecticut State University
Date: _____

Approved as to form (if necessary)



Mr. Sean Kimball
Town Manager
Town of Cheshire
Date: 6/13/18

Assistant Attorney General

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Digital Marketing program leading to a Certificate at Middlesex 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 program leading to Certificate in Digital Marketing at Middlesex Community College

BACKGROUNDSummary

Research has documented a very strong demand for Digital Media positions in the state. Additionally, the state's Labor Department (CTDOL) estimates an 11.7% growth trajectory through 2020.

Rationale

Middlesex is uniquely positioned to offer a multidiscipline certificate in Digital Marketing for it has a state-of-the-art digital facility and strong programs in New Media Production, English, Business and Communications. The institution's Center for New Media is the most advanced media production facility at a community college in the Northeast. The proposed certificate will be available as a "standalone" for those students not interested in pursuing the parent Associate degree in Digital Media Production. Students at other CSCU institutions might acquire this stackable credential through collaborative agreements as they seek degrees at their home institution. A prominent feature of the curriculum will be hands-on real-world education through embedded experiential learning opportunities – experiences to build a professional portfolio to attain a position post-graduation.

Resources

Initially, expenses for this program are minimal as all courses are currently offered. Interest in program enrollment is expected to be high, and if demand is as great as anticipated, the program will be offered fully online by Fall 2020. Growth beyond current capacity will require expenditures for new adjunct faculty; nevertheless, projected revenue will continue to surpass projected expenditures.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Middlesex Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Digital Marketing Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) Occupational Certificate Anticipated Program Initiation Date: 8/2018 Anticipated Date of First Graduation: 5/2020 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 60% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 27		Program Credit Distribution # Cr in Program Core Courses: 18 # Cr of Electives in the Field: 6 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 27 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 27
Type of Approval Action Being Sought: 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: Marketing CIP: 521401 OHE#: 1708 Accreditation Date: 04/09/1969 Phase Out Period 5/2018 – 5/2020 Date of Program Termination 5/2018		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: MxCC Main Campus, School of Arts & Media, Humanities, and Social Sciences. Digital Media Production Department		
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: Sue Lugli	Title: Program Coordinator	Tel.: 860-343-5840 e-mail: slugli@mxcc.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 Digital Marketing Certificate fully realizes the Middlesex Community College's mission is to support the economic growth of the state and its citizen's through programs that supply business with a skilled, well-trained workforce. As documented in the proposal below, Digital Media positions are a growing exponentially with many positions going unfilled.

The Digital Marketing certificate is a 27-credit career path that includes courses from the Business, Communications, and English and New Media Production disciplines. MxCC is uniquely positioned for this certificate as it has a State of the Art digital facility and strong programs in New Media Production, English, Business and Communications. The New Media Production Associates Degree program at MxCC currently has 6 areas of specialization (career paths). This proposal would add a seventh specialized career path in Digital Marketing.

The Digital Marketing certificate will be available in "standalone" format for students who may not be seeking the Associate degree. This certificate program may be taken concurrently with the Digital Media Production Associates program. The certificate will also be available to students who are enrolled at a sister C SCU institution through collaborative arrangements whereby they may be seeking an associate or bachelor's degree at their "home" institution and completing specialty requirements in MxCC's state-of-the-art Center for New Media.

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?
- DECD, CTDOL and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development including two programs offered at Middlesex Community College, the \$6 million Film Industry Training Program (FITP) and the \$2.5 million New Media Studies Center Initiative (NMSCI). MxCC has been identified as a Center for Excellence in media production giving the college the ability to have workforce development funding directed to its media programs.

In 1995, Middlesex became the first college in the east to offer a Digital Multimedia program, doing so alongside its existing Broadcast Communications program. In the 1990s and 2000s those industries remained separate but through advances in technology and industry consolidation, MxCC is following that same approach with this new Digital Media Production program, taking advantage of the technology awarded through NMSCI to consolidate the programs into a single Digital Media Production program with several areas of specialization based on current workforce needs. Two studies, one funded by the Board of Regents performed by Cross Sector Inc. and the other funded by USDOL performed by Mason, Inc., a nationally recognized media and advertising agency, demonstrated the demand for workers in all media fields, particularly in Central and Southern Connecticut. Cross Sector's findings include the following workforce data and projections:

- CTDOL estimates an 11.7% growth trajectory through 2020
- 420 new annual jobs and 1,322 total annual job openings in the occupational group of arts, design, entertainment, sports, and media.
- Average annual earnings for this group equaled \$55,088 (\$26.48 per hour) in 2012.
- High growth occupations (i.e., over 15%) include graphic designers, producers/directors, audio-video technicians, broadcast/film sound engineering technicians, camera operators, and film/video editors.
- Major employers such as ESPN, WWE, YES, NBC Sports, Sonalyst Corporation, and Blue Sky Animation, and 12 "market 30" affiliate TV stations collectively represent over 10,000 jobs and confirm a growing demand for and existing shortage of workers with new media skills.

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- Point-in-time job openings through private and public electronic job boards and exchanges show more than 150 current openings for a wide range of positions involving new media production competencies across a broad range of occupations and industry sectors.
- Employers with the largest number of job openings include ESPN, Inc.; NBC Universal; Cigna; Purdue Pharma; IBM; and Yale University.
- Nearly all job openings occur within 75 miles of the MxCC campus with more than 60% occurring within 20 miles of MxCC – reinforcing MxCC as a nexus for media studies with state-of-the-art facilities and equipment as well as industry leading experts.
- Economic development leaders expect job openings to increase in the short term as the State of Connecticut makes a significant push to build the digital media industry, including game development, digital video, web development, digital animation and visual effects production through DECD tax credits for digital media production.
- Sector representatives that include members of the MxCC NMSCI advisory board confirm an immediate need for workers who possess advanced skills related to technology, critical thinking, complex problem solving, and creative thinking.
- The nationally acclaimed MxCC Corporate Media Center further stimulates demand for new media products and services and seeds relationships for internships and job placements by completing project-based assignments for diverse employers across the state.

Mason Inc. looked specifically at Career Builder and USDOL data and concluded that between 2010 and 2020 projected job growth in Connecticut's thriving media industry would be

- 3500 jobs representing 8.6% growth in Graphic Design
- 2200 jobs representing 11.1% growth in Digital Arts/Multimedia/Animation positions
- 2300 jobs representing 23.8% growth in Entertainment and Sports Media Production positions
- 2500 jobs representing 41.3% growth in Social Media-Public Relations positions
- 1500 jobs representing 18.9% growth in Audio Video Technician positions
- 500 jobs representing 13.2% growth in Broadcast Technician positions
- 425 jobs representing 19.5% growth in Camera Operator positions
- 300 jobs representing 12.% growth in Video Editor positions
- 250 jobs representing 23.3% growth in Sound Recording and Engineering positions

Through the \$2.5 million award from USDOL's TAACCCT program, NMSCI created an effective and timely response to these demands meeting the needs of graduates coming out of media pathway programs at state high schools, a growing number of un-employed, under employed and current employees who need to upgrade their skills from traditional media to digital media, and veterans looking for employment and training in media. MxCC is meeting this demand through affordable, relevant career pathway options through, stackable credentials and transferability. It is now time to take the next step. What we've learned from this data and administering a sophisticated program and supporting facilities we are applying to this new curriculum to meet the demand for the digital media skills needed in today's workplace.

In addition, the Marketing Program Coordinator and the MxCC Career Development Office field calls and emails on a regular basis from local businesses looking for both interns and graduates with digital marketing skills. A recent search on Indeed.com for Digital Marketing positions in the State of Connecticut found over 32,905 open positions. Forrester Research has projected that Digital Marketing will top \$100 billion and account for 35% of all marketing spending by 2019⁽¹⁾. Given this rapid increase, demand for Digital Marketers has doubled with four in 10 marketing job openings calling for digital marketing skills. The chart below provided by the Burning Glass Technologies Research brief displays the average annual earnings for this group for 2016 along with the average days a position has been posted. Many of these jobs go unfilled for months.

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APPLICATION FOR NEW PROGRAM APPROVAL

⁽¹⁾ [digital marketing skills doubles 2017.pdf](#)

Digital Marketing Demand, 2011-2016

Category	Postings in 2016	Growth: 2011-2016	Growth Relative to All Jobs: 2011-2016	Average Salary in 2016	Average Posting Duration
All Digital Marketing Jobs	174,141	92%	14%	\$60,015	38 Days
Social Media	97,541	96%	19%	\$63,358	38 Days
Direct Marketing	57,875	100%	24%	\$34,669	39 Days
Mobile	31,466	67%	-17%	\$88,681	40 Days
Digital Analytics	28,294	152%	89%	\$76,194	37 Days
Digital Advertising	19,894	57%	-29%	\$53,886	40 Days
Content Marketing	16,315	450%	459%	\$70,296	37 Days
Multichannel	8,642	97%	20%	\$82,782	43 Days

Postings for all jobs grew 81% between 2011-2016.

- 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 curriculum takes advantage of the real-world technology in the Center for New Media and the experiences of the Center for New Media and the Business faculty and staff to provide hands-on real-world education. Embedded within the programs and courses are experiential learning opportunities to provide students with experience on real-world projects while building a professional portfolio to attain a position post-graduation.

In 2014, using USDOL funds, MxCC and BOR constructed the college's Center for New Media, the most advanced media production facility at a community college in the Northeast. In addition to MxCC's facilities, full-time and part-time faculty and staff are experienced media, digital marketing, social media business professionals. Supporting MxCC's media programs is an advisory board made up of industry leaders who steer the curriculum and insure that our curriculum supports current workforce needs. One identified strength to the media programs at MxCC is the integration of real-world experiences students are involved in throughout their education. Course projects are designed to involve community collaboration giving the students experience on meaningful projects important to the community. Students will be involved in external projects within classes, and all students are required to participate in one external internship but have the opportunity to participate in up to three internships including one practicum with the college's Corporate Media Center. In addition, the students

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will have considerable experience in web analytics including obtaining Google Analytics certification.

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

This certificate is designed as a stackable credential. Students can apply to the new Digital Media Production, Associate of Science degree program. Graduates of the current Digital Media Production program and the Business programs at MxCC have a high transfer rate into the baccalaureate programs at CSCU. Students with a Digital Media Production degree with a concentration in Digital Marketing have a choice to transfer into several baccalaureate programs such as Communications or Marketing depending on the electives chosen.

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

The Connecticut Community College system does not currently offer a Digital Marketing certificate program. As presented above, MxCC is uniquely positioned to add this certificate as a stackable degree. The University of Connecticut offers a Digital Marketing & Analytics Concentration for Marketing Majors and a minor for other majors. Western Connecticut State University has a Digital and Interactive Marketing option as part of their Bachelors of Business Administration with a Marketing Concentration.

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.)

Early program enrollments are estimated based on prior Marketing Program student data. From 2011 until 2017 the average numbers of students in the Marketing program was 24.5 and it is anticipated that the first year (in only 3 months for fall 2018) will be at 10 students full time. There is already interest in this program and students have enrolled in core courses can easily shift into this certificate program. The potential to grow the program exponentially is to offer it fully online by Fall 2020. In addition, with the consolidation of the Community Colleges along with the Business Studies pathway eliminating the A.S. in Marketing the demand for the only Digital Marketing certificate course in the system is expected to be high.

Expenses for this program are minimal as all courses are currently offered by MxCC and 60% are taught by full time faculty. Additional costs may be needed in future years if the popularity of this degree expands beyond capacity and requires additional adjunct faculty.

The courses contained in the certificate can be cross listed with non-credit courses to drive additional revenue.

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Connecticut State Colleges & Universities

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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)*

A review from the American Marketing Association and the Digital Marketing Association of the top skills digital Marketers need to be successful in the workforce are directly embedded in the program design. In addition, the Digital Marketing certificate outcomes provide competencies in the top skills required found in digital marketing positions; Marketing Knowledge, Social Media Marketing, Marketing Strategy, Product Management, Budgeting, Marketing Communications, Content Marketing, E-commerce, User Interface & Experience, Online Advertising Email Marketing, Search Engine Optimization (SEO), Website Optimization, Display and Video Advertising and Analytics.

Upon completion of this certificate, a student will be able to:

L1. Understand and apply segmentation, targeting, positioning, branding, and the marketing mix in pursuit of long-term marketing objectives.

Assessment: *Group projects, tests, case studies*

L2. Develop and apply integrated marketing strategies for all channels.

Assessment: *Group projects, surveys, tests, case studies*

L3. Analyze principles, techniques and major functions of management and business organizations.

Assessment: *Group projects, tests, case studies,*

L4. Create Search Engine Marketing (SEM) & Conversion Rate Optimization (CRO) techniques (campaigns), evaluate their effectiveness and recommend changes that will improve an e-commerce campaign's conversion rates.

Assessment: *Digital marketing simulation project, tests, case studies, Certification*

L5. Understand the various methods of online display advertising and create online display ad campaigns and measure its ROAS (return on ad spend based on budgeting) for an e-commerce site.

Assessment: *Digital marketing simulation project, tests, case studies, Certification*

L6. Understand and interpret web analytics; determine the appropriate KPIs for any type of website and make appropriate recommendations to an e-commerce website based on the conversion funnel and analytics.

Assessment: *Digital marketing simulation project, tests, case studies, Certification*

L7. Understand and implement best practices in marketing to a database of current and potential customers via email.

Assessment: *Digital marketing simulation project, tests, case studies*

L8. Create compelling content including titles, bylines and copy and utilize knowledge of social media tactics to design an effective social media campaigns.

Assessment: *Digital marketing simulation project, tests, case studies*

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L9. Use new media including social media, blogs, web sites and online portfolios for course presentations and job preparation.

Assessment: *Portfolio analysis, Instructor review, Certification*

L10. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.

Assessment: *Equipment & Software Certification test, Portfolio review, Workflow analysis and instructor review (Student portfolios will include: websites, Blogs, Podcasts, streaming audio and video, social media, Google analytics certification, integration of digital data, and mobile application, among others.)*

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)*

Sue Lugli, Program Coordinator, Business Administration will administer this program. Sue holds a B.S. in Marketing, and an M.B.A. In addition, she has over 35 years of industry experience including Digital Marketing. All courses in the certificate program are currently offered courses in the communication, new media production, business and English curriculum. A majority of the courses are taught by full-time faculty.

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?

80%

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

20%

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

Bachelor's Degree, with specialized training or industry certification in Marketing, Media Production, or Communications.

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

There are no additional special resources needed for this certificate program.

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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*		
BMK201 Principles of Marketing	1-3	ENG101	3	COM295 Internship	1-10	3
BMK216 Internet Marketing	1,2,4-9	ENG101	3			
COM120 Social Media	1,2,4-9	ENG101	3			
BMG202 Principles of Management	1-3	ENG101	3			
DGA110 Computer Graphics	9, 10		3			
DGA241 Internet Web Design I	9,10	ENG101	3			
Core Course Prerequisites				Elective Courses in the Field		
ENG101 - Composition			3	Any courses in		
				ACC/BBG/BMG/DGA/COM/ENG	1 - 10	6
				(Accounting, Business, Digital		
				Media, Communication or English)		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)					27	
<p>Program Outline <i>(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.)</i></p> <p>The Digital Marketing Certificate is a 27-credit occupational program consisting of 21 credits of core requirements and 6 credits of directed business electives providing skills in digital production, social media marketing, web analytics, email marketing, marketing strategy, content marketing, e-commerce, website development and optimization, project and product management and budgeting. An internship is required to complete the certificate program.</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.

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

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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
Susan Lugli, Associate Professor,	M M.B.A, Southern New Hampshire University B.S., University of Bridgeport	M.B.A. Marketing	Program Coordinator, Business Administration
Richard Lenoce, Professor	M.S., Southern Connecticut State University B.S. Ithaca College	Instructional Technology Television-Radio	Program Coordinator, Digital Media Production
Richard Eriksen, Professor	M.L.S., Wesleyan University B.S., Boston University	Liberal Studies Broadcast - Film	Program Coordinator, Multimedia
John Shafer, Professor	M.F.A., Syracuse University B.A., University of Southern California	Film Humanities	Program Coordinator, Communication, Theater Arts programs

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)	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	0	0
New Students (first time matriculating)	10	5	10	5	0	0	20	10	10	10	0	0	30	15	10	10	0	5
Continuing Students progressing to credential	0	0	5	10	0	5	10	10	10	10	0	5	10	10	15	15	0	5
Headcount Enrollment	15	15	20	20	0	15	35	25	25	25	0	15	45	30	30	30	0	10
Total Estimated FTE per Year ¹	50																	
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 ¹	\$22,760	\$5690	\$22,760	\$5690	0	\$5690	\$45520	\$11380	\$22760	\$11380	0	\$5690	\$68280 ⁴	\$17,070	\$22760	\$11380	0	\$5690
Tuition from Internal Transfer ¹	\$11380	\$5690	\$11380	\$5690	0	0	\$11380	\$5690	\$11380	\$5690	0	0	\$11380	\$5690	\$11380	\$5690	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	\$45,520		\$45,520		\$5690		\$73970		\$51,210		\$5690		\$102,420		\$51210		\$5690	
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.” Annotations: ¹ Tuition is based on AY 18 -19. No tuition increase is factored in. Part -time is assumed to be 2 classes ² Administration of certificate program to be carried by current Business Administration Program Coordinator ³ No new faculty is needed to run the program ⁴ Enrollment when the certificate is fully online											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) ²	0		0		0													
Faculty (Full-time, total for program) ²	0		0		0													
Faculty (Part-time, total for program) ²	0		0		0													
Support Staff (lab or grad assist, tutor)	0		0		0													
Library Resources Program	0		0		0													
Equipment (List in narrative)	0		0		0													
Other ⁵	0		0		0													
Estimated Indirect Costs ⁶	0		0		0													
Total Expenditures per Year	0		0		0													

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Magnetic Resonance program leading to a Post-Primary Certificate at Middlesex 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 program leading to a Post-Primary Certificate in Magnetic Resonance at Middlesex Community College

BACKGROUNDSummary

The referenced program is proposed to address employment needs in response to requests from healthcare agencies in the institution's service area. The purpose of the program is to provide students who have already graduated with an Associate degree in certain related healthcare fields with additional training. Thus, the program's credential will be a post-primary certification.

Rationale

The practice of magnetic resonance imaging is performed by a segment of health care professionals responsible for the use of radio frequencies within a magnetic field on humans and animals for diagnostic, therapeutic or research purposes. Employers prefer hiring Radiographers with post-primary certification, at higher salary levels, because of their flexibility to work in various professional capacities. A selective admissions process will be employed to enroll a cohort of students, who will be able to complete all required didactic coursework online. The remaining clinical courses may be taken at designated clinical affiliates throughout the state.

Resources

The program will only be implemented if a minimum enrollment threshold is achieved through its selective admissions process. Resources will be shared among a family of programs. Projected revenue will exceed projected expenditures each of the first three years.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Middlesex Community College	Date of Submission to CSCU Office of the Provost: 05/01/2018	
Most Recent NEASC Institutional Accreditation Action and Date: Reaccredited March 2014; Next Evaluation Fall 2022		
Program Characteristics Name of Program: Magnetic Resonance (MR) Certification Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) MR post-primary Anticipated Program Initiation Date: Fall 2019 Anticipated Date of First Graduation: Spring 2020 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 62% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 21	Program Credit Distribution # Cr in Program Core Courses: 21 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 21 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 0	
Type of Approval Action Being Sought: N/A Licensure or X Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) 51.0920 Title of CIP Code: Magnetic Resonance Imaging (MRI) Technology/Technician		
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 Allied Health, Business, and STEM (Science, Technology, Engineering & Mathematics) Didactic courses are fully online and the clinical components will be held at recognized clinical affiliates.		
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 address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Steven Minkler	Title: Dean of Academic Affairs & Lead Campus Administrator	Tel.: 860-343-5706 e-mail: sminkler@mxcc.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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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)

Connecticut's community colleges are part of the Connecticut State College and University (CSCU) system and share a "mission to make excellent higher education and lifelong learning affordable and accessible to all Connecticut citizens. The colleges enrich the intellectual, civic, cultural and social environments of the communities they serve through a wide range of credit transfer and career programs leading to associate degrees and certificates and non-credit life-long learning opportunities and job skills training programs. The colleges support the economic growth of the state and its citizens through programs and partnerships that supply business and industry with a skilled, well-trained work force."

The purpose of this program is to provide students who have already graduated with an associate degree in a primary certification such as Radiologic Technology, Nuclear Medicine, Radiation Therapy and Sonography, with additional career training. Therefore, the program will require a selective admissions process consistent with that in place for the college's existing post-primary certifications in Computed Tomography and Mammography.

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)*

Middlesex Community College is proposing a post-primary certification in Magnetic Resonance Imaging (MR) to address employment needs, and respond to requests from healthcare agencies in the college's service area.

The healthcare sector is one of the nation's and state's largest employers. The Occupational Outlook Handbook¹ predicts that open positions for Magnetic Resonance Technologists, would increase by 13% in the decade 2016-2026, faster than the average for all occupations. As the population grows older, there will be an increase in medical conditions, such as fractures caused by osteoporosis, which can require imaging to diagnose them.

"The practice of magnetic resonance imaging is performed by a segment of health care professionals responsible for the use of radio frequencies (RFs) within a magnetic field on humans and animals for diagnostic, therapeutic or research purposes. A magnetic resonance e technologist performs magnetic resonance procedures at the request of and for interpretation by a licensed practitioner". The Practice Standards for Medical Imaging and Radiation Therapy Technologist – Magnetic Resonance Practice Standards https://www.asrt.org/docs/default-source/practice-standards-published/ps_mr.pdf?sfvrsn=2 visited March 25, 2018.

Employment Trends:

According to the current CT BLS data, Technologists who work in specialty areas such as MRI typically earn more than their counterparts without this dual certification. Current CT BLS data (May 2016) for an MR technologist reflects a mean hourly rate of \$41.38 or a mean annual salary of \$86,060. In comparison, current CT BLS data (May 2016) for a Radiologic Technologist reflects a mean hourly of \$30.84 and a mean annual salary \$64,140

<https://www.bls.gov/oes/current/oes292035.htm#st> last visited March 25, 2018.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Employers prefer hiring Radiographers with post-primary certifications because of their flexibility to work in various professional capacities. Magnetic resonance imaging technologists held ~ 36,600 jobs in 2016. The largest employers of MRI technologists were as follows: hospitals (state, local, private) 59%; medical and diagnostic laboratories 20%; physician offices 13% and outpatient care centers 4%. <https://www.bls.gov/ooh/healthcare/radiologic-technologists.htm#tab-3> last visited March 25, 2018.

Magnetic Resonance coursework includes patient care and safety, imaging procedures, physics and instrumentation and well as providing extensive clinical experience which includes a minimum of 53 procedures in seven different categories.

<https://www.arrt.org/docs/default-source/discipline-documents/mri--primary/mri-clinical-experience-requirements.pdf?sfvrsn=18> visited on March 25, 2018.

- 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?

Middlesex Community College (MxCC) located in Middletown, Connecticut, is ideal for this program due to its location in the center of the state, making it easily accessible for state residents. The hybrid nature of the program makes it possible for students to complete all required didactic coursework online. The remaining clinical courses may be taken at designated clinical affiliates throughout the state.

In creating this new post-primary certification program, Professor/Coordinator Dr. Judy Wallace and Director Donna Crum of the MxCC Radiologic Technology program, will work closely with the Connecticut Hospital Association (CHA), a statewide organization that represents hospitals and imaging facilities. This collaboration will help ensure the completion of the clinical requirements of the program.

Middlesex Community College's (MxCC) location is ideal for this program as it is surrounded by multiple health care providers. Middlesex Hospital Health Systems (MHHS) marketing and promotional assistance will help us draw students from the entire state. Our program will be especially attractive as it will be the only program of its kind in the Connecticut State Colleges and Universities (CSCU) System, is projected to be significantly less expensive than the three other programs offered by private universities in the state, and it meets clinical requirements that will be effective 1/1/16. MxCC already has arranged for the use of MHHS imaging centers as well as other nearby imaging facilities for completion of required clinical competencies. It is also important to note that there is a long-term collaborative relationship between MxCC and MHHS that was forged in 1970 when the hospital-based Radiography certificate program evolved to a college-based associate degree program. It is anticipated that this new post-primary certification program will serve to strengthen our institutional relationship as this new pathway is developed and implemented.

- 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*)
No formal transfer articulation is currently available for this certification program within the CSCU System.
- Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
At this time, there are no equivalent programs for this professional training

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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APPLICATION FOR NEW PROGRAM APPROVAL

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.)

This new post-primary certification program builds on the college's existing degree and post-primary certification programs in medical imaging; and, the college's strong relationship with Middlesex Hospital Health Systems. Similar to those programs, the college and the hospital will enter into a clinical program partnership. This contract will outline administrative and instructional responsibilities of each party, designed to maintain a reasonable cost structure for the institutions and our students. As a short-term, cohort-based certificate, the program will run only if a minimum enrollment threshold is met through the selective admissions process.

Existing resources will be shared among this family of programs, including faculty, staff, hands-on laboratories, and clinical sites. Two courses will be cross-listed between this new program and the existing Computed Tomography post-primary certificate.

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. Apply sectional anatomy knowledge and positioning skills for the completion of magnetic resonance (MR) procedures per established protocols.
2. Select appropriate instrumentation parameters based on established protocols.
3. Practice the elements of safety management that will ensure that an MR imaging facility operates safely.
4. Demonstrate post-processing procedures based on established protocols.
5. Communicate verbally, non-verbally and in writing with members of the health care team, patients and their support system in an appropriate, culturally sensitive and effective manner.
6. Demonstrate ethical and professional behaviors at all time.

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)*

This new program will be housed under the umbrella of the college's existing medical imaging programs. These programs are administered jointly by the MxCC Program Coordinator and Middlesex Hospital Program Director. No new administrative personnel will be required.

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?

0%

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

100%

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

For didactic courses: Bachelor's degree in appropriate discipline preferred or associate degree in appropriate discipline; and certified and registered in magnetic resonance imaging.

For clinical courses: Certified Radiographer.

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 program will need to purchase "MRI Basics: The Series – Institutional Version" at a cost of \$2400 for instruction and content mastery to meet certification test specifications. Students will be placed into clinical settings at approved clinical affiliates, building on existing relationships that the college already has through its other medical imaging programs.

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*		
CAT*201/MRI* 201, Cross Sectional Anatomy I	1	<i>Admission to the Computed Tomography (CT) or Magnetic Resonance Imaging (MRI) Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in Nuclear Medicine Technology Certification Board (NMTCB), or Radiation Therapy, or Sonography (Registration through the American Registry for Diagnostic Medical Sonography) (ARDMS).</i>	1	N/A		
MRI*202, MRI Pathology I	2, 3, 4	Same as above	1			
MRI*203, MRI Procedures and Instrumentation I	1, 2, 3, 4, 5, 6	Same as above	2			
MRI*204, MRI Image Quality, Equipment and Safety Essentials I	2, 3,4	Same as above	2			
MRI*206, Clinical Experience I	1, 2, 3, 4, 5, 6	Same as above	4			
CAT*205/MRI*205, Cross Sectional Anatomy II	1	<i>(CT Program): CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204; (MRI Program): CAT*205/MRI*201, MRI*202, MRI*203, MRI* 204, and MRI*206. All courses with a grade of C or better.</i>	1			
MRI*207, MRI Pathology I	2, 3, 4	<i>CAT*201/MRI*201, MRI*202, MRI*203, MRI*204 and MRI*206 with a grade C or better.</i>	1			

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

MRI*208, MRI Procedures and Instrumentation II	1, 2, 3, 4, 5, 6	Same as above	3		
MRI*209, MRI Image Quality, Equipment and Safety Essentials II	2, 3, 4	Same as above	2		
MRI*210, Clinical Experience II	1, 2, 3, 4, 5, 6	Same as above	4		
Core Course Prerequisites				Elective Courses in the Field	
See above.				N/A	
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program) 0					
<p>Program Outline <i>(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></p> <p>The post-primary certification in Magnetic Resonance Imaging entails 21 credits of core course/program requirements. This selective admission program, requires that perspective students be certified Radiographers, or Nuclear Medicine Technologists, or Radiation Therapy Technologists, or Ultrasound Technologists. <i>TBD</i></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
Hired adjunct instructors TBD – per Middlesex Hospital contract.		For didactic courses: Bachelor's degree in appropriate discipline preferred or associate degree in appropriate discipline; and certified and registered in magnetic resonance imaging. For clinical courses: Certified Radiographer.	

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 2019-2020						Second Year 2020-2021						Third Year 20121-2022					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	0	12	0	0	0	0	0	12	0	0	0	0	0	12	0	0	0	0
Continuing Students progressing to credential	0	0	0	12	0	0	0	0	0	12	0	0	0	0	0	12	0	0
Headcount Enrollment	0	12	0	12	0	0	0	12	0	12	0	0	0	12	0	12	0	0
Total Estimated FTE per Year ¹	0	10	0	11	0	0	0	10	0	11	0	0	0	10	0	11	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	0	\$21,420	0	\$23,544	0	0	0	\$21,848	0	\$24,015	0	0	0	\$22,285	0	\$24,495	0	0
Tuition from Internal Transfer ²	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program Specific Fees (lab fees, etc.)	0	\$5,700	0	\$5,700	0	0	0	\$5,814	0	\$5,814	0	0	0	\$5,930	0	\$5,930	0	0
Other Revenue (annotate in narrative)		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	\$27,120		\$29,244		Total \$56,364		\$27,662		\$29,829		Total \$57,491		\$28,215		\$30,425		Total \$58,640	
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	\$7,500 (3-credit AR or release/year)		\$7,500 (3-credit AR or release/year)		\$7,500 (3-credit AR or release/year)													
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	\$15,000 (estimate)		\$15,300 (estimate)		\$15,600 (estimate)													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program	\$500		\$500		\$500													
Equipment (List in narrative)	MR Basics; The Series \$2400																	
Other ⁵	\$1,000		\$1,000		\$1,000													
Estimated Indirect Costs ⁶	\$2,400 (at \$200 per FTE per year)		\$2,400 (at \$200 per FTE per year)		\$2,400 (at \$200 per FTE per year)													
Total Expenditures per Year	\$28,800		\$26,700		\$27,000													

- 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.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

September 20, 2018

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

BACKGROUNDSummary

The proposed program would address the need of vacant Surgical Technology positions in the local area and the state. Healthcare is one of the fastest growing job sectors in the state; and Surgical Technology is projected by the U.S. Bureau of Labor Statistics to grow exponentially, at a rate of 12% through 2026. Job creation in this field will add to the economic vitality of the area and afford individuals with prospects to earn a livable wage with annual salaries ranging from \$45,160 to \$64,800.

Rationale

The proposed program will be housed in the Allied Health and Nursing Division, the largest such entity among the community colleges. The program will provide stimulating learning experiences with hands-on training in state-of-the-art laboratories and hospital operating suites. Clinical placements will be an element of shared resources between the institution and the nearby Yale-New Haven Hospital. Surgical Technology at Gateway will become a satellite program of the program at Housatonic Community College; thereby serving two distinct areas, sharing administrators and other resources, with one accreditation status.

Resources

In addition to the cost-sharing between the two colleges, Yale-New Haven Hospital will fund the clinical coordinator position and Eli Whitney Technical High School will offer the use of laboratories, classrooms, office space and equipment. Based on projected enrollment, the program will be fiscally sustainable as projected revenue will exceed projected expenditures.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College	Date of Submission to CSCU Office of the Provost: 5/2/2018
Most Recent NEASC Institutional Accreditation Action and Date: September 2016 Continued Accreditation	
Program Characteristics Name of Program: Surgical Technology Degree: Title of Award (e.g. Master of Arts) Associate in Science Degree Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: May 2020 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Less than 1% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 62	Program Credit Distribution # Cr in Program Core Courses: 22 # Cr of Electives in the Field: 22 # Cr of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 12 <u>Total # Cr in the Program</u> (sum of all #Cr above): 62 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below)	
CIP Code No. (optional) 510909 Title of CIP Code: Surgical/Operating Room Tech	
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: Division of Allied Health & Nursing – Main Campus 20 Church Street. Satellite program of the Housatonic Community College program.	
Other Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Accreditation of Allied Health Educational Programs (CAAHEP)- 2019 <ul style="list-style-type: none"> • If program prepares graduates eligibility to state/professional license, please identify: Eligibility to take the National Board of Surgical Technology and Surgical Assisting (NBSTSA) examination. (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Sheila Solernou, MSN, RN	Title: Division Director, Allied Health & Nursing Tel.: 203-285-2393 e-mail: ssolernou@gatewayct.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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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 Surgical Technology Program aligns with the GCC mission in that it is an associate degree which leads to employment and has the potential for articulation agreements with higher education institutions for a baccalaureate degree. The program will provide stimulating learning experiences with hands-on training in state-of-the-art laboratories and hospital operating room suites. GCC has a strong partnership with Yale-New Haven Hospital and other acute care institutions in the region where students will be engaged in onsite learning experiences. There is currently a high demand for surgical technologists in the State of CT, so this program will support economic and workforce development in the region, and will provide greater financial security for graduates of the program.

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 proposed Surgical Technology Program would address the need of vacant Surgical Technology positions in the local region and the State of CT at-large by creating a pipeline of prospective technologists for hospitals. In a February 2017 CT Department of Labor analysis of job losses and workforce needs, the report indicated that the healthcare sector is one of the five fastest growing job sectors in the state. A search on the Yale-New Haven Health System and Hartford Health Care System websites revealed 29 vacant positions for surgical technology positions as of March 1, 2018. As of July 23, 2018, a search on Indeed.com revealed 84 vacant positions statewide. The program also addresses the forecasted national need for Surgical Technologists. According to U.S. News, Surgical Technologists rank #23 in Best Health Care Support Jobs. The U.S. Bureau of Labor Statistics projects that the Surgical Technology profession will grow faster than the average of all other occupations through the year 2020, and it is anticipated that the volume of surgery will increase exponentially due to the expanding senior population"(source: www.ast.org). The Bureau of Labor Statistics predicts 12,600 new jobs and employment growth of about 12 percent between 2016 and 2026. The proposed associate degree Surgical Technology Program also addresses the changing national accreditation requirement. The accrediting body for surgical technology programs, Commission on Accreditation of Allied Health Education Programs, CAAHEP, has projected that Surgical Technology programs award an associate degree beginning August 2021. Surgical technologists who have completed an accredited program will have the best job prospects. Creating opportunities for jobs in the Surgical Technology field adds to the economic vitality of the region and affords individuals with prospects to earn a livable wage. According to the U.S. Bureau of Labor Statistics (2016), Surgical Technologists earned an hourly mean wage of \$22.30 and a median annual salary of \$45,160, with the highest earners making more than \$64,800 annually.

- 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 Surgical Technology Program will be under the auspices of the Allied Health and Nursing Division, a division that currently houses eight other health care programs and is the largest Allied Health and Nursing Division in the Community College System. This division is comprised of an associate degree nursing program; six Allied Health associate degree programs (Diagnostic Medical Sonography, Exercise Science and Wellness, Nuclear Medicine Technology, Nutrition & Dietetics, Radiation Therapy, and Radiography); two Allied Health certificate programs (Nuclear Medicine Technology and Fitness Specialist), a Pre-Dental Hygiene Transfer Compact with the University of New Haven; and certificate programs in Culinary Arts and Professional Baker. In addition, in fall 2017, over 1100 students declared pre-nursing or pre-allied health programs as their major of choice in the General Studies degree option.

The Division Director is very familiar with overseeing health related programs, to include program development and evaluation and adherence to national accreditation standards. The Allied Health and Nursing Division also has the necessary staff resources to support the operation of the program, which include a full-time Administrative Assistant, Enrollment Services Assistant and Office Assistant.

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APPLICATION FOR NEW PROGRAM APPROVAL

Gateway Community College is located in downtown New Haven where a myriad of health care institutions, such as Yale-New Haven Hospital, are located which support the clinical placement of students. The Surgical Technology program would provide another health care related degree option for students that has viable and in-demand employment opportunities in the New Haven region and beyond. In addition, the program would meet the workforce needs of the largest employer in the southwestern and south-central sector of CT, Yale- New Haven Health System. The unique partnership between GCC, HCC, and Yale-New Haven Hospital also makes use of the strengths of each institution, especially in relation to shared resources for this program.

- 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)*

There are currently no transfer agreements in place for the Surgical Technology Program. However, the Division has several articulation agreements with other CSCU institutions in place for the Nursing and Allied Programs.

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

There are two other Surgical Technology programs in the CT Community College System located at Manchester Community College (MCC) and Housatonic Community College (HCC). MCC enrolls 10 students annually, and HCC admitted the first class of 20 students in fall 2017. GCC would serve as a satellite program of the HCC program and admit 20 students annually.

Unnecessary duplication is being avoided by the GCC Surgical Technology program serving as a satellite program of HCC's program, thereby serving two distinct regions of the state. In this model, the Program Director and Clinical Coordinator positions will be shared by both programs, along with one accreditation status.

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 program at GCC will be a satellite of the HCC Surgical Technology program. GCC will admit 20 students each fall. Resources related to program administration (Program Coordinator and Clinical Coordinator) will be shared by the two programs. The Clinical Coordinator position is being funded by Yale-New Haven Hospital. GCC will hire part-time faculty on PTL contracts to teach classroom and laboratory classes. Eli Whitney Vocational Technical School has offered use of the institutions Surgical Technology laboratories, classroom, office space, and equipment to GCC. A Memorandum of Agreement is in the process of being finalized between the CT Vocational Technical System and the CSCU System regarding the use of these facilities. Disposable supplies such as drapes and gloves will need to be purchased as needed. GCC has library and student service resources available on campus for all students. The library will purchase any additional textbook resources for the program if needed. Based on projected enrollment, tuition revenue, and expenses, the program shall be fiscally sustainable as projected revenue exceeds projected expenditures.

Assumptions:

Tuition revenue assumes no tuition increases for year 2 and year 3.

2019-2021- adjusts for 5.5% wage increase

*Includes fringe rate of 76.05% per the State of CT Comptroller.

**Based on federally negotiated Indirect cost rate of 70% of wages.

20 students admitted each fall taking 10-12 surgical tech credits/semester. AY 2019-2021 includes two cohorts- freshmen and senior level.

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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)*

Upon successful completion of the program the graduate will:

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

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

Sherifa Douglas, CST, BSN. Sherifa, a full-time 10-month employee of Housatonic Community College, is the assigned Program Coordinator for the Surgical Technology Program. She will also act as the Program Coordinator for the GCC satellite 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?

None. Yale-New Haven Hospital hired and is funding a clinical educator to oversee clinical coordination of the program.

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

35% of the credits (12 credits) which consists of the two clinical surgical experience courses will be assigned to the Clinical Educator from YNHH.

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

65% of the credits (22 credits) for the designated surgical technology will be taught by part-time lecturers.

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

Current NBSTSA certification

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)*

Office, classroom, and surgical suite laboratory space are being donated by Eli Whitney Technical High School. The school has state-of-the-art office, classroom, and two fully furnished surgical suites that are currently not in use. All surgical equipment located in the facility is also being donated to GCC for their use with the surgical technology program.

Disposable equipment for the office space (GCC budget). Disposable laboratory equipment such as gloves, sterile gowns will be purchased through GCC Allied Health & Nursing budget.

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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*		
SUR*109 - Microbiology for Surgical Technologists	1		2	SUR*211 – Clinical Surgical Experience I	3,4,5,6	6
SUR*110 – Operating Room Techniques	3,4		4	SUR*212 – Clinical Surgical Experience II	3,4,5,6	6
SUR*111 – Operating Room Skills Seminar	3,4		4			
SUR*213 – Surgical Procedures I	3,4		3			
SUR*215 – Surgical Tech Pharmacology	2		3			
SUR*214 – Surgical Procedures II	3,4		3			
SUR*250 – Advanced Seminar for the Surgical Technologist	3,4		3			
Core Course Prerequisites				Elective Courses in the Field		
ENG* 101- Composition			3	Elective- Social Phenomena		3
MAT* 104- Quantitative Reasoning OR MAT*137- Intermediate Algebra			3	Elective- Aesthetic Dimensions		3
MED*125- Medical Terminology			3			
CSA*105- Introduction to Software Applications			3			
BIO*119- Human Biology for Allied Health			4			
ENG*102- Literature & Composition OR ENG*202- Technical Writing			3			
PSY*111- General Psychology			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.")*

The Surgical Technology major is comprised of 34 program courses, 22 credits which are program core courses and 12 credits which are clinical internship courses; 22 credits of LAS courses and 6 credits of free electives which apply to the institutions' General Education core requirements. Interested candidates submit an application to the program, along with an essay and three letters of reference. Once accepted, students begin the program with pre-requisite courses in the fall semester, followed by specialized surgical technology courses in the spring semester of the first year. A minimum of C+ is required in all courses in the Surgical Technology degree. The Surgical Technology student must also have a minimum of 120 cases in which they act as first or second scrub in general surgery plus at least five different surgical specialties. A

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

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APPLICATION FOR NEW PROGRAM APPROVAL

minimum of 640 lab/clinical hours is required to meet accreditation standards. The Surgical Technology program at GCC will be established as a satellite program of the approved Surgical Technology program at HCC.

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Sherifa Douglas- Program Coordinator (Hired by HCC)		Registered Nurse and current NBSTSA certification	Administration of program and teaching responsibilities
Angel Pickett- FT Clinical Education Coordinator (Salary paid by YNHH)		Current NBSTSA certification	Coordination of clinical education and instruction in the classroom/laboratory
PT Educational Assistants (3) (To be hired)		Current NBSTSA certification	Didactic and Lab instruction

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- 2019						Second Year- 2019-2020						Third Year- 2020-2021					
	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)				2						2						2		
New Students (first time matriculating)				18						18						18		
Continuing Students progressing to credential							20		20					20		20		
Headcount Enrollment				20			20		20	20			20		20	20		
Total Estimated FTE per Year¹				16.67			20		20	16.67			20		20	16.67		
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				29,340			39,456		39,456	29,340			39,456		39,456	29,340		
Tuition from Internal Transfer ²				3,260			4,384		4,384	3,260			4,384		4,384	3,260		
Program Specific Fees (lab fees, etc.)				9,740			9,740		9,740	9,740			9,740		9,740	9,740		
Other Revenue (annotate in narrative)				0			0		0	0			0		0	0		
Total Annual Program Revenue			42,340				53,580		95,920				53,580		95,920			
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	N/A Currently employed by HCC	0	0															
Faculty (Full-time, total for program) ⁴	0	0	0															
Faculty (Part-time, total for program) ⁴	29,277*	67,934*	71,691*															
Support Staff (lab or grad assist, tutor)	0	0	0															
Library Resources Program	No additional Expenses	0	0															

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APPLICATION FOR NEW PROGRAM APPROVAL

Equipment (List in narrative)	Provided by Eli Whitney	0	0	<div>program separately.</div> <div>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.</div> <div>Assumptions:</div> <ul style="list-style-type: none">• Tuition revenue assumes no tuition increases for year 2 and year 3.• 2019-2021- adjusts for 5.5% wage increase• *Includes fringe rate of 67.9% per the State of CT Comptroller.• **Based on federally negotiated Indirect cost rate of 70% of wages.• 20 students admitted each fall taking 10-12 surgical tech credits/semester. AY 2019-2021 includes two cohorts- freshmen and senior level.
Other ⁵	No additional expenses	0	0	
Estimated Indirect Costs ⁶	11,641**	27,012**	28,505**	
Total Expenditures per Year	40,918	94,946	100,196	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Certified Phlebotomy Technician program leading to a Certificate at Asnuntuck 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 Certified Phlebotomy Technician program leading to a Certificate at Asnuntuck Community College

BACKGROUNDSummary

The proposed program is currently offered through the institution's Continuing Education and Workforce Development division, and it has the largest enrollment in that area. However, the enrolled students cannot avail themselves of federal financial aid. Upon passing the certification exam, students will be able to work in any state performing the duties of a Phlebotomy Technician. The Bureau of Labor Statistics anticipates demand for this position will increase by 25% from 2016 to 2026.

Rationale

As a noncredit, the proposed program has been offered by the institution for at least fifteen years. An experienced faculty will make curricular adjustments when it is offered for credit. Students completing the Phlebotomy Technician certificate might also become interested in completing the institution's Registered Medical Assistant certificate. As stackable credentials, the opposite might be true as well, for the two programs will share some courses.

Resources

Given enrollment data as a noncredit program, it is expected that enrollment as a credit program will be even larger. Projected revenue will exceed projected expenditures during each of the first three years.

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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Asnuntuck Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: March 3, 2016		
Program Characteristics Name of Program: Certified Phlebotomy Technician Certificate Degree: Title of Award (e.g. Master of Arts) Certificate Certificate: (specify type and level) Anticipated Program Initiation Date: Spring 2019 Anticipated Date of First Graduation: Fall 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: 16 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): Total # Cr in the Program (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 Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) : 51.1009 Title of CIP Code Phlebotomy Technician/ Phlebotomist		
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 addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Michelle Coach	Title: Interim Dean of Academic Affairs	Tel.: 860-253-3141 e-mail: mcoach@asnuntuck.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

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APPLICATION FOR NEW PROGRAM APPROVAL

normally are licensed and accredited simultaneously.

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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)

Asnuntuck Community College is currently offering this certificate through Continuing Education and Workforce Development (CE/WD). This certificate has the highest enrollment in that area. Students cannot utilize financial aid to pay for this certificate through CE/WD. On average, about 45 students are enrolled in this certificate each semester. Upon passing the Certified Phlebotomy Technician (CPT) exam, the students will be able to work in any state and perform all duties required of a Phlebotomy Technician.

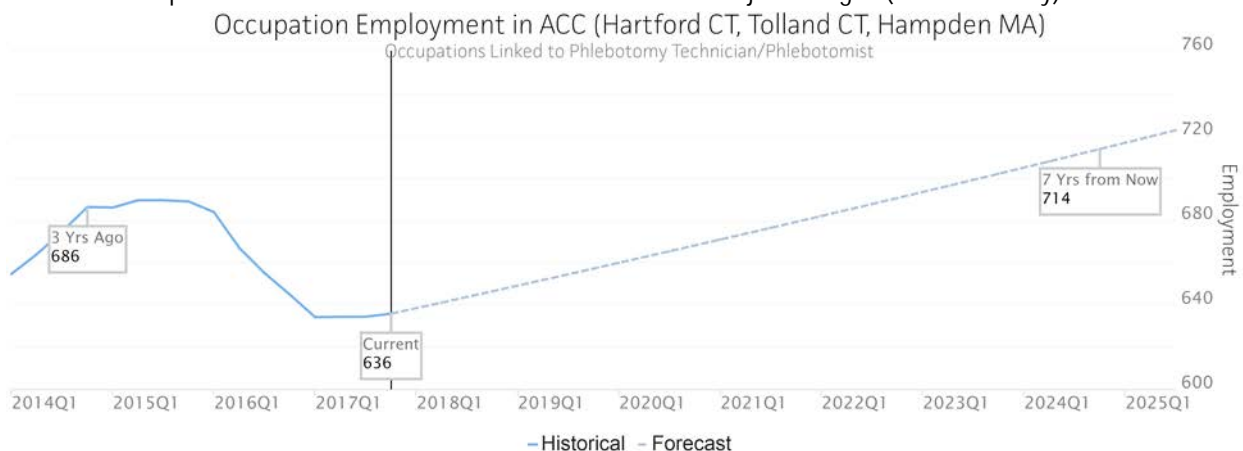
Moving the Certified Phlebotomy Technician Certificate to credit would enable the college to achieve the following Board of Regents/Asnuntuck strategic goals:

- **Student success:** Graduate more students with the knowledge and skills to achieve their life and career goals
- **Innovation and Economic Growth:** Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world
- **Affordability and Sustainability:** Maximize access to higher education by making attendance affordable and our institutions financially sustainable

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)*

ACC serves 3 counties for health-care certificate programs: Hartford County and Tolland County in CT, and Hampden County in MA. At this current time, the Bureau of Labor Statistics anticipates that a demand for phlebotomy technicians will increase by 25% from 2016-2026. The wages range from \$31,000- \$35,000 with a median pay of \$33,670 per year. According to JobsEQ, over 50 linked occupations were added to the region in the past three years. The employment demand will require 239 additional new workers due to retirements or job changes (i.e. move away).



Source: JobsEQ®, Data as of 2017Q4. The shaded areas represent national recessions.

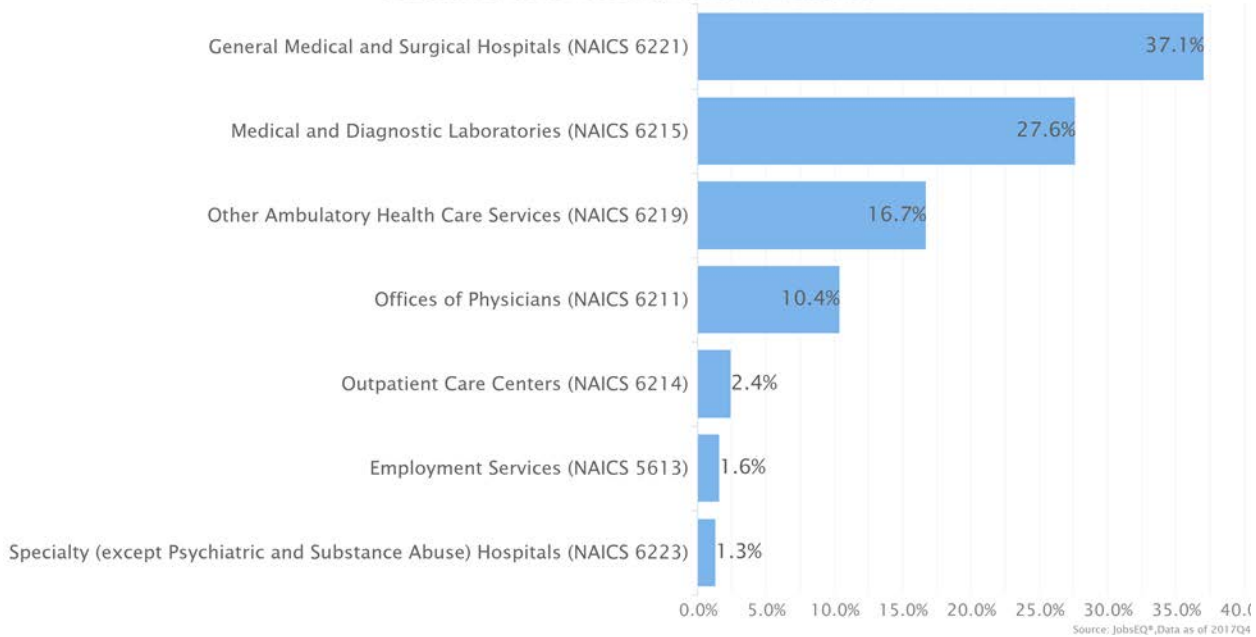
Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2017Q2, imputed where necessary with preliminary estimates updated to 2017Q4. Wages by occupation are as of 2016 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Top Industries in ACC (Hartford CT, Tolland CT, Hampden MA) That Employ
Occupations Linked to Phlebotomy Technician/Phlebotomist



Industry Distribution for Occupations Linked to Phlebotomy Technician/Phlebotomist in ACC (Hartford CT, Tolland CT, Hampden MA)

NAICS Code	Industry Title	Current Occupation Employment	10-Year Sep Demand	10-Year Growth Demand	10-Year Total Demand
6221	General Medical and Surgical Hospitals	236	239	5	244
6215	Medical and Diagnostic Laboratories	176	201	54	256
6219	Other Ambulatory Health Care Services	106	122	34	156
6211	Offices of Physicians	66	70	9	79
6214	Outpatient Care Centers	15	18	6	25
5613	Employment Services	10	10	1	11
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	8	10	3	12
6242	Community Food and Housing, and Emergency and Other Relief Services	5	5	0	5
-All Others-		14	15	2	17

- 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 certificate has been successfully run at ACC as noncredit for at least fifteen years. The students will have the opportunity to take the national certification exam through the National Healthcareer Association, leading to the credential Certified Phlebotomy Technician (CPT). The faculty and institutional knowledge is already in place. The CE/WD curriculum has been evaluated by Charter Oak and was assessed at 5 credits. Minor adjustments will be made to the curriculum when offering it as a credit certificate. ACC has excellent job placement with the various healthcare non-credit 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)

N/A

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APPLICATION FOR NEW PROGRAM APPROVAL

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

This certificate is offered at QVCC. It serves a different population of CT residents, and it will serve MA residents as well.

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 Phlebotomy certificate is an already supported certificate in the Continuing Education/ Workforce Development area.

The program is expected to generate income with a minimum of 36 students per semester enrolled part-time, but currently enrollment trends project a possible 100 students per year. These numbers are according to the trends seen in CE/WD. The numbers may increase with the availability of financial aid for the students.

This certificate can be lead to students completing the Registered Medical Assistant (RMA) Program/ Certificate. There will be existing courses that are taken in both areas, and thus, RMA students may also seek the Phlebotomy Certificate. This will earn them a stackable credential.

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. Recall and articulate medical terminology and healthcare abbreviations.
2. Perform blood collection techniques using the evacuated tube system, capillary puncture, and winged infusion methods.
3. Demonstrate safe and precise collection, transportation, and handling of human specimens.
4. Control infection using aseptic techniques in all stages of venipuncture.
5. Apply appropriate legal and ethical standards to the practice of healthcare.
6. Develop life management skills, work ethics, and critical thinking skills necessary for all health providers.

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 current Coordinator of Allied Health will oversee and administer 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?

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?

100%

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

Master's Degree and/or minimum qualifications for experience, as per Board of Regents guidelines.

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 required since ACC is already equipped with area suitable for patient care and diagnostic testing instruction and a laboratory area for venipuncture and laboratory testing. ACC owns centrifuges, an exam table, venipuncture arms, microscopes, and slides. Supplies are ordered with each class start.

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*		
HLT*103 Investigations in Health Careers	1, 2, 5	N/A	3			
HLT*141 Phlebotomy	3, 4, 6	N/A	4			
HLT*294 Phlebotomy Externship	1, 2, 3, 4, 5, 6	HLT*141	3			
MED*170 Law and Ethics	5	N/A	3			
MED*125 Medical Terminology	2	N/A	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program): 16						
<p>Program Outline <i>(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.")</i></p>						

Curriculum

Program Core Courses

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

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APPLICATION FOR NEW PROGRAM APPROVAL

There are no prerequisites to these classes, but there is a proposed course sequence:

FIRST SEMESTER – 10 credits

MED* 125 Medical Terminology, 3 credits

The goal of this course is to acquire basic medical terminology for students who will be entering into a medical profession. Standard roots, suffixes, and prefixes will be covered. Terms associated with each body system, as well as common diseases to each body system, will be covered. Anatomy and Physiology will be covered in order to make learning more interesting and the terms associated with each body system more easily understood. Correct spelling will be emphasized.

HLT*103 Investigations in Health Care, 3 credits

This course is designed to assist students in meeting the expectations of a health care curriculum and career. The students will become familiar with the rigors of higher education and the specific skills needed to maximize the student's opportunity for academic and clinical success. The course will include a comprehensive overview of the duties and responsibilities associated with clinical competency. Interdisciplinary learning strategies, correlating clinical and didactic education, life management skills, work ethics, and critical thinking skills necessary for all health providers will be emphasized.

HLT*141 Techniques of Phlebotomy, 4 credits

This course consists of classroom theory and simulated laboratory settings where students will learn the skill of phlebotomy. Students will demonstrate successful specimen collection with venipunctures, skin punctures. Students will be able to demonstrate knowledge of infection control and safety; demonstrate basic understanding of the anatomy and physiology of body systems; understand the importance of specimen collection in the overall patient care system; demonstrate proper techniques to perform venipuncture and capillary puncture; understand requisitioning, specimen transport, and specimen processing. After successful completion of the program, students will have the necessary skills to draw blood from patients or donors in hospitals, blood banks, clinics, doctors' offices, laboratories or similar facilities for medical purposes. Students will practice their techniques in the clinical setting of the classroom.

SECOND SEMESTER- 6 credits

MED* 170 Law and Ethics for Health Careers, 3 credits

The legalities and ethical behavior associated with the medical practice or facility are discussed with emphasis on the legal and ethical responsibilities of health care practitioners. Federal regulations and guidelines pertinent to medical practices are reviewed. Students will develop an understanding of dealing with patients within a professional code of ethics. Basic concepts of office administration and human resource management are covered.

HLT*294 Phlebotomy Practicum, 3 credits

This course requires the student, in the controlled environment of an approved phlebotomy externship site, to experience the hands-on application of blood collection procedures. This course requires the student to complete 45 hours of supervised practical experience in a program approved site

***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
Michele Howard-Swan M.S. – Physiology and Neurobiology B.S. - Biology Certified Medical Assistant	University of Connecticut	Qualified for ALL classes	Program Coordinator

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)		36		36				54		54				54		54		
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year ¹		30		18				45		27				45		27		
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		\$65,880		\$40,032				\$101,304		\$61,560				\$103,842		\$61,614		
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$65,880		\$40,032				\$101,304		\$61,560				\$103,842		\$61,614			
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>1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring</div> <div>2 Revenues from all courses students will be taking.</div> <div>3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.</div> <div>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. This includes fringe.</div> <div>5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</div> <div>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.</div> <div>*\$1500 in supplies per semester per cohort; first year- 2 cohorts, second and third year- 3 cohorts</div>											
	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	\$87,806	\$138,917	\$146,600															
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)	\$6000*	\$9000*	\$9000*															
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$93,806	\$147,917	\$155,600															

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Health Information Management Technician program leading to a Certificate at Asnuntuck 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 Health Information Management Technician program leading to a Certificate at Asnuntuck Community College

BACKGROUNDSummary

The proposed program is currently offered through the institution's Continuing Education and Workforce Development division, and it has the second largest enrollment in that area. However, the enrolled students cannot avail themselves of federal financial aid. Upon passing the certification exam, students will be able to work in any state performing the duties of a Professional Medical Coder. The Bureau of Labor Statistics anticipates demand for this position will increase by 13% from 2016 to 2026.

Rationale

As a noncredit, the proposed program has been offered by the institution for ten years. An experienced faculty will make curricular adjustments when it is offered for credit. Students completing the Health Information Management Technician certificate might also become interested in completing one or more of the institution's allied health certificate programs. As stackable credentials, the opposite might be true as well, for the programs will share some courses.

Resources

Given enrollment data as a noncredit program, it is expected that enrollment as a credit program will be even larger. Projected revenue will exceed projected expenditures during each of the first three years.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Asnuntuck Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: March 3, 2016		
Program Characteristics Name of Program: Health Information Management Technician Certificate Degree: Title of Award (e.g. Master of Arts) Certificate Certificate: (specify type and level) 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): 28	Program Credit Distribution # Cr in Program Core Courses: 28 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 28 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 28	
Type of Approval Action Being Sought: Licensure or Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) 51.0707 Title of CIP Code Health Information/ Medical Records Technology/ Technician		
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: Michelle Coach	Title: Interim Dean of Academic Affairs	Tel.: 860-253-3141 e-mail: mcoach@asnuntuck.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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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APPLICATION FOR NEW PROGRAM APPROVAL

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)

Asnuntuck Community College is currently offering this certificate through Continuing Education and Workforce Development (CE/WD). This certificate has the second highest enrollment in that area. Students cannot utilize financial aid to pay for this certificate through CE/WD. On average, about 26 students are enrolled in this certificate each semester. Upon passing the CPC-A exam, the students will be able to work in any state and perform all duties required of a Professional Medical Coder.

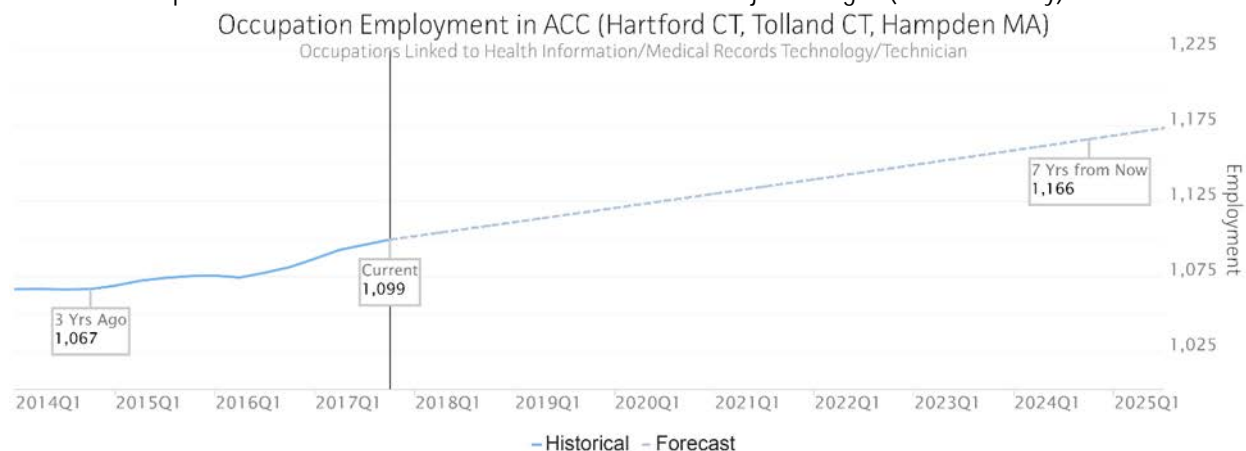
Moving the Health Information Management Technician and Certified Professional Coder (CPC-A) Certificate to credit would enable the college to achieve the following Board of Regents/Asnuntuck strategic goals:

- **Student success:** Graduate more students with the knowledge and skills to achieve their life and career goals
- **Innovation and Economic Growth:** Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world
- **Affordability and Sustainability:** Maximize access to higher education by making attendance affordable and our institutions financially sustainable

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)

ACC serves 3 counties for health-care certificate programs: Hartford County and Tolland County in CT, and Hampden County in MA. At this current time, the Bureau of Labor Statistics anticipates a demand for health information technicians will increase by 13% from 2016-2026. The wages range from \$36,000- \$42,000 with a median pay of \$39,180 per year. According to JobsEQ, over 33 linked occupations were added to the region in the past three years. The employment demand will require 202 additional new workers due to retirements or job changes (i.e. move away).



Source: JobsEQ*, Data as of 2017Q4. The shaded areas represent national recessions.

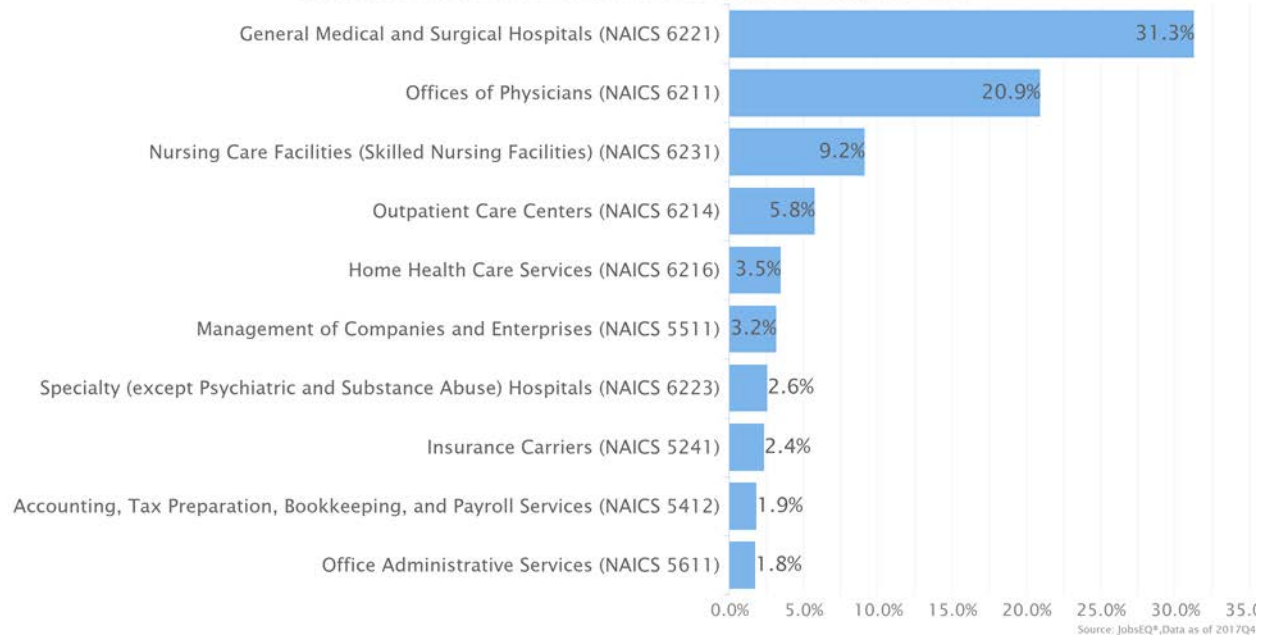
Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2017Q2, imputed where necessary with preliminary estimates updated to 2017Q4. Wages by occupation are as of 2016 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Top Industries in ACC (Hartford CT, Tolland CT, Hampden MA) That Employ
Occupations Linked to Health Information/Medical Records Technology/Technician



Industry Distribution for Occupations Linked to Health Information/Medical Records Technology/Technician in ACC (Hartford CT, Tolland CT, Hampden MA)

NAICS Code	Industry Title	Current Occupation Employment	10-Year Sep Demand	10-Year Growth Demand	10-Year Total Demand
6221	General Medical and Surgical Hospitals	344	202	-1	200
6211	Offices of Physicians	230	144	30	174
6231	Nursing Care Facilities (Skilled Nursing Facilities)	101	57	-6	52
6214	Outpatient Care Centers	63	42	17	58
6216	Home Health Care Services	39	27	17	44
5511	Management of Companies and Enterprises	35	21	1	21
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	28	19	9	29
5241	Insurance Carriers	26	15	1	16
5412	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	20	12	1	13
5611	Office Administrative Services	20	13	4	17
5613	Employment Services	17	10	1	11
5416	Management, Scientific, and Technical Consulting Services	16	10	3	13
5614	Business Support Services	14	9	2	11
6241	Individual and Family Services	13	9	4	13
6113	Colleges, Universities, and Professional Schools	12	7	0	8
6222	Psychiatric and Substance Abuse Hospitals	12	7	2	9
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	11	7	2	9
6213	Offices of Other Health Practitioners	11	7	3	10
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	10	7	3	10
6219	Other Ambulatory Health Care Services	10	7	2	9
-All Others-		67	40	2	42

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?

This certificate has been successfully run at ACC as noncredit for over ten years. The faculty and institutional knowledge is already in place. The CE/WD curriculum has been evaluated by Charter Oak and was assessed at 19 credits. Minor adjustments will be made to the curriculum when bringing it to credit. ACC has excellent job placement with the various healthcare non-credit 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*)

This certificate is offered as a Bachelor's degree in Health Information Management Science at Charter Oak. A transfer agreement could be arranged upon approval of this certificate.

- Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
This certificate is offered at QVCC and CCC. It serves a different population of CT residents, and it will serve MA residents as well.

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 Health Information Management Technician Certificate is an already supported certificate in the Continuing Education/ Workforce Development area. The program is expected to generate income with a minimum of 36 students per semester enrolled part-time, but currently enrollment trends project a potential 54 students per year. These numbers are according to the trends seen in CE/WD and with the availability of financial aid for the students.

Some of these courses are presently offered in other related credit certificate programs, and these courses are being run successfully at this time. The completion of this certificate could lead to the completion of other certificates and/ or programs (i.e. Registered Medical Assistant).

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 articulate medical terminology and abbreviations.
2. Examine medical information and data contained in medical records for health care management health care technology, and research purposes.
3. Apply appropriate legal and ethical standards to the practice of healthcare.
4. Assign CPT, ICD, and HCPCS codes to medical documentation for reimbursement or authorization.
5. Recall the anatomy, physiology, and pathology of all major organ systems.
6. Describe the organization of health care delivery systems and the health care insurance industry.
7. Recognize and use the components of an electronic medical record.

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 current Coordinator of Allied Health will oversee and administer 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?

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?

100%

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

Master's Degree and/or minimum qualifications for experience, as per Board of Regents guidelines.

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 required.

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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*		
MED*116 A & P for Medical Assistants	4	N/A	4			
ENG*101 Composition	1	N/A	3			
HIM*102 Intro to Health Care Systems	2, 3, 6	N/A	3			
HIM*201 Health Information Management Principles	2, 3, 6	HIM*102 co-requisite	3			
HIM*210 Coding I	2, 5	HIM*102 MED*125	3			
HIM*211 Advanced Medical Coding	2, 5	HIM*102 and MED*125	3			
MED*112 Medical Insurance & Billing	1, 2, 5, 6	N/A	3			
MED*125 Medical Terminology	1	N/A	3			
MED*216 Electronic Medical Records Management	2, 6	MED*125 MED*112 (concurrently)	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program): 28						
Program Outline <i>(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</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

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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.")

Curriculum

Program Core Courses: There is a proposed course sequence:

FIRST SEMESTER – 13 credits

MED* 125 Medical Terminology, 3 credits

The goal of this course is to acquire basic medical terminology for students who will be entering into a medical profession. Standard roots, suffixes, and prefixes will be covered. Terms associated with each body system, as well as common diseases to each body system, will be covered. Anatomy and Physiology will be covered in order to make learning more interesting and the terms associated with each body system more easily understood. Correct spelling will be emphasized.

MED* 116 Anatomy and Physiology for Medical Assistants, 4 credits

This course is a basic study of the structure and functions of the human body. It is designed to provide the fundamental knowledge of how each system functions. The anatomy and physiology of the integumentary system will be discussed. The skeletal system and the muscular system will be covered in detail. Blood, cardiovascular system, lymph system, and the digestive system will also be discussed. Disorders and medical treatments particular to each system will be highlighted.

ENG*101 Composition, 3 credits

Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical argument.

HIM*102 Intro to Health Care Systems, 3 credits

This course introduces the student to the field of health information technology. Topics to be covered include the health care organization and career possibilities. Focus is on the medical record's purpose, format, content, and accuracy. Medical record retention, policies and procedures, documentation, and accurate coding will be discussed. Legal aspects concerning the medical records such as confidentiality and privacy will be covered.

SECOND SEMESTER- 12 credits

MED* 112 Medical Insurance and Coding, 3 credits

The course gives an overview of developments of health insurance in this country, managed care, the life cycle of an insurance claim, legal and regulatory issues, and the process of generating an insurance claim. Students will learn the procedures for ICD-10-CM and CPT coding. Federal and commercial insurance plans will be discussed.

MED*216 Electronic Health Records Management, 3 credits

This course will be dedicated to the Electronic Health Records (EHR) focusing on the day-to-day operation in the front office, coding and billing, and clinical care necessary to complete the patients encounters required for complete and accurate reimbursement.

HIM*210 Coding I, 3 credits

This course focuses on the Physician's Current Procedural Terminology (CPT) code book and data abstracting techniques. Students will acquire the knowledge and skills necessary to code various diagnostic procedures and examinations. Various health insurance systems and HCPCS will be discussed.

HIM*211 Advanced Coding, 3 credits

This course is a continuation of coding procedures presenting history and overview of ICD-10 CM coding. Emphasis is placed on diagnostic coding utilizing ICD-10 coding systems. Diagnostic related groups, various health insurance systems, and claim processing will be discussed.

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THIRD SEMESTER- 3 credits

HIM*201 Health Information Management Principles, 3 credits

This course emphasizes sources, definitions, collection and presentation of health data. Topics will include health care data systems, tumor registry, birth and death certificates, utilization and review, risk management and quality assurance. Issues concerning management, retrieval, and retention of health records, and compliance and regulations will be discussed along with current trends in health information technology.

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Michele Howard-Swan M.S. – Physiology and Neurobiology B.S. - Biology Certified Medical Assistant	University of Connecticut	Qualified for ALL classes	Program Coordinator

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	36		36			36	54		54			54		54		54		54
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year ¹	36		36			9	54		54			13.5		54		54		13.5
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	\$78,912		\$78,912			\$22,392	\$121,338		\$121,338			\$34,452	\$124,362		\$124,362			\$34,506
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$78,912		\$78,912		\$22,392		\$121,338		\$121,338		\$34,452		\$124,362		\$124,362		\$34,506	
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. These values include fringe. 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																		
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	\$153,662		\$243,105		\$256,548													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$153,662		\$243,105		\$256,548													

- 11 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- Revenues from all courses students will be taking.
- Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- 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. These values include fringe.
- e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that 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.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Certified Administrative Medical Office Skills program leading to a Certificate at Asnuntuck 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 Certified Administrative Medical Office Skills program leading to a Certificate at Asnuntuck Community College

BACKGROUNDSummary

The proposed program is currently offered through the institution's Continuing Education and Workforce Development division. However, the enrolled students cannot avail themselves of federal financial aid. Upon passing the certification exam, students will be able to perform the duties of a Certified Medical Administrative Assistant. The Bureau of Labor Statistics anticipates demand for this position will increase by 21% from 2016 to 2024. Annual salaries range from \$25K to \$40K in the region.

Rationale

As a noncredit, the proposed program has been offered by the institution for over ten years. An experienced faculty will make curricular adjustments when it is offered for credit. Students completing the Certified Administrative Medical Office Skills certificate might also become interested in completing one or more of the institution's allied health certificate programs. As stackable credentials, the opposite might be true as well, for the programs will share some courses.

Resources

Given enrollment data as a noncredit program, it is expected that enrollment as a credit program will be even larger. Projected revenue will exceed projected expenditures during each of the first three years.

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.

09/07/2018 – BOR Academic & Student Affairs Committee

09/20/2018 – Board of Regents

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Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Asnuntuck Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: March 3, 2016		
Program Characteristics Name of Program: Certified Administrative Medical Office Skills Certificate Degree: Title of Award (e.g. Master of Arts) Certificate Certificate: (specify type and level) 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): 15	Program Credit Distribution # Cr in Program Core Courses: 15 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): Total # Cr in the Program (sum of all #Cr above): 15 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 15	
Type of Approval Action Being Sought: Licensure or Licensure and Accreditation - (see NOTE below) CIP Code No. (optional) 51.0710 Title of CIP Code Medical Office Assistant/ Specialist		
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: Michelle Coach	Title: Interim Dean of Academic Affairs Tel.: 860-253-3141 e-mail: mcoach@asnuntuck.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

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normally are licensed and accredited simultaneously.

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SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Asnuntuck Community College is currently offering this certificate through Continuing Education and Workforce Development (CE/WD). This certificate currently has 7 students enrolled. Students cannot utilize financial aid to pay for this certificate through CE/WD.

Moving the Certified Administrative Medical Office Skills Certificate to credit would enable the college to achieve the following Board of Regents/Asnuntuck strategic goals:

- **Student success:** Graduate more students with the knowledge and skills to achieve their life and career goals
- **Innovation and Economic Growth:** Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world
- **Affordability and Sustainability:** Maximize access to higher education by making attendance affordable and our institutions financially sustainable

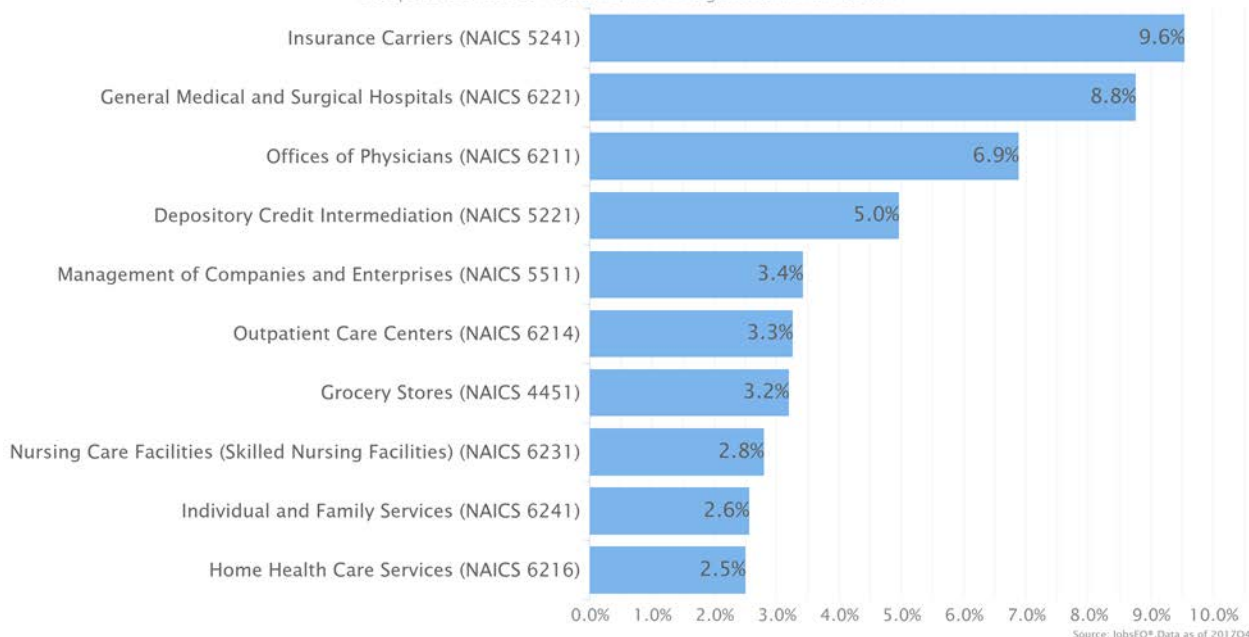
Addressing Identified Needs

- 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)*

ACC serves 3 counties for health-care certificate programs: Hartford County and Tolland County in CT, and Hampden County in MA. At this current time, the Bureau of Labor Statistics anticipates a demand for Certified Medical Administrative Assistant will increase by 21% from 2016-2024. The wages range from \$25,000- \$40,000 per year. According to JobsEQ, over 200 linked occupations were added to the region in the past three years. The employment demand will require 968 additional new workers due to retirements or job changes (i.e. move away).

Top Industries in ACC (Hartford CT, Tolland CT, Hampden MA) That Employ

Occupations Linked to Medical Office Management/Administration



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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?

This certificate has been successfully run at ACC as noncredit for over ten years. The students will have the opportunity to take the national certification exam through National Healthcareer Association, leading to the credential Certified Medical Administrative Assistant (CMAA). The Allied Health Coordinator has established an excellent reputation in the area with medical offices and hospitals. The faculty and institutional knowledge is already in place. Minor adjustments will be made to the curriculum when bringing it as a credit offering. ACC has excellent job placement with the various healthcare non-credit 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*)

N/A

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

This certificate is offered at QVCC. It serves a different population of CT residents, and it will serve MA residents as well.

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 Certified Medical Administrative Assistant (CMAA) certificate is an already supported certificate in the Continuing Education/ Workforce Development area. The program is expected to generate income with a minimum of 18 students per semester enrolled part-time, but currently enrollment trends project a possible 36 students per year. These numbers are according to the trends seen in CE/WD and with the availability of financial aid for the students.

Some of these courses are presently offered in other related credit certificate programs, and these courses are being run successfully at this time. The completion of this certificate could lead to the completion of other certificates and/ or programs (i.e. Registered Medical Assistant).

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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 an understanding of medical office administrative duties such as scheduling, medical records management, and telephone triage.
2. Apply current medical insurance guidelines in billing and the use of ICD-10 and CPT coding.
3. Operate computer software programs for use in a medical office.
4. Recall and articulate medical terminology and healthcare abbreviations.
5. Describe the organization of health care delivery systems and the health care insurance industry.
6. Recognize and use the components of an electronic medical record.

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 current Coordinator of Allied Health will oversee and administer the program. She has an M.S. in Physiology and Neurobiology, and she is a certified medical assistant, EKG technician, and certified phlebotomist.

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?

100%

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

Master's Degree and/or minimum qualifications for experience, as per Board of Regents guidelines.

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 required.

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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*		
CSA*105 Introduction to Software Apps	3	N/A	3			
MED*111 Administrative Medical Assisting	1, 2, 5	N/A	3			
MED*112 Medical Insurance & Billing	2, 4, 5	N/A	3			
MED*125 Medical Terminology	4	N/A	3			
MED*216 Electronic Medical Records Management	2, 5	N/A	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program): 15						
<p>Program Outline <i>(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.")</i></p>						

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

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Curriculum

Program Core Courses

There are no prerequisites to these classes, but there is a proposed course sequence:

FIRST SEMESTER – 9 credits

CSA*105 Intro to Software Applications, 3 credits

This course teaches the use of computers as an office productivity tool rather than how computers work. It offers instruction and practice on the use of personal computers and a variety of application software. Emphasis in this course is on developing practical applications for business and personal productivity. Currently, the Microsoft Office software products Word, Excel, PowerPoint and Access are being taught. This course also covers file-management using the Microsoft Windows operating system, computer science topics, and other skills, to the extent that they support the applications approach. This course is available online and on ground. Basic computer touch-typing skills required.

MED* 125 Medical Terminology, 3 credits

The goal of this course is to acquire basic medical terminology for students who will be entering into a medical profession. Standard roots, suffixes, and prefixes will be covered. Terms associated with each body system, as well as common diseases to each body system, will be covered. Anatomy and Physiology will be covered in order to make learning more interesting and the terms associated with each body system more easily understood. Correct spelling will be emphasized.

MED* 111 Medical Office Procedures, 3 credits

This course presents the students with a basic overview of front office procedures in a medical facility. Emphasis is on daily office procedures, financial management, insurance, and computer literacy needed for the health care industry today.

SECOND SEMESTER- 6 credits

MED* 112 Medical Insurance and Coding, 3 credits

The course gives an overview of developments of health insurance in this country, managed care, the life cycle of an insurance claim, legal and regulatory issues, and the process of generating an insurance claim. Students will learn the procedures for ICD-10-CM and CPT coding. Federal and commercial insurance plans will be discussed.

MED*216 Electronic Health Records Management, 3 credits

This course will be dedicated to the Electronic Health Records (EHR) focusing on the day-to-day operation in the front office, coding and billing, and clinical care necessary to complete the patients encounters required for complete and accurate reimbursement.

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Michele Howard-Swan M.S. – Physiology and Neurobiology B.S. - Biology Certified Medical Assistant	University of Connecticut	Qualified for ALL classes	Program Coordinator

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)		18		18				36		36				36		36		
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year ¹		13.5		9				27		18				27		18		
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		\$29,736		\$20,016				\$60,948		\$41,040				\$62,496		\$41,076		
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$29,736		\$20,016				\$60,948		\$41,040				\$62,496		\$41,076			
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							<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. These values include fringe.</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>											
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	\$41,160		\$86,823		\$91,625													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$41,160		\$86,823		\$91,625													

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Civic Engagement program leading to a Certificate at Tunxis Community College.

A True Copy:

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

ITEM

Licensure and accreditation of a new Civic Engagement program leading to a Certificate at Tunxis Community College

BACKGROUND**Summary**

The proposed program is a multi-disciplinary curricular initiative of Tunxis' Civic Engagement Institute whose mission is to integrate civic engagement into the campus's curriculum, advance its becoming a civically engaged institution. These goals are consistent with the institution's mission statement as well as its vision of being a vibrant educational and cultural center responsive to current and emerging student and community needs.

Rationale

A required semester-long internship will afford students the opportunity to gain "real world" experiences as they become acquainted with community needs and learn to communicate effectively and powerfully, make sound decision and effect changes in their communities. The certificate will be paired with the Associate degree of the student's choice, providing a marketable distinction as they further their education or enter the labor market.

Pursuit of the proposed certificate will have a positive impact upon the students' persistence in college. Research has demonstrated that college students who participate in civic engagement learning activities not only earn higher grade point averages, but also have higher retention rates and are more likely to complete their college degree.

Resources

Minimal costs will be required to implement the proposed new program. The program will utilize existing courses and resources including faculty and volunteers. Projected revenue will exceed projected expenditures by more than \$200,000 over the course of the first three years.

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.

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Civic Engagement Certificate Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate: (<i>specify type and level</i>) Civic Engagement Anticipated Program Initiation Date: Spring 2019 Anticipated Date of First Graduation: Fall 2019 Modality of Program: X On ground X 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>): 30	Program Credit Distribution # Cr in Program Core Courses: 21 # Cr of Electives in the Field: 6 # Cr of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 3 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 30 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 Licensure and Accreditation - (see NOTE below)		
CIP Code No. (<i>optional</i>) n/a 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 (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: History/Political Science, 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: (<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: Rafaele Fierro, Ph.D.	Title: Prof. Hist./Poli.Sci.	Tel.: 860-773-1642 e-mail: rfierro@txcc.commnet.edu
CSCU REVIEW STATUS (<i>For System Office Use Only - please leave blank</i>) 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 Civic Engagement certificate is part of the Civic Engagement Institute's mission to make Tunxis a civically engaged campus and to integrate civic engagement into the curriculum. Both the Institute and this new certificate are in line with Tunxis' mission statement, which reads in part that the college will provide students with the "skills necessary to succeed in an increasingly complex world." This certificate will also nurture Tunxis' commitment to civic engagement as an intrinsic goal, which can be seen through Tunxis' vision statement, which reads as follows: "Tunxis Community College will be a vibrant educational and cultural center responsive to current as well as emerging student and community needs."

The certificate draws upon a multi-disciplinary curriculum to prepare leaders who are well-equipped to communicate effectively and powerfully, make sound decisions, and effect change in their communities given the challenges (political and economic) facing these communities. The certificate will be paired with a student's Associate's degree (being stackable within both Tunxis' General Studies and Liberal Arts degrees), thereby distinguishing students as they enter the labor market and enhance their employment prospects. The certificate helps students who wish to pursue their Bachelor's and advanced degrees in the areas of human services, criminal justice, psychology, sociology, social work, history, political science, etc. by positioning them academically to immediately segue into institutions (including Connecticut's four-year universities) offering these educational opportunities.

For students exploring long-term career options, completing this Civic Engagement certificate will allow them to earn a marketable credential while exploring multiple subject areas, allowing (in essence) a "gap exploratory year" after high school while still moving forward with their education. The certificate will also afford those students who lack "real-world" experience the opportunity to take steps to gain that experience through the semester-long internship option offered by the CEI certificate. This will benefit students by making them more marketable to business and community leaders (who are increasingly interested in students who offer more than a high grade point average) by showing a commitment to making an impact and being part of positive change. Students will have available to them multiple employers and mentors with whom to connect, individuals and programs that can offer invaluable career guidance and support as they decide upon their careers. Finally, this certificate will also offer those students who do not achieve high GPA's the ability to participate in research and hands-on activities traditionally only available to high-achieving students participating in selective programs such as the Phi Theta Kappa honor society.

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 certificate program will acquaint students with community needs and careers in community service. It will offer students theory in their coursework and hands-on experience in how to impact their communities in a positive way through a semester-long internship experience. Students with a certificate in civic engagement, coupled with an Associate's degree, will be able to market themselves more effectively as prospective employees.

A study from Points of Light shows the strong desire of employers to focus on civic engagement, and that candidates for employment in those companies would be at an advantage in the hiring process:

- A combined 10,300,000 volunteer hours and \$1,800,000,000 contributed to communities around the country from the 2016 Civic 50 companies
- 56% included community engagement in employees' performance reviews
- 74% used community engagement to support their diversity and inclusion goals

This new certificate will allow students to obtain key attributes being sought by today's employers. The Job Outlook 2016 survey was conducted from August 5, 2015, through September 13, 2015, among National Association of

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Colleges and Employers (NACE) employer members. This survey sought to uncover the attributes employers seek on a candidate's resume, based on a scale of 1-5 from employer perspective:

- Has held leadership position - 3.9/5.0
- Has been involved in extracurricular activities (clubs, sports, student government, etc.) - 3.6/5.0
- Has done volunteer work - 2.8/5.0

All three of these attributes are demonstrated by students completing this program.

This new certificate will also allow students to set themselves apart from their community college and university peers by putting them in the top 2% of students who are aggressively involved in activism. Data collected for the 2016-17 Career Services Benchmark Survey Report for Colleges and Universities sought to determine the levels of student activism. The survey was conducted from September 30, 2016, to January 20, 2017, from NACE member institutions; there were 705 respondents, representing 35.3 percent of all eligible respondents.

Level of Student Activism (2014-2017):

- No student activism 78.7%
- Little activism 13.7%
- Moderate activism 5.8%
- Heavy activism 1.5%
- Intense activism 0.2%

With a constant focus by Tunxis on helping our current students persist, additional research demonstrates that college students who participate in civic engagement learning activities not only earn higher grade point averages, but also have higher retention rates and are more likely to complete their college degree. Numerous studies show that the more immersed community college students are in the civic life of the institution, the more their education will matter to them, and the better they will perform (Colby 2007).

Employment for students earning a Civic Engagement Certificate, combined with an Associates Degree, crosses a multitude of career options. A small sample of the current employment opportunities a student with a civic engagement background might consider include: Connecticut Careers Trainee (Social & Human Services), Environmental Protection Assistant, Human Rights and Opportunities Regional Manager, Mental Health Assistant (Department of Mental Health & Addiction Services) (<https://www.jobapscloud.com/CT/>)

Additional positions relevant to those with a civic engagement background include the following as of the preparation of this document: Community Engagement Specialist (Grand Junction, CO); Engagement Lead (Kapolei, HI), Community Manager (The Obama Foundation, Washington, D.C.); Program and Outreach Coordinator for Civic Engagement (Colby College, Waterville, ME); and Director of Community and Civic Engagement (Menlo School, Atherton, CA) (<https://www.indeed.com/q-Civic-Engagement-jobs.html>)

Students with a certificate in civic engagement would also be strong candidates for political office, local or national (congressional representative, senator) as well as positions including Social Worker and Attorney.

- 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?

Tunxis Community College faculty have incorporated and will continue to incorporate civic engagement into their multi-disciplinary curricula. The college has shown its commitment to civic engagement through several large, successful initiatives that will be partner with the Civic Engagement Institute, including a commitment to Service Learning and a campus-wide food pantry (thePantry@Tunxis) that has elevated civic engagement by students and employees at the college. Faculty, staff and administration are supportive of the certificate program and continue to address its relevance to students' education and future career prospects.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

- 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

The 11 other community colleges in the system do not have the elaborate civic engagement structure that exists at Tunxis, though two (Middlesex Community College and Manchester Community College) have civic engagement centers. However, each is local in their composition. Thus, duplication will not occur.

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.)

It must be noted the Certificate in Civic Engagement carries with it **no** cost to Tunxis Community College. The certificate utilizes existing college resources. These include volunteers and currently employed faculty (including adjunct professors).

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. Define civic engagement and identify concrete examples of it both in the classroom and in the community.
2. Explain some of the community needs in terms of the social problems that exist in communities across the area.
3. Evaluate the interdisciplinary nature of required courses as it relates to civic engagement.
4. Describe their civic activity through an internship or practicum.

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. Rafaele Fierro, Program Director of the Civic Engagement Institute, is a full-time, tenured member of the Tunxis faculty. He is full Professor of History and Political Science.

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?

Dr. Fierro will oversee the Internship course; all other courses will be taught by existing faculty. The courses are regularly offered in other programs, and these courses are not specific to the certificate.

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

This varies because as there are multiple sections of courses required for the certificate.

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

Adjunct faculty will be hired within the existing qualifications of the college.

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)*

There are very limited funding needs for this new certificate. Two significant sources of financial support within the college are the Student Government Association (SGA) and the Tunxis Foundation. The CEI will apply for federal grants and other forms of governmental assistance for this project as well as private funding. The CEI has also established a GoFundMe account for purposes of requesting individual support. Funds secured will be used to help pay stipends to students participating in unpaid Civic Engagement Certificate internships.

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. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
CSS 101 First-Year Experience (Civic Engage.)	1	None	3	Elective	2,3	3
ENG 101 Composition	1	Yes	3	Elective	2,3	3
POL 111 American Government	2,3	Yes	3	Civic Engagement Practicum/Internship *	4	3
HSE 101 Introduction to Human Services	2,3	Yes	3			
CJS 101 Introduction to Criminal Justice	2,3	No	3			
PSY 111 General Psychology 1	2,3	Yes	3	Total Credits Required		30
SOC 101 Principles of Sociology		Yes	3			
Core Course Prerequisites				Elective Courses in the Field		
Placement into Eng. 101 is a prereq. for most core courses				See Program Outline below		
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 Gen. Ed program), 24 credits of courses in Business (3 credits of which apply to the LAC/Gen. Ed), 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 Certificate in Civic Engagement requires a total of 30 credits. Of these, required coursework will be distributed as follows: 3 credits to a FYE course; 3 credits to English Composition; 3 credits to Political Science; 3 credits to Human Services; 3 credits to Sociology; 3 credits to Psychology; 3 credits in Criminal Justice, and 6 credits to electives. The more discipline-specific courses in Criminal Justice and Human Services are intimately related to civic engagement activities and professions; for instance, a West Hartford police officer spoke twice during academic year 2017-18 about crime and its impact on local communities. Virtually every criminal justice issue (e.g., delinquency, the opioid crisis, crime and poverty) is a civic engagement and a human services issue.

A 3-credit internship will be required of all students, this to be arranged and completed with the approval of the faculty advisor and Director of the CEI. This internship will have both an academic and a performance component and final grading will be decided in consultation with the internship coordinator.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Elective Courses in the Field (Cont.)

Ant. 101 Introduction to Anthropology
Ant. 205 Cultural Anthropology
BBG 240 Business Ethics
BMG 202 Principles of Management
BMG 220 Human Resources Management
COM 172 Interpersonal Communication
COM 201 Introduction to Public Relations
CJS 102 Introduction to Corrections
CJS 120 Police and the Community
CJS 243 Institutional Treatment
CJS 255 Ethical Issues in Criminal Justice
ECN 101 Principles of Macroeconomics
ECN 102 Principles of Microeconomics
HIS 147 The History and Culture of Immigrant Groups in America
HIS 201 U.S. History 1
HIS 202 U.S. History 2
HIS 225/POL 225 U.S. Constitution
HLT 103 Investigation in Health Careers
HSE 185 Family Violence Intervention
MAT 146 Math for the Liberal Arts
MAT 165 Elementary Statistics with Computer Apps.
PSY 201 Life Span Development
PSY 240 Social Psychology
SOC 103 Social Problems
SOC 114 Sociology of Aging
SOC 210 Sociology of the Family
SOC 240 Criminology
SOC 241 Juvenile Delinquency
SOC 242 Sociology of Deviance
SOC 257 Sociology of Mental Health Illness

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

As noted above, students will be required to complete a 3-credit internship with a community organization. This internship provides students the opportunity to apply and integrate knowledge and skills gained in the Civic Engagement Certificate program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Internship opportunities are diverse and currently include the following organizations: Wheeler Clinic, The Plainville Community Food Pantry, Literacy Volunteers of Connecticut, Jerome Home (New Britain, CT), YWCA Strive Program (New Britain, CT), YMCA Southington, CT, New Britain Museum of American Art, and The Mark Twain House (Hartford, CT). Additional organizations are being actively pursued, and many students come to the CEI with specific organizations already vetted for their specific activism passions.

Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills.

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
Rafaele Fierro, Ph.D	University of Connecticut	History and Political Science	General Studies P.C.

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)			2	5			10	10	5	5			12	15	10	12		
Continuing Students progressing to credential	N/A		5	5			7	10	9	15			12	20	11	20		
Headcount Enrollment			7	10			17	20	14	20			24	35	21	32		
Total Estimated FTE per Year ¹			7	5			17	10	14	10			24	17	21	16		
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition from Internal Transfer ²	0	0	15624	11160	0	0	37944	22320	31248	22320	0	0	53568	37944	46872	35721	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	0		26784		0		60264		53568		0		91512		82584		0	
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 (Chair or Coordinator) ⁴	5000		5000		5000													
Faculty (Full-time, total for program) ⁴	0		0		0													
Faculty (Part-time, total for program) ⁴	6500		13000		13000													
Support Staff (lab or grad assist, tutor)	0		0		0													
Library Resources Program	200		200		200													
Equipment (List in narrative)	0		0		0													
Other ⁵	0		0		0													
Estimated Indirect Costs ⁶	0		0		0													
Total Expenditures per Year	11700		18200		18200													



ELLEN ZOPPO-SASSU
MAYOR

City of Bristol

RESPICE, ADSPICE, PROSPICE
Look to the Past, Look to the Present, Look to the Future

July 23, 2018

To Whom It May Concern (or to a designated person)

The Mayor's Office of Bristol would like to offer their support for the Tunxis Community College Certificate Program in Civic Engagement. The Certificate, made up of 30 credits culminating in an internship, will serve to distinguish Tunxis students from those without this critical community engagement component.

Successful students will be able to demonstrate their employment skill in critical thinking and communication that will serve them well as they pursue their careers in helping to improve the communities in which they live and work.

One of my favorite sayings is that "It Takes a Village to Raise a Child." This can be applied in the reverse as well - we all need to encourage and nurture the next generation to continue to improve their communities and embrace the need to engage, volunteer and serve so that they leave their footprint better than they found it. My thanks to Tunxis for recognizing the changing dynamics of society and instituting a program that will reap many rewards for all involved.

Sincerely,

A handwritten signature in black ink that reads "Ellen Zoppo-Sassu".

Ellen Zoppo-Sassu
Mayor, City of Bristol

Main Street

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July 30, 2018

Dr. Rafaele Fierro
Professor of History and Political Science
Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032

Dear Dr. Fierro:

I am delighted to write this letter of support for the development of the Civic Engagement Institute (CEI) at Tunxis Community College. Creating a program to provide hands on experiences to connect classroom learning to experiences in servicing the community is much needed in our region.

The structure of this unique program that combines classroom learning, hands on experiences, servicing the community while also experiencing a legislative internship is forward thinking. The participants in this program will be able to demonstrate their skills in critical thinking and communication that will serve them well as they begin careers that will help them improve the communities in which we all live and work.

The Main Street Community Foundation fully supports the efforts of Tunxis Community College to develop the Civic Engagement Institute as a model for developing community leaders and engaged volunteers.

If I can provide further information to support the Tunxis Community College CEI proposal, kindly contact me at 860.583.6363, susan@mainstreetfoundation.org, or by mail at the address below.

Sincerely,



Susan D. Sadecki, MBA
President & CEO

Main Street Community Foundation, Inc.
120 Halcyon Drive • P.O. Box 2702
Bristol, Connecticut 06011-2702
P: 860.583.6363 • F: 860.589.1252
www.mainstreetfoundation.org

Confirmed in Compliance
with National Standards for
U.S. Community Foundations



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July 23, 2018

Dr. Rafaele Fierro
Tunxis Community College

Dear Dr Fierro;

The Central Connecticut Chambers of Commerce would like to offer their strong support for the Tunxis Community College certificate program in civic engagement. The certificate, made up of 30 credits culminating in an internship, will serve to distinguish Tunxis students from those without a community engagement background. Students with a certificate will be able to demonstrate their employment skill in critical thinking and communication that will serve them well as they pursue their careers in helping to improve the communities in which they live and work.

We are looking forward to working with you, the staff at Tunxis Community College and the students; it has been a pleasure meeting with you and your colleagues to discuss this great opportunity. Please let me know if there is anything more I can do to assist.

Kindest Regards;

A handwritten signature in cursive script that reads 'Cindy Bombard'.

Cindy Bombard
President/CEO
Central CT Chambers of Commerce

440 North Main Street, Bristol, CT 06010 ~ 860-584-4718



New England Spring & Metalstamping Association

440 North Main St, Bristol, CT, 06010

MEMO

To: Tunxis CEI Advisory Board

Date 7-23-18

The New England Spring and Metalstamping Association – a group of over 80 manufacturing companies located mostly in central Connecticut, would like to offer their strong support for the Tunxis Community College certificate program in civic engagement. The certificate, made up of 30 credits culminating in an internship, will serve to distinguish Tunxis students from those without a community engagement background. Students with a certificate will be able to demonstrate their employment skill in critical thinking and communication that will serve them well as they pursue their careers in helping to improve the communities in which they live and work.



Michael Brault
NESMA President



Bristol Adult Continuing Education

210 Redstone Hill Road
Bristol, CT 06010

Phone 860.584.7865 Fax 860.584.4898
adulted.bristol.k12.ct.us

Lawrence Covino
Supervisor, Adult Education/ESL

July 23, 2018

To Whom It May Concern,

Civic engagement is the cornerstone of our democracy and the backbone of our local communities. Without the host of volunteers that man our food pantries, shelters and non-profit organizations millions would be left with little or no support. As a twenty year social studies teacher, I can testify to the importance of civic engagement and the return on investment students and adults receive for their time and energy. Without this legion of volunteers many of our local organizations wouldn't exist. I have personally participated in the United Way's Day of Caring for many years and I have brought with me a dozen students each year. The feedback I receive from the students and from those we support is incomprehensible to anyone who has not witnessed it first hand.

For this reason, I am offering my support for the Tunxis Community College's certificate program in Civic Engagement. If we expect our students to carry on the traditions dating back to the origin of this country then we must incorporate it into every tread of our education system. I applaud Tunxis and their staff for offering this certificate program and for ensuring that students have the ability to demonstrate to future employers their altruism and desire to help others.

Sincerely,
Lawrence S. Covino

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program,

September 20, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Technology Studies: CNC Machine Technologies program leading to either a Certificate or an Associate of Science degree at Housatonic Community College as replication of the Technologies Studies program at Asnuntuck Community College and Tunxis 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 Technology Studies program leading to a Certificate and/or an Associate of Science degree in CNC Machine Technologies at Housatonic Community College

BACKGROUNDSummary

The Board of Regents approved a modified application to establish a new program, and a new program approval process specifically for the replication of previously approved programs in the College of Technology by another community college; affording the community colleges rapid response to local industry needs by providing graduates prepared with the necessary knowledge and skills for employment.

Rationale

Housatonic Community Colleges proposes to expand its Southwestern Connecticut Advance Manufacturing Center by replicating the CNC Machine Technologies degree program previously established at Asnuntuck Community College and subsequently duplicated by Tunxis Community College. The Center currently offers a stackable certificate program in CNC Machine Technologies; thus, with the proposed curricular changes, program students are afforded the opportunity to fulfill an additional 32 general education courses to complete an associate degree.

Resources

There are no new costs associated with the proposed replication.

RECOMMENDATION

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

09/07/2018 – BOR Academic & Student Affairs Committee
09/20/2018 – Board of Regents



7/7/2018

Dr. Karen Wosczyzna-Birch
State Director, College of Technology
Connecticut State College and Universities
271 Scott Swamp Road
Farmington, CT 06032

Dear Dr. Wosczyzna-Birch,

As Dean of Academic Affairs of Housatonic Community College, I am requesting approval from the College of Technology (COT) and the Connecticut Board of Regents for Higher Education (BOR) for the implementation of COT programs at Housatonic Community College using the BOR resolution for the expedited replication of COT programs approved on February 1, 2018. These options and certificates were previously approved by the BOR and are currently offered at Asnuntuck Community College and Tunxis Community College.

The Southwestern Connecticut Advanced Manufacturing Center, established at Housatonic Community College in 2012, is part of a statewide initiative to provide skilled employees for the growing manufacturing industry. The Advanced Manufacturing Program is a 10-month, 34 credit based certificate program with a stackable credential option for the Associates of Science in Machine Technology, obtained after the fulfillment of an additional 32 credits in general education courses. The CNC Machine Technologies program is an intense thirty-five hour per week, program designed to provide students with the 21st Century technical manufacturing skills needed by today's manufacturers. Through the hands-on lab and lecture components of the program students will develop advanced manufacturing skills in mathematics, blueprint reading, principles of quality control, machine technology, CNC and other essential areas including safety and career awareness.

The specific COT certificates and options under the Technology Studies Associate Degree that are being requested for approval for implementation at Housatonic Community College are:

Options:

- Technology Studies: CNC Machine Technologies, Associates of Science Machine Technology

Certificates:

- CNC Machine Technologies

Program Modification:

- N/A

Sincerely,

Robin L. Avant, M.A., B.S., A.S.
Dean of Academic Affairs
Housatonic Community College
900 Lafayette Blvd.
Bridgeport, CT. 06610
203-332-5061
ravant@housatonic.edu

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

SECTION 1: GENERAL INFORMATION

Institution: Housatonic Community College	Date of Submission to CSCU Office of the Provost: 07/2018	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: CNC Machine Technologies Degree: Title of Award: Associates of Science Machine Technology Certificate: <i>(specify type and level)</i> Anticipated Program Initiation Date: 08/28/2018 Anticipated Date of First Graduation: 05/2019 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 66 Credits	Program Credit Distribution # Cr in Program Core Courses: 30 # Cr of Electives in the Field: 12 # Cr of Free Electives: 9 # Cr Special Requirements 15 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 66 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30 to 34 can be earned	
Replicated College of Technology Program Characteristics Name of Program: Associates of Science in Machine Technology Institution: Housatonic Community College		
Type of Approval Action Being Sought: Licensure or X Licensure and Accreditation - (see NOTE below) CIP Code No. (<i>optional</i>) 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: Advanced Manufacturing CIP: OHE#: Accreditation Date: 2012 Phase Out Period 05/2018 Date of Program Termination 05/2018		
Institution's Unit (<i>Advanced Manufacturing Technology Center</i>) and Location (<i>Housatonic , Lafayette Hall</i>) 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: (<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: Joseph Duhaime	Title: Associate Director	Tel.: 2033325160 e-mail: jduhaime@housatonic.edu

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.

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APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT 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:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

SECTION 3: PROGRAM QUALITY ASSESSMENT

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.)

It is our (HCC's AMTC) understanding that this new program is a direct request handed down from the BOR on 12/17/2017 and with the intent of starting of this program for Fall 2018 semester. The cost will always remain at the minimal required to meet the needs in training the students to make them work ready candidates for industry and beyond. Instructional resources are always difficult to find for this and a close relation to industry has helped in finding some of these resources. Regular maintenance and new equipment and refurbishments are a part of any manufacturing facility and costs can often vary on purchases and repairs. We do however perform many of the required repairs and maintenance ourselves saving the institution thousands of dollars annually. ***There is no new cost to the program.***

College connections is a dual enrollment (for credit) program. This allows students from local high schools generally entering their junior year the opportunity to train in manufacturing field for the duration throughout until they graduate in their senior year. This training is predominantly held on sight for two hours daily (M-F) upon student completion their senior year will have also completing the 1st semester of the two semester program while earning up to 18 college credits in advanced manufacturing. This has now grown to four area high schools currently Bassick, Kolbe Cathedral, Stratford and Derby High schools. The partnerships that have grown between the high schools and the college have become true business agreement as trust is place in the institution for safe keeping of these energetic high school students.

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)*

Full Time Program Coordinator is required to manage and oversee the daily operations of faculty and educational assistants. Program Coordinator is also responsible for program review, assessment and faculty evaluations and will report to the Math and Science Chairperson.

Current Associate Director Joseph Duhaime, holds a Master's degree in a closely related field to industry management and 40 years of experience in Manufacturing with a solid focus on Mechanical ability currently assumes the role until the Program Coordinator position is filled.

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?

Full-time Manufacturing Instructor job posting and search concluded in June 2018. Two full-time positions will be filled by August 25, 2018 contract start date. Continued use of existing faculty and educational assistance lab staff.

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

Approximately 50% of the program (specialty/technical courses)

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

Up to 25-50 % of the program (general education courses)

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

- Master's degree in related field of study is required of adjunct faculty who will teach general education courses.
- Manufacturing faculty require technical experience in the manufacturing field. These skills and abilities are typically acquired through a combination of education, training, and industry experience, which would either include:

1. High school diploma (or equivalent) from a public comprehensive high school or vocational technical high school and a

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

minimum of 10 years of manufacturing technology industry experience OR;

2. High school diploma (or equivalent) from a public comprehensive high school or vocational technical high school and a minimum of 5 years of manufacturing technology industry experience and a CSCU community college advance manufacturing technology certificate or nationally recognized credential (i.e. NIMS, AWS, MSSC) OR;

3. Advanced Manufacturing Technology Associates Degree and a minimum of 5 years of manufacturing technology industry experience.

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)*

Good manufacturing practices (GMP) include keeping up to date with technology requires the program to make investments in new software, calibration and maintenance machines and new instruments in measurement. As a training center often means that equipment and machines can be unintentionally damaged due to human error this means unforeseen repairs will occur on occasion.

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

We have enjoyed a great relationship with our industrial partners. In 2018 we place 26 students into internships and to date have placed 34 of the 36 students into full time employment. We often travel to our industrial partner's facilities for tours and to encourage student's interests and wet the student's appetite for knowledge. We also go to the SME manufacturing show in Hartford or Springfield MA this shows the students all of the newest technology out in the environment that they will be entering into.

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 3.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Paula Chapla	Central Connecticut State University	Aerospace Manufacturing Management	Instructs Machine Technology andManages Lab equipment maintenance and Math
Adam Scobie-Recent Hire	University of Maine	Tool and Die maker CNC specialists	CNC specialists assists with detail program direction
Kyle Pepin- To Be Hired	Western New England University	Computer Aided Design Drafting Quality Control / Manufacturing	Instructs Solidwork, Blue Print Reading and Math
George Scobie	State Of Connecticut Certified	Grade A Tool and Die Maker	Instructs all shop practices in manufacturing

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APPLICATION FOR NEW *PROGRAM APPROVAL* – *REPLICATION OF A COT PROGRAM*

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)	46	30	46	30	20	10	46	40	46	40	10	10	46	50	46	50	N/A	N/A
Continuing Students progressing to credential	10	5	10	5	10	5	15	10	15	10	10	10	20	20	20	20	10	15
Headcount Enrollment																		
Total Estimated FTE per Year ¹																		
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	*All Funding remains the same we are changing the program curriculum only																	
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue																		
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. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year		Third Year														
Administration (Chair or Coordinator) ⁴	*All Funding remains the same we are changing the program curriculum only!		*All Funding remains the same we are changing the program curriculum only!		*All Funding remains the same we are changing the program curriculum only!													
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																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year																		

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

SECTION 1: GENERAL INFORMATION

Institution: Housatonic Community College	Date of Submission to CSCU Office of the Provost: 07/2018	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: CNC Machine Technologies Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) Manufacturing Certificate Anticipated Program Initiation Date: 08/28/2018 Anticipated Date of First Graduation: 05/2019 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):	Program Credit Distribution # Cr in Program Core Courses: 34 # Cr of Electives in the Field: # Cr of Free Electives: # Cr Special Requirements (include internship, etc.): 34 <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: 34	
Replicated College of Technology Program Characteristics Name of Program: CNC Machine Technology Institution: Housatonic Community College		
Type of Approval Action Being Sought: Licensure or X 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: Advanced Manufacturing CIP: OHE#: Accreditation Date: 2012 Phase Out Period 05/2018 Date of Program Termination 05/2018		
Institution's Unit (Advanced Manufacturing Technology Center) and Location (Housatonic , Lafayette Hall) 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 addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Joseph Duhaime	Title: Associate Director	Tel.: 2033325160 e-mail: jduhaime@housatonic.edu

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.

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APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT 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:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

SECTION 3: PROGRAM QUALITY ASSESSMENT

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.)

It is our (HCC's AMTC) understanding that this new program is a direct request handed down from the BOR on 12/17/2017 and with the intent of starting of this program for Fall 2018 semester. The cost will always remain at the minimal required to meet the needs in training the students to make them work ready candidates for industry and beyond. Instructional resources are always difficult to find for this and a close relation to industry has helped in finding some of these resources. Regular maintenance and new equipment and refurbishments are a part of any manufacturing facility and costs can often vary on purchases and repairs. We do however perform many of the required repairs and maintenance ourselves saving the institution thousands of dollars annually. **There is no new cost to the program.**

College connections is a dual enrollment (for credit) program. This allows students from local high schools generally entering their junior year the opportunity to train in manufacturing field for the duration throughout until they graduate in their senior year. This training is predominantly held on sight for two hours daily (M-F) upon student completion their senior year will have also completing the 1st semester of the two semester program while earning up to 18 college credits in advanced manufacturing. This has now grown to four area high schools currently Bassick, Kolbe Cathedral, Stratford and Derby High schools. The partnerships that have grown between the high schools and the college have become true business agreement as trust is place in the institution for safe keeping of these energetic high school students.

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)*

Full Time Director of program operations is required (Current Associate director Joseph Duhaime) Qualifications require a Master's degree in a closely related field to industry management and 10 years of experience in Manufacturing and solid focus towards Mechanical ability. Full Time Program Coordinator is required to manage and oversee the daily operations of faculty and educational assistants. Program Coordinator is also responsible for program review, assessment and faculty evaluations and will report to the Math and Science Chairperson.

Current Associate Director Joseph Duhaime, holds a Master's degree in a closely related field to industry management and 40 years of experience in Manufacturing with a solid focus on Mechanical ability currently assumes the role until the Program Coordinator position is searched and filled.

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?

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

Full-time Manufacturing Instructor job posting and search concluded in June 2018. Two full-time positions will be filled by August 25, 2018 contract start date. Continued use of existing faculty and educational assistance lab staff.

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

Approximately 50% of the program (specialty/technical courses)

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

Up to 25-50 % of the program (general education courses)

- Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Master's degree in related field of study is required of adjunct faculty who will teach general education courses.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

Manufacturing faculty require technical experience in the manufacturing field. These skills and abilities are typically acquired through a combination of education, training, and industry experience, which would either include:

1. High school diploma (or equivalent) from a public comprehensive high school or vocational technical high school and a minimum of 10 years of manufacturing technology industry experience **OR**;
2. High school diploma (or equivalent) from a public comprehensive high school or vocational technical high school and a minimum of 5 years of manufacturing technology industry experience and a CSCU community college advance manufacturing technology certificate or nationally recognized credential (i.e. NIMS, AWS, MSSC) **OR**;
3. Advanced Manufacturing Technology Associates Degree and a minimum of 5 years of manufacturing technology industry experience.

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)*

Staying up to date with technology requires the program to make investments in new software new machines and new instruments in measurement. As a training center often means that equipment and machines can be unintentionally damaged do to miscalculations or student errors this means unforeseen repairs do happen on occasion. And with this type of equipment those repairs although infrequent and unintentional can be costly.

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

We have enjoyed a great relationship with our industrial partners. In 2018 we place 26 students into internships and to date have placed 34 of the 36 students into full time employment. We often travel to our industrial partner's facilities for tours and to encourage student's interests and wet the student's appetite for knowledge. We also go to the SME manufacturing show in Hartford or Springfield MA this shows the students all of the newest technology out in the environment that they will be entering into.

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 3.

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Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

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
Paula Chapla	Central Connecticut State University	Aerospace Manufacturing Management	Manages Lab equipment maintenance
Adam Scobie	University of Maine	Tool and Die maker CNC specialists	CNC specialists assists with detail program direction
George Scobie -To Be Hired	Connecticut State Certified Tool and Die Maker Class A	Manual and CNC Manufacturing	Leads the Mfg. Lab Assists with detail program direction
Kyle Pepin- To Be Hired	Western New England University	Computer Aided Design Drafting Quality Control / Manufacturing	Assists in the Mfg. Lab and instructs Blue Print reading

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW *PROGRAM APPROVAL* – *REPLICATION OF A COT PROGRAM*

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)	46	30	46	30	20	10	46	40	46	40	10	10	46	50	46	50	N/A	N/A
Continuing Students progressing to credential	10	5	10	5	10	5	15	10	15	10	10	10	20	20	20	20	10	15
Headcount Enrollment																		
Total Estimated FTE per Year ¹																		
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	*All Funding remains the same we are changing the program curriculum only																	
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue																		
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. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) ⁴	*All Funding remains the same we are changing the program curriculum only!	*All Funding remains the same we are changing the program curriculum only!	*All Funding remains the same we are changing the program curriculum only!															
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																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year																		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Northwestern Connecticut Community College

September 20, 2018

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions of April 20, 2018 regarding the interim (fifth-year) report of Northwestern Connecticut Community College and grant continued state accreditation of Northwestern Connecticut Community College until December 31, 2023

A True Copy:

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

ITEM

Institutional Accreditation of Northwestern Connecticut Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions regarding the interim (fifth-year) report of Northwestern Connecticut and grant state accreditation of Northwestern Connecticut Community College until December 31, 2023

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

RATIONALE

The Board of Regents for Higher Education last accredited Northwestern Connecticut Community College on May 13, 2014 until Fall 2018; following the acceptance of the college's ten-year comprehensive evaluation by the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Northwestern Connecticut Community College at its April 20, 2018 meeting where it accepted the institution's interim (fifth-year) report, finding that it responded to the concerns raised by the Commission in its letters of October 10, 2014, June 3, 2015, February 10, 2016, and July 31, 2017; and addressed each of the nine standards of the NEASC's *Standards for Accreditation*.

In issuing its evaluation, NEASC commended the college for its "informative, evidence-based interim report that documents the institution's constructive approach to dealing with the challenges of lower enrollment and budget reductions." Notable achievements are:

- NCCC has strengthen its ability to provide educational services to students in fulfillment of its mission
- Increased use of data "in setting goals and measuring impact"; improved internal communication and the sharing of assessment results via the Institutional Research website
- Implementation of Degree Works that aids academic advising and provides students the opportunity to develop individualized Student Educational Plans
- Use of bond funding to purchase equipment and implement deferred maintenance, and the opening of the new Joyner Science Center
- Personnel reductions and reorganization that maintains a positive unrestricted net asset balance

The Commission scheduled Northwestern Connecticut Community College's ten-year comprehensive evaluation for Spring 2023. In doing so, the Commission requires Northwestern

Connecticut to develop a self-study in advance of that evaluation that give continued emphasis to:

1. Evaluating the impact of the changes in statewide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;
2. Analyzing assessment data and using the results to inform decision-making and continuous improvement of teaching and learning;
3. Continued success in improving its retention and graduation rates with particular attention to understanding the success of students who transfer from the institution before graduation

The Commission expressed its appreciation for the institution's cooperation with the NEASC effort to provide public assurance of the quality of higher education and its hope that the evaluative process has contributed to institutional improvement.

09/07/18 – Academic and Student Affairs Committee

09/20/18 – Board of Regents



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Manchester Community College (NH)

JEFFREY S. SOLOMON (2020)
Worcester Polytechnic Institute

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BARBARA E. BRITTINGHAM
bbrittingham@neasc.org

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pobrien@neasc.org

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

Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

July 17, 2018

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of July 10, 2018 to President Michael Rooke notifying him of the action taken by the Commission at its April 2018 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

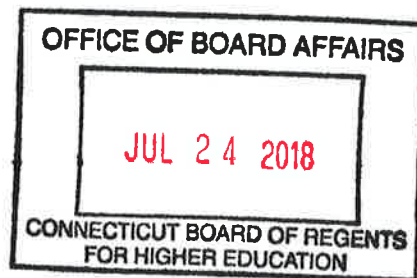
Sincerely,

Barbara E. Brittingham
Barbara E. Brittingham

BEB/jm

Enclosure

cc: Dr. Michael Rooke





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pharbecke@neasc.org

Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

July 10, 2018

Dr. Michael Rooke
President
Northwestern Connecticut Community College
Park Place East
Winsted, CT 06098-1798

Dear President Rooke:

I am pleased to inform you that at its meeting on April 20, 2018, the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Northwestern Connecticut Community College and voted to take the following action:

that the interim (fifth-year) report submitted by Northwestern Connecticut Community College be accepted;

that the comprehensive evaluation scheduled for Spring 2023 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2023 evaluation give continued emphasis to three of the matters specified for attention in the Spring 2018 interim report, namely:

1. evaluating the impact of the changes in statewide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;
2. analyzing assessment data and using the results to inform decision-making and continuous improvement of teaching and learning;
3. continued success in improving its retention and graduation rates with particular attention to understanding the success of students who transfer from the institution before graduation;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of community colleges and informs Northwestern Connecticut Community College that the advancement of those plans may result in changes to the scheduled monitoring of the College.

in Spring 2023, to give emphasis to its continued success in addressing three of the areas discussed in the Spring 2018 interim (fifth-year) report as specified above. As Northwestern Connecticut Community College candidly acknowledges in its interim report, these matters are a work in progress and will require the institution's continued attention over time; hence, we ask that evidence of continued progress be provided in the Spring 2023 self-study.

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of the community colleges. Such a reorganization could result in a change in the scheduled monitoring of Northwestern Connecticut College.

The Commission expressed appreciation for the report submitted by Northwestern Connecticut Community College and hopes its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

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

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

Sincerely,



David P. Angel

DPA/jm

Enclosure

cc: Mr. Matt Fleury



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tkhudairi@neasc.org

July 17, 2018

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of June 18, 2018 to President Paul Broadie notifying him of the action taken by the Commission at its April 2018 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

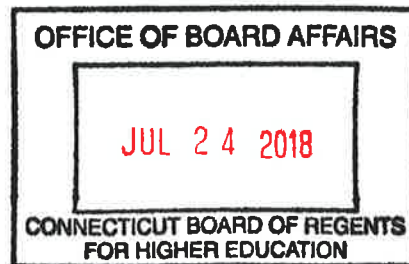
Sincerely,

Barbara E. Brittingham
Barbara E. Brittingham

BEB/jm

Enclosure

cc: Dr. Paul Broadie II





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Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

June 18, 2018

Dr. Paul Broadie II
Interim President
Gateway Community College
20 Church Street
New Haven, CT 06510

Dear President Broadie:

I write to inform you that at its meeting on April 20, 2018, the Commission on Institutions of Higher Education considered the report submitted by Gateway Community College and took the following action:

that the report submitted by Gateway Community College be accepted;

that the interim (fifth-year) report scheduled for consideration in Spring 2021 be confirmed;

that, in addition to the information included in all interim reports, the institution give emphasis, in the Spring 2021 report, to its continued success in addressing the matters specified for attention in the Spring 2018 report;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of community colleges and informs Gateway Community College that the advancement of those plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The report submitted by Gateway Community College was accepted because it was generally responsive to the concerns raised by the Commission in its letter of December 5, 2016.

The Commission commends Gateway Community College (GCC) for its comprehensive, detailed report documenting the significant work the institution has undertaken in strategic planning; assessment of student learning; resource management; and student success, including retention and graduation rates. We understand that the College's strategic plan has been revised to align with the Connecticut Board of Regents Plan and has been "renewed" with the involvement of faculty, staff, students, external constituencies, and GCC's new President, who also serves as President for Housatonic Community College. The revised plan includes strategic goals related to student success, affordability,

sustainability, innovation, and economic growth as well as measurable outcomes for each goal. We take favorable note of the College's development of a robust, multipronged approach to the assessment of student learning that includes participation in the Multi-State Collaborative, the Teaching Quality Survey Project, Transfer Articulation Pathways, and the Framework Implementation Review Committee. These initiatives are supported by the use of software such as Ellucian Degree Works and Taskstream Aqua and by the efforts of an Assessment Coordinator, a Retention Specialist, and several implementation teams. The report also describes GCC's success in addressing its resource challenges. We appreciate the College's commitment to ensuring that "all funds support our mission of offering high quality instruction and comprehensive services to our students" and are pleased to learn that GCC has been able to fill vacancies "deemed essential to the seamless delivery of education and services" while also seeking to "identify efficiencies and make creative use of the resources available." Finally, the Commission takes favorable note of the many initiatives undertaken by the College to improve student academic performance and their persistence to graduation. As documented in GCC's report, these include creation of a General Studies First Year Experience program and a Late Start program, and a redesign of developmental education; implementation of Guided Pathways, Achievement Coaching, and the SAP (Satisfactory Academic Progress) Advising Program; and introduction of a College Wellness Center. In its report, the College candidly acknowledges that "retention and graduation rates need to improve" and is confident that the suite of programs underway will enable the institution to achieve the goals for retention and graduation rates included in its strategic plan.

Commission policy requires an interim (fifth-year) report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all interim reports the College is asked, in Spring 2021, to give emphasis to its continued success in addressing the items specified for attention in the Spring 2018 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College's sustained attention over time; hence, we ask for evidence of continued progress in the interim report scheduled for consideration in Spring 2021.

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of the community colleges. Such a reorganization could result in a change in the scheduled monitoring of Gateway Community College.

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

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

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

Sincerely,



David P. Angel

DPA/jm
Enclosure

cc: Mr. Matt Fleury

Template for Transmittal Letter to President for Promotion and Tenure

DATE: _____

TO: _____
President, Connecticut State Colleges and Universities

FROM: _____
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure in compliance with the terms and processes set forth in the BOR/AAUP Collective Bargaining Agreement for action by the Board of Regents at its May _____ meeting. The effective date for all actions is _____.

For Tenure:

Name of Faculty and Department

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

Name of Faculty and Department

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

Name of Faculty and Department

For Promotion to the rank of Assistant Professor:

Name of Faculty and Department

For Promotion to the rank of Assistant Counselor:

Name of Staff and Department



Jane McBride Gates
Provost and Senior Vice President

July 10, 2018

RE: Developmental Curriculum Placement

Dear Dr. Foley,

Thank you for your July 2, 2018 email identifying challenges regarding the determination of common placement scores for mathematics courses in the community colleges.

Your email identifies the following factors that influence common placement scores: the difference in curricula that influence placement scores across community colleges, student population and level of preparedness, and the move to implement the Next Generation Accuplacer for placement testing in Fall 2018.

We understand the complexities facing the colleges. We are delighted with your proposal to implement ranges of scores for various level courses across the community colleges and to review and evaluate the scores over a two-year period to make an informed decision. For these reasons cited, the Board is willing to consider postponing the common placement score decision for developmental math until June 2020. However, a report on the status of the work will be due to the Board in the June 2019 meeting with the expectation of final resolution no later than June 2020.

Sincerely,

A handwritten signature in blue ink that reads "Jane McBride Gates".

Jane McBride Gates

C: Dr. Merle Harris
Dr. Elsa Nunez
Dr. David Levinson
Mike Stefanowicz
Dr. Mike Butcaris
Erin Fitzgerald

Math Issues

July 2, 2018

Dear Dr. Nunez, Mike Stefanowicz, and Mike Butcaris

I am writing as a follow-up to the PA12-40 Advisory Council work in the Spring 2018 regarding developmental placement scores for mathematics courses in the community colleges. In the Spring 2018 semester, the Math Issues Committee was asked to establish common placement scores for developmental mathematics courses in the community colleges for use in the Fall 2018 semester. I would like to update you on our work in this area and request an extension to the establishment of common placement scores across the various courses and colleges.

In the Spring 2018 semester, Math Issues worked with the co-chairs for the Test Administrator's Council to collect information on the current Accuplacer scores used at the community colleges and to have a group of community college and university math faculty take the Next Generation Accuplacer to become more familiar with the new assessment. We have currently identified a range of Accuplacer scores used for transitional, intensive, embedded, and credit level courses across all 12 community colleges. For a number of reasons related to the size and academic characteristics of the student body and the specific nature of the math curriculum at each college, setting a common placement score for each level of math courses offered in the system is extremely difficult at this time.

As the community colleges move towards consolidation, NEASC expects a common curriculum with common placement scores for students placing into math courses. This will be a significant change as the math community currently operates under an agreement established with common course numbering in which there is 80% agreement in the topics taught in courses that share the same course number at community colleges across the system.

The community colleges have a long history of establishing their own placement scores for math courses based on the specific curriculum needs, the size and academic characteristics of the student body, and the availability of local resources. For example, largely based on the size of the student body at a specific college the three smallest colleges in the system do not offer College Algebra. Students at these colleges progress through the math curriculum by taking an enhanced Intermediate Algebra course and then proceed to Pre-calculus. The other community colleges in the system have a significantly larger student body and can offer a standard Intermediate Algebra course followed by College Algebra and then Pre-calculus. This notable difference in the curricula is one of the elements that influences the placement scores used at the different community colleges. The specific nature of the embedded Intermediate Algebra course offered at the different community colleges varies based on the number and type of classrooms or computer labs available at a specific campus. In addition, two of the community colleges currently consider English course placement eligibility as part of the criteria used to determine

math course placement. These and other factors influence the range of math placement scores used throughout the community colleges.

Differences in the size and academic needs of the student populations at the colleges across the system are also varied and this will not change once the consolidation of the community colleges occurs. These differences result in colleges offering different depths in their transitional level courses based on the academic needs of their students and programs. These curriculum based decisions result in the implementation of different placement scores among the colleges to address the specific curriculum and learning needs of their students.

As the community colleges move to implement the Next Generation Accuplacer for placement testing in the Fall 2018 semester we would like to implement ranges of scores for various level courses across the community colleges. With BOR support, Math Issues would like to review and evaluate the scores over a two-year period so that an informed decision can be made in establishing common scores across the colleges by June 2020. An interim report will be submitted by June 2019 regarding our work towards this end.

Sincerely,

A handwritten signature in black ink, appearing to read "Teresa Foley". The signature is fluid and cursive, with the first name "Teresa" and last name "Foley" clearly distinguishable.

Teresa Foley, Ph.D.
Steering Committee Member, Math Issues Committee
Professor & Liberal Arts Department Chair
Asnuntuck Community College
170 Elm Street
Enfield, CT 06082

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: Southern Connecticut State University		Date of Submission to CSCU Office of the Provost: May 25, 2018
Characteristics of Below-Threshold Offering Name of Offering: Athletics Administration Type of Offering (e.g. Grad Certificate, Minor, Option) Specialization Anticipated Initiation Date: September 2018 Anticipated Date of First Completion (if applicable) : December 2019 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses?		Credit Distribution of the Offering # Cr in Core Courses: # Cr of Electives: # Cr of Specialization: 12 # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential The Athletics Administration Specialization is a 12cr option within the 36cr MS-Sport & Entertainment Management. The MS-SEM also has an 18cr core and a 6cr capstone.
CIP Code No. (if applicable) 31.0504 Title of CIP Code Sports and Fitness Administration Management		
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 Recreation, Tourism, & Sport Management; 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) The online MS degree in Sport & Entertainment Management currently has two specializations: Sport Management and Entertainment Management. Intercollegiate and interscholastic athletics represent two rapidly growing segments of the sport industry. This third specialization in Athletics Administration is designed for current and aspiring sport industry professionals seeking to advance their careers within an athletics conference or a college, university, or interscholastic athletics program. The Athletics Administration specialization responds to market demands and enhances our competitiveness on a national level. The courses comprising this specialization are SMT 508 Leading Sport Organizations; SMT 509 Sport & Athletics Development and Fundraising; SMT 510 Governance and Administration in Sport; and SMT 516 Sport Ethics.		
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 new resources are required. The Athletics Administration specialization is comprised of existing courses and will be taught with existing faculty, including MS Sport & Entertainment Management coordinator Dr. Kevin T. McGinniss. If enrollment exceeds current full and part-time teaching capacity in the program, additional adjunct faculty will be hired to deliver the courses.		
Institutional Contact for this Proposal: Dr. Robert S. Prezantr	Title: VP and Provost for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.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.

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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
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		
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.
- 2.
- 3.

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: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: Healthcare Management Type of Offering (e.g. Grad Certificate, Minor, Option) Minor Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion (if applicable): Spring 2020 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 6 # Cr of Electives: 12 # Cr of Other: 0 # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential	
CIP Code No. (if applicable) 51.0701 Title of CIP Code Health/Health Care Administration/Management		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Administration		
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 Healthcare Management minor prepares students to contribute to improved outcomes of management functions in practices, labs, clinics, insurance companies, hospitals, and other healthcare-related organizations. It allows students with majors as diverse as health sciences, psychology, and finance to acquire the knowledge, skills, and abilities to become team leaders, supervisors, and managers in their primary fields. It focuses on the competencies identified by healthcare leadership organizations, including communication and relationship management, professionalism, leadership, knowledge of the healthcare environment, and business skills and knowledge.</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>In conjunction with the introduction of the interdisciplinary Health Sciences major several years ago, Eastern has brought in faculty across departments with expertise in the health care fields. All of these courses are currently existing courses and are being offered and will continue to be offered.</p>		
Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@easterncnct.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.

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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Date for Inclusion in BOR-ASA Meeting Package:

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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. #	Pre-Requisite	Cr Hrs
Core Courses				Other Requirements			
Healthcare Management (6 cr.)			6	Analyzing Healthcare Issues (6 cr.)	1,2		6
BUS 201 Principles of Management		None	3	BUS 380 Quality in Healthcare		BUS 350	3
BUS 350 Healthcare Management	1	BUS 201 or Permission of Instructor	3	BUS 381 Healthcare Law		BUS 350	3
				BUS 363 Introduction to Six Sigma		MAT 216, ECO 215, HSC/HPE 430 or an approved stats class	3
				BIS 362 Healthcare Informatics		Any LAC Tier II Applied Technology Course	3
				FIN 401 Healthcare Insurance		FIN 300	3
				Communicating about Healthcare (3 cr.)	1,3		3
				HSC/HPE 225 Medical Terminology		HPE/HSC 215 or permission of HSC Chair	3
				HSC/COM 255 Health Communications			3
				PSY 325 Health Psychology		PSY 100	3
				ECO 333 Health Economics		ECO 201	3
				Healthcare Environment (3 cr.)	1		3
				PBH 228 Introduction to Public Health			3
				BIO 202 Human Biology			3
				HPE 209 Nutrition and Public Health			3
Prerequisites							

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Total Other Credits Required to Issue Credential			
	Other Details		
	<p>Learning Outcomes - L.O. <i>(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.)</i></p> <p>At the end of the program the students will able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the healthcare system and the environment in which healthcare managers and providers function. 2. apply critical and analytical thinking, using quantitative and qualitative analysis to solve problems and evaluate business decisions. 3. demonstrate an ability to communicate clearly and concisely with internal and external customers to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups. <p>Assessment: Students who declare a minor in Healthcare Management and successfully complete all required courses will also be required to complete a case study. Students will read a comprehensive case study and prepare a paper including their analysis of the case and answers to questions presented about the case. The students' papers will be analyzed and graded in the Department of Business Administration. The case studies will be revised at the beginning of each academic year by the Department of Business Administration. Analysis of the case study papers will be used as one critical element in assessing the program.</p>		

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Music Industry and Leadership Type of Offering (e.g. Grad Certificate, Minor, Option) Concentration Anticipated Initiation Date: 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: 9 # Cr of Electives: 3 # Cr of Other: 0 # Cr Special Requirements (e.g. internship): 3 (internship) Total # Cr the Institution Requires to Award the Credential: 15
CIP Code No. (if applicable) 50.1003 Title of CIP Code Music Management	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:	
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> Description: The concentration in Music Industry and Leadership is intended for students who are interested in pursuing careers or graduate study in the fields of music management/administration (operations, marketing, development), music sales, copyright law, music production, sound engineering, or artist management. The curriculum will provide a survey of the industry, develop entrepreneurial skills, strengthen teamwork, and mentor strong leadership development through observations, field experience, and internships. Learning Objectives: Through a combination of coursework, guest lectures, site visits, project completion, and internship experience, students with a concentration in MUSIC INDUSTRY AND LEADERSHIP will have the ability... <ul style="list-style-type: none"> • to articulate the variety of career paths available to students with a background in music industry and leadership • to demonstrate proficiency in the technology and software essential for a career in the Music Industry • to demonstrate entrepreneurial skills necessary for the all 21st century musicians • to demonstrate strong written and oral communication skills • to demonstrate effective leadership skills and the ability articulate varied leadership models and theories • to develop workplace skills through internships with on and off-campus arts organizations and arts initiatives 	

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.

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Assessment Plan: A team of faculty and industry professionals will assess a sample of completed student portfolios based on a rubric. Students will develop a portfolio to include, at minimum.

- a written proposal that outlines their interest in a particular aspect of the field of Music Industry and Leadership and how their proposed internship will help them reach their career objectives
- materials presented at a Music Program Career Advancement Fair which may include their résumé, cover letter, press packet, and/or other supporting documents or sample works that demonstrate their marketability and developing entrepreneurial skills
- an internship reflection based on a series of prompts that requires students to reflect on the skills they have developed and how they have contributed to on and off-campus arts organizations or initiatives

Courses:

The new concentration consists of a total of 15 credits. 12 of these credits will come from coursework. Upon completion of 9 credits of coursework, students will apply their learning through a 3-credit internship.

MUS 3xx: Music Production and Technology (3) **NEW**

This course will **replace** MUS 350: Electronic Music II and will fulfill credits in both the Music Industry and Leadership Concentration and the Musicology Concentration.

MUS 3xx: Leadership in Music Organizations (3) **NEW**

MUS 365: Special Topics in Music (3) **OR** MUS 480: Independent Study in Music (3)- selected in consultation with the advisor

MUS 495: Internship in Music (3) - selected in consultation with the advisor

3 Credits of Electives from another concentration area – selected in consultation with the advisor

Justification: The new concentration in Music Industry and Leadership has been developed in response to student demand, alumni experience, and the changing landscape of our field. The concentration will present students with a broad knowledge of the field of music industry and leadership, while equipping them with the specific skills necessary to be competitive in today's job market. In addition to being highly skilled performers, composers, or researchers, the 21st century musicians must also possess a knowledge of music business, have basic entrepreneurial skills, and be prepared to be engaged in their community as outspoken advocates for their art. The skills acquired in the courses in the Music Industry and Leadership concentration (by students in the concentration as well as students in our other concentration areas who take these classes as electives) will allow our Eastern students to adapt quickly to the changing industry, be more competitive for employment and internships, and be civically engaged artists and citizens.

We are confident that the two new courses introduced in this concentration will appeal to students outside of the concentration area. Many of our Musicology and Performance concentration students will choose to enroll in Music Production and Technology and/or Leadership in Music Organizations to fulfill their elective from another concentration area. We are hopeful that these courses will also be applicable to students in New Media Studies and other related majors including Theater and Communication.

We anticipate that students who enroll in this concentration will come from a variety of sources. Some of the students will be our current Music Majors who find this new concentration to be a better fit for their career objectives. We also anticipate that this concentration will provide new opportunities for recruitment. Students who have not considered Eastern in the past due to a lack of this type of curriculum, will now see it as a viable option where they can pursue their career goals.

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)

Although this new concentration will require the addition of 6 new credits (2 courses) and further development of the Music Program's internship experience, other courses will be discontinued or offered less frequently to accommodate these new courses in the rotation. All courses in the concentration will be staffed by part-time or full-time faculty. The internship experience will be overseen by the Music Program Chair or their designee.

Institutional Contact for this Proposal: Dimitrios Pachis	Title: Provost	Tel.: 860-465-5246 e-mail: pachis@easterncn.edu
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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:

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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		
MUS 3xx Music Production and Technology*			3	MUS Elective		3
MUS 3xx Leadership in Music Organizations*			3			
MUS 365 Special Topics in Music OR						
MUS 480 Independent Study in Music OR			3			
MUS 495 Internship in Music		3 Req'd Courses	3			
*Selected in consultation with advisor						
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.)*

Students with a concentration in **MUSIC INDUSTRY AND LEADERSHIP** will have the ability...

1. to articulate the variety of career paths available to students with a background in music industry and leadership
2. to demonstrate proficiency in the technology and software essential for a career in the Music Industry
3. to demonstrate entrepreneurial skills necessary for the all 21st century musicians
4. to demonstrate strong written and oral communication skills
5. to demonstrate effective leadership skills and the ability articulate varied leadership models and theories
6. to develop workplace skills through internships with on and off-campus arts organizations and arts initiatives

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: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 5/11/2018
Characteristics of Below-Threshold Offering Name of Offering: Graduate Certificate in Leadership Type of Offering (e.g. Grad Certificate, Minor, Option) Grad Certificate Anticipated Initiation Date: January 2019 Anticipated Date of First Completion (if applicable) : December 2019 Modality of Program: On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 12 # Cr of Electives: 0 # Cr of Other: 0 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 12
CIP Code No. (if applicable)	Title of CIP Code
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Graduate Program, Online	
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> This Graduate Certificate in Leadership would allow students to pursue advanced studies in the subject area of area of leadership, without pursuing a full master's degree program, to assess their own personal leadership style, to critically examine organizational challenges and analyze the various aspects of organizational interactions at all levels (individual, group and organizational) to gain the professional competencies to effectively lead others. This will be accomplished by drawing upon the student's current knowledge and "rear world" experiences while exploring in-depth the theoretical knowledge, methods and concepts that focus on organizational and individual leadership competencies.	
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> This Graduate Certificate program will be administered with existing personnel and use existing approved courses. There are no incremental administrative personnel costs or course development costs associated with the launch of this program. Students will be able to be enrolled in course sections offered within the existing master's program, improving course section enrollment and revenue generated per course. Marketing activities and costs associated with this program can be absorbed into existing marketing initiatives with no or low incremental cost. Use of this program expands the efficiency and effectiveness of planned market development and market penetration initiatives.	

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

Institutional Contact for this Proposal: Dr. Shirley Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu
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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		
** OEL501 Learning Community	1, 2	N/A	3	N/A	N/A	0
** OEL520 Personal Leadership	1, 2	OEL501	3	N/A	N/A	0
** OEL525 Group Process/Team Dynamics	1, 2, 3	OEL501	3	N/A	N/A	0
** OEL610 Intercultural/Global Perspectives	1, 3	OEL501	3	N/A	N/A	0
Prerequisites						
OEL501 Learning Communities must be the first course taken in this graduate certificate program. See above.			N/A			0
Total Other Credits Required to Issue Credential						0

Other Details OEL501 Learning Community must be taken as the first course in this Graduate Certificate Program. All other courses can be taken in any order. All courses in this Graduate Certificate Program are courses previously approved by the BOR and currently offered in the M.S. in Organizational Effectiveness and Leadership program. This program will adhere to COSC academic standards and practices. See below course descriptions previously approved by the BOR.

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. Assess and design learning communities, explain complexities of organizational design and structure, and construct organizational leadership strategies.
2. Evaluate and formulate individual leadership style, effective communication skills, and construct effective organizational leadership strategies.
3. Recommend how to develop effective groups supported by strategies that support intercultural/global inter-relationships.

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

OEL501 Learning Community- 3 credits

This course focuses on establishing collaborative learning environments within an organization, including those in a global community. This course presents an analysis of the various leadership styles, focuses on theoretical constructs for a learning organization, and explores issues such as diversity and moral and ethical dilemmas in leadership at the various organizational levels (individual, group, and organizational). This course provides students in a leadership role (or considering pursuing a leadership role) an opportunity to analyze, reflect on, and apply organizational principles, and other behaviors necessary to develop a learning organization.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Apply various learning community theories and models to organizational dilemmas
2. Assess the influences of diversity on a learning community from interpersonal, group, and organizational behavior perspectives in making organizational decisions
3. Evaluate various leadership types and analyze the influences of the leadership styles on the organization at the various levels (individual, group and organizational)
4. Formulate a learning community based on the various theoretical characteristics
5. Assess the various pros and cons related to formulating a learning community
6. Assess the influences of diversity on a learning community from interpersonal, group, and organizational behavior perspectives in making organizational decisions
7. Evaluate various leadership types and analyze the influences of the leadership styles on the organization at the various levels (individual, group and organizational)
8. Formulate a learning community based on the various theoretical characteristics
9. Assess the various pros and cons related to formulating a learning community

OEL520 Personal Leadership- 3 credits

This course starts with the premise that everyone is capable of being a leader. Students will examine their own leadership style through the use of leadership assessment tools and literature reviews which will include a number of alternative perspectives of leadership, including contemporary styles. Based on their analysis of these styles and information from the assessments, as well as from applying them and using action learning methods, students will develop their own personal model of leadership.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Evaluate various types of leadership competencies necessary to effectively lead an organization
2. Apply the concepts of leadership, including leading with vision, inspiring and motivating others, and ethics working in a diverse workforce using case studies/real-world problems
3. Compare and contrast leadership styles and how they may apply to different organizational scenarios
4. Identify one's own strengths and the potential challenges that one may face as a leader
5. Compare and contrast various motivational theories as they relate to leading an organization
6. Apply data from organizational assessments and individual personality type assessments to develop an organizational leadership plan

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OEL525 Group Process and Team Dynamics- 3 credits

This course will expose students to the social and psychological effects of group and team dynamics on an organization's ability to stay competitive in a global environment. Students will have an opportunity to explore various concepts associated with the formation of groups (inter-and intra-group relations) and methods for measuring and improving group effectiveness. Emphasis will be placed on theory and practice related to the various types of leadership teams, team cohesiveness, group communication, conflict resolution and other concepts related to group processes and team dynamics.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Evaluate the social and psychological effects of group and team dynamics on an organization performance
2. Examine the various aspects of group formation (inter-and intra-group relations) and methods for measuring and improving group effectiveness
3. Apply theory and practice as an approach for developing an effective team
4. Apply various group models to specific group conditions/situations
5. Examine the communication challenges leading virtual teams compared to a traditional on-site team
6. Analyze various leadership types and its influences on the effectiveness of the team
7. Develop a personal philosophy of working with individuals in a group that respects human diversity

OEL610 Intercultural / Global Perspectives- 3 credits

The primary focus of this course is on the importance of culture in organizations and its effects on the organization's performance. Students will explore topics of diversity as a challenge and an opportunity at the individual, group, and organizational levels. Students will also examine the demographic trends as a result of globalization, including virtual work teams, and the effects of emerging digital technology and its influences on global relations.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Critically examine the demographic and generational changes in the workforce over the last 20 years
2. Examine the concepts and theories related to dimensions of diversity, inclusive approaches and cross cultural models
3. Examine the challenges associated with issues of diversity and inclusion for a global workforce
4. Analyze and apply various cultural theories as it relates to leading a diverse workforce
5. Assess the influences of personal leadership styles (behaviors and beliefs) to accomplish the organization's strategic initiatives
6. Develop workplace policies based on an understanding of ethics as it relates to an international/intercultural environment
7. Develop a diversity strategy that will identify, attract and retain the best human resource talent

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 5/11/18	
Characteristics of Below-Threshold Offering Name of Offering: Graduate Certificate in Nonprofit Leadership Type of Offering (e.g. Grad Certificate, Minor, Option) Grad Certificate Anticipated Initiation Date: January 2019 Anticipated Date of First Completion (if applicable) : December 2019 Modality of Program: On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 12 # Cr of Electives: 0 # Cr of Other: 0 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 12	
CIP Code No. (if applicable)	Title of CIP Code	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Graduate Program, Online		
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>This Graduate Certificate in Nonprofit Leadership would allow students to pursue advanced studies in the subject area of nonprofit leadership, without pursuing a full master's degree program, to gain the competencies necessary to manage a nonprofit organization, plan and implement fundraising initiatives, market and brand a nonprofit organization, effect organizational change, and create a mission and strategies that focus on creating beneficial social impact.</p>		
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>This Graduate Certificate program will be administered with existing personnel and use existing approved courses. There are no incremental administrative personnel costs or course development costs associated with the launch of this program. Students will be able to be enrolled in course sections offered within the existing master's program, improving course section enrollment and revenue generated per course. Marketing activities and costs associated with this program can be absorbed into existing marketing initiatives with no or low incremental cost. Use of this program expands the efficiency and effectiveness of planned market development and market penetration initiatives.</p>		
Institutional Contact for this Proposal: Dr. Shirley Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.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.

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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:

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

(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)

Other Details OEL501 Learning Community must be taken as the first course in this Graduate Certificate Program. All other courses can be taken in any order. All courses in this Graduate Certificate Program are courses previously approved by the BOR and currently offered in the M.S. in Organizational Effectiveness and Leadership program. This program will adhere to existing COSC academic standards and practices. See below course descriptions previously approved by the BOR.

1. Assess and design learning communities, explain complexities of organizational design and structure, and construct organizational leadership strategies.
2. Develop strategies that support the advancement of an organization's mission and formulate change strategies that support a continual changing landscape for nonprofit organizations.
3. Apply various nonprofit fundraising principles and practices to accomplish the organization's financial goals.

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OEL501 Learning Community- 3 credits

This course focuses on establishing collaborative learning environments within an organization, including those in a global community. This course presents an analysis of the various leadership styles, focuses on theoretical constructs for a learning organization, and explores issues such as diversity and moral and ethical dilemmas in leadership at the various organizational levels (individual, group, and organizational). This course provides students in a leadership role (or considering pursuing a leadership role) an opportunity to analyze, reflect on, and apply organizational principles, and other behaviors necessary to develop a learning organization.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Apply various learning community theories and models to organizational dilemmas
2. Assess the influences of diversity on a learning community from interpersonal, group, and organizational behavior perspectives in making organizational decisions
3. Evaluate various leadership types and analyze the influences of the leadership styles on the organization at the various levels (individual, group and organizational)
4. Formulate a learning community based on the various theoretical characteristics
5. Assess the various pros and cons related to formulating a learning community

6. Assess the influences of diversity on a learning community from interpersonal, group, and organizational behavior perspectives in making organizational decisions
7. Evaluate various leadership types and analyze the influences of the leadership styles on the organization at the various levels (individual, group and organizational)
8. Formulate a learning community based on the various theoretical characteristics
9. Assess the various pros and cons related to formulating a learning community

OEL553 Nonprofit Management- 3 credits

This course is designed to allow students to gain competencies necessary to manage a nonprofit organization. This course focuses on current issues, theoretical perspectives, federal and state regulations and reporting requirements, policies, and methods in the development and management of a nonprofit organization. The course places additional emphasis on strategic planning, marketing, identifying financial resources (grants, fundraising, etc.), management of finances (making operational and capital budgeting decisions) and human resources--that include volunteers, information technology, and the skills necessary for effective organizational leadership.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Explain how nonprofit management differs from both public and business sectors
2. Demonstrate the ability to evaluate and critique budgets, financial statements, federal and state reporting requirements, audit reports, marketing plans, and strategic plans
3. Articulate the ethical dimension of public service, especially as related to the duties and responsibilities of the director and the board
4. Examine political, economic and ethical issues related to managing a nonprofit organization
5. Formulate communication strategies to build a community and online presence for marketing and fundraising purposes

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6. Evaluation reports on the strategic and marketing plans of nonprofit organizations
7. Demonstrate use of metrics in performance and program evaluation

OEL554 Nonprofit Resource Development and Fundraising- 3 credits

This course focuses on the history, theories, skills, and practices of fundraising, including how fundraising emanates from the organizations' strategic plan; how marketing has an impact on fundraising; the components of a successful fundraising campaign; fundraising ethics and legal issues; and the basic techniques of fundraising such as annual giving, grant writing, special events, and capital campaigns.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Explain the history of philanthropy and the philosophy of giving
2. Demonstrate a basic understanding of accounting and financial management processes
3. Analyze the nature and dynamics of financial resource development for nonprofit organizations
4. Identify key ethical policies, procedures and best practices and their impact on financial resource development situations and decision-making in the nonprofit sector
5. Identify and articulate diversified financial resource development planning strategies, tactics and politics into operational decision-making for nonprofit organizations
6. Evaluate various theories and communication modules/methods that focus on interpersonal interactions and the challenges of interpersonal conflicts -- within groups, cultures, and workplace
7. Apply various communication models/theories used in dyadic, small group, formal and informal communications in small groups and from an organizational perspective
8. Explain the differences between leadership and management and the significant role leadership plays in financial resource development
9. Describe what current issues exist that push the financial resource development boundaries in nonprofit organizations' missions
10. Analyze and evaluate organizational values and vision/mission statements of nonprofit organizations and assess their impact on public policies as these relate to the common good
11. Explain the impact of the changing demographics on giving and philanthropy
12. Use fundraising, development, marketing and public relations, executive leadership, governance and public policy best practices and strategies to formulate, organize and design a strategic resource development plan for a nonprofit organization, including utilization of social media and professional networking sites.

OEL655 Role of Nonprofits in Fostering Social Change- 3 credits

This course focuses on the impact of nonprofit organization in fostering social change and the roles of the director and board in bringing about social change. The course will challenge students to consider the shift from a program centric model to a mission centric approach that is focused on social impact, outcomes, and measures of success. Students will also gain an understanding of the roles and influences (positive and negative) of philanthropy on political advocacy and social change movements in the U.S.; the scope and diversity of the philanthropic sector; political advocacy approaches and social movements; and example of current philanthropic involvement in advocacy and social change efforts across the political spectrum. It will examine nonprofits organizations that have succeeded and those that have failed in implementing social change.

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Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Describe various theories, concepts and models associated with organizational change processes to apply to and organizational dilemma
2. Evaluate the importance of organizational change and illustrate the role that learning plays in an organization change process
3. Explain the effects of philanthropy on social movements and political change
4. Compare the program centric model to the mission centric model, including advantages and disadvantages as it relates to fostering social change
5. Formulate a solid assessment of a nonprofit's capacity to engage in advocacy and social change
6. Explain how to engage key constituencies, including staff, board and volunteers in bringing about change
7. Explain the intersection of philanthropy with policy, business, law, and society
8. Develop a strategic plan for a non-profit that will foster social change, including outcomes assessment.

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Graduate Certificate in Organizational Development Type of Offering (e.g. Grad Certificate, Minor, Option) Grad Certificate Anticipated Initiation Date: January 2019 Anticipated Date of First Completion (if applicable) : December 2019 Modality of Program: On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 12 # Cr of Electives: 0 # Cr of Other: 0 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 12
CIP Code No. (if applicable) Title of CIP Code	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Graduate Program, Online	
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) This Graduate Certificate in Organizational Development would allow students to pursue advanced studies in the subject area of organizational development, without pursuing a full master's degree program, to analyze and design high performing organizations; apply coaching, mentoring, and motivational models, and develop leadership skills to lead strategic change initiatives.	
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) This Graduate Certificate program will be administered with existing personnel and use existing approved courses. There are no incremental administrative personnel costs or course development costs associated with the launch of this program. Students will be able to be enrolled in course sections offered within the existing master's program, improving course section enrollment and revenue generated per course. Marketing activities and costs associated with this program can be absorbed into existing marketing initiatives with no or low incremental cost. Use of this program expands the efficiency and effectiveness of planned market development and market penetration initiatives.	
Institutional Contact for this Proposal: Dr. Shirley Adams	Title: Provost Tel.: 860-515-3836 e-mail: sadams@charteroak.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.

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OEL501 Learning Community- 3 credits

This course focuses on establishing collaborative learning environments within an organization, including those in a global community. This course presents an analysis of the various leadership styles, focuses on theoretical constructs for a learning organization, and explores issues such as diversity and moral and ethical dilemmas in leadership at the various organizational levels (individual, group, and organizational). This course provides students in a leadership role (or considering pursuing a leadership role) an opportunity to analyze, reflect on, and apply organizational principles, and other behaviors necessary to develop a learning organization.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Apply various learning community theories and models to organizational dilemmas
2. Assess the influences of diversity on a learning community from interpersonal, group, and organizational behavior perspectives in making organizational decisions
3. Evaluate various leadership types and analyze the influences of the leadership styles on the organization at the various levels (individual, group and organizational)
4. Formulate a learning community based on the various theoretical characteristics
5. Assess the various pros and cons related to formulating a learning community

OEL530 Organizational Development Landscape- 3 credits

This course is designed to allow students to gain insights into the history and development of the principles of organizational structure and design. Students will explore the complexities associated with achieving a high performing organization. Consider the influence of such factors as organizational goals, life cycle, culture and environment on organizational design and decision making. This course will place emphasis on the roles of key business disciplines in achieving the organization's mission.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Explain the differences between organizational structure and design
2. Assess the influences of globalization and culture on the 21st Century organization
3. Examine the complexities associated with achieving a high performance organization
4. Explain different leadership styles, including their own, impacts the performance of an organization
5. Demonstrate how the roles of key business disciplines assist in the achievement of an organization's mission and goals and identify the points of intersection
6. Explain the nature of the open systems approach
7. Analyze the stages of an organization's growth

OEL615 Developing and Leading Others- 3 credits

This course focuses on various leadership styles and its influence on an organization. The course will further examine theory and practice of leadership models and concepts; and build on coaching, mentoring, motivational, and empowerment models required to develop effective leadership skills.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Analyze individual personality and behavioral styles to determine how leaders respond and motivate others
2. Explain theory and practice associated with various types of coaching models to

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support organizational change

3. Apply theories, concepts and models presented in this course as an approach to develop effective leadership teams
4. Create a project that presents a leadership team structure that establishes roles and responsibilities, information sharing, supportive (transparency, defining and enforcing healthy norms, establishes rules for engagement, build trust, accountability, etc.), encourages coaching, etc.

OEL643 Leading Organizational Change- 3 credits

This course will provide a conceptual frame of organizational change theories, concepts and models. Students will have an opportunity to practice implementing organizational change processes; and to examine critical leadership competencies necessary to lead a strategic change initiative. This course will also allow students to gain a broad understanding of issues associated with implementing a change process at the individual, group, and organizational levels. Students will critically examine different types of change –incremental, transitional, transformative, and strategic - and the various implementations in performing systems change.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Describe various theories, concepts and models associated with organizational change processes to apply to and organizational dilemma
2. Assess the pros and cons of the various organizational change theories, concepts and models
3. Evaluate the importance of organizational change and illustrate the role that learning plays in an organization change process
4. Explain the roles and relationships of information technology in organizational design, decision making, and culture as a part of the change
5. Design an organizational change strategy and assess the effectiveness of the process from a leadership perspective
6. Evaluate the critical role of leadership in guiding organizational change

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: Computer Information Certificate: Database Technology Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate Anticipated Initiation Date: Spring 2019 Anticipated Date of First Completion (if applicable) : Fall 2020 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 23- 24 # Cr of Electives: 0 # Cr of Other: 3 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 26 - 27	
CIP Code No. (if applicable) 521201 Title of CIP Code Management Information Systems, General		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Administration ; 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>This certificate program is designed to provide the fundamental database design and implementation knowledge and skills required for entry-level positions in database development. This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate.</p> <p>Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities.</p> <p>All courses in the certificate exist and are already part of the parent program.</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) No extra and new resources and no additional faculty are needed.		
Institutional Contact for this Proposal: Farshad Ravanshad	Title: Assistant Professor of Computer Science	Tel.: 203-332-5127 e-mail: fravanshad@housatonic.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.

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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)*:

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Log of Steps Toward Approval:

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Comments:

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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		
CSC* E150 Programming Logic	1, 2	The ability to perform basic file management and word processing tasks on a personal computer	3			
CST* E153 Web Development and Design I	1, 4, 10	CSC *E105 <i>or</i> CSC* E223 <i>or</i> permission of the instructor	4			
CSC* E238 - SQL Fundamentals	1, 3, 6	The ability to perform basic file management and word processing tasks on a personal computer	3			
CST* E266 - Linux Fundamentals	1, 5	The ability to perform basic file management and word processing tasks on a personal computer	3			
CSC* E233 Database Development I (4 credits)	1, 3, 6, 7, 9	CSC *E105 <i>or</i> CSC* E223 <i>or</i> permission of the instructor	4			
Elective (Restricted) - Programming Language (3-4 credits) ^B	1, 2, 10	Depends on the programming language elective. Please refer to the prerequisites for each specific programming language	3 - 4			
CSC* E239 - Introduction to Database Design & Administration (3 credits)	1, 3, 6, 7, 8	The ability to perform basic file management and word processing tasks on a personal computer	3			
^B Restricted Programming Language Elective - Must be one of the following: CSC* E210, CSC* E223, CSC* E224, CSC* E240, CSC* E267, CSC* E268, CSC* E269, CSC* E218.						
Prerequisites						

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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. Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills
2. Demonstrate a good understanding of programming and programming languages and be able to design, code, compile, execute and debug programs
3. Demonstrate a strong understanding of relational databases and the ability to query and manipulate data in relational databases
4. Demonstrate a basic understanding of web development principles and technologies including HTML and CSS
5. Demonstrate a basic understating of the Linux operating system, its GUI and command-line environments, and its tools
6. A basic understanding of data storage systems, technologies, relational databases and commercial DBMSs
7. A basic understanding of the database query languages and how to query relational databases to retrieve the required data correctly
8. A basic understanding of the database administration concepts and the role of DBAs
9. The ability to design and implement a database application, working from the E-R modeling stage through to the actual implementation
10. The ability to integrate the implemented database application with a Web-based application system or website

Assessment methodologies:

Combination of quizzes and/or tests, homework assignments and projects, and a cumulative final exam.

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HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0

⁺⁺Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Business Administration

Name of Program/Certificate: Computer Information Certificate: Database Technology

Briefly state the rationale for the program: This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate.

Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities.

All courses in the certificate exist and are already part of the parent program.

What is the Program Objective? This program is designed to provide the fundamental database design and implementation knowledge and skills required for entry-level positions in database development.

What are the Program outcomes?

- Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills
- Demonstrate a good understanding of programming and programming languages and be able to design, code, compile, execute and debug programs
- Demonstrate a strong understanding of relational databases and the ability to query and manipulate data in relational databases
- Demonstrate a basic understanding of web development principles and technologies including HTML and CSS
- Demonstrate a basic understating of the Linux operating system, its GUI and command-line environments, and its tools
- A basic understanding of data storage systems, technologies, relational databases and commercial DBMSs
- A basic understanding of the database query languages and how to query relational databases to retrieve the required data correctly
- A basic understanding of the database administration concepts and the role of DBAs
- The ability to design and implement a database application, working from the E-R modeling stage through to the actual implementation
- The ability to integrate the implemented database application with a Web-based application system or website

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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

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

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No N/A

Will there be a change in the total Program/Certificate credits? ☐ Yes ☐ No N/A

If Yes, state previous total credit requirement:

Credit requirement: 26 - 27

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE

Course	Title or Description	Credits
Freshman		
ENG* E101	Composition	3
CSC* E105	Programming Logic	3
CSC* E238	SQL Fundamentals	3
CST* E266	Linux Fundamentals	3
Sophomore		
CST* E153	Web Development and Design I	4
CSC* E233	Database Development I	4
Elective (Restricted) - Programming Language ¹	Elective (Restricted) - Programming Language ¹	3 - 4
CSC* E239	Introduction to Database Design & Administration	3
Total Credits:		26 - 27
Footnotes:		
1	Restricted Programming Language Elective - Must be one of the following: CSC* E210, CSC* E223, CSC* E224, CSC* E240, CSC* E267, CSC* E268, CSC* E269, CSC* E218	

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Computer Information Certificate: Networking Technology Type of Offering (<i>e.g. Grad Certificate, Minor, Option</i>) Certificate Anticipated Initiation Date: Spring 2019 Anticipated Date of First Completion (<i>if applicable</i>): Fall 2020 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 18 # Cr of Electives: 0 # Cr of Other: 3 # Cr Special Requirements (<i>e.g. internship</i>): 0 Total # Cr the Institution Requires to Award the Credential 21
CIP Code No. (<i>if applicable</i>) 521201 Title of CIP Code Management Information Systems, General	
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: Business Administration ; 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>This certificate program is designed to provide the fundamental networking technology and network administration knowledge and skills required for entry-level positions in network engineering and administration. This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate.</p> <p>Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities.</p> <p>All courses in the certificate exist and are already part of the parent program.</p>	
Cost Effectiveness and Availability of Adequate Resources (<i>As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained</i>) No extra and new resources and no additional faculty are needed.	

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

Notes regarding Application: Approved CIP Code No. <i>(if applicable)</i> : Title of CIP Code: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:		
Institutional Contact for this Proposal: Farshad Ravanshad	Title: Assistant Professor of Computer Science	Tel.: 203-332-5127 e-mail: fravanshad@housatonic.edu

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

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)

[illegible]

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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. Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills
2. Demonstrate a basic understanding of programming and be able to write and understand programming code
3. Demonstrate a basic understating of the Linux operating system, its GUI and command-line environments, and its tools
4. A basic understanding of current networking technologies
5. A basic understanding of the networking protocols and protocol architecture
6. A basic understanding of data transmission and data communication
7. A basic understanding of LANs, MANs, and WANs
8. A basic understating of routers and switches
9. A basic understanding of the Internet and the TCP/IP protocol
10. A basic understanding of computer and network security
11. The ability to configure, manage and troubleshoot networks

Assessment methodologies:

Combination of quizzes and/or tests, homework assignments and projects, and a cumulative final exam.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0

⁺⁺Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Business Administration

Name of Program/Certificate: Computer Information Certificate: Networking Technology

Briefly state the rationale for the program: This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate. Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities. All courses in the certificate exist and are already part of the parent program.

What is the Program Objective? This program is designed to provide the fundamental networking technology and network administration knowledge and skills required for entry-level positions in network engineering and administration.

What are the Program outcomes?

- Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills
- Demonstrate a basic understanding of programming and be able to write and understand programming code
- Demonstrate a basic understanding of the Linux operating system, its GUI and command-line environments, and its tools
- A basic understanding of current networking technologies
- A basic understanding of the networking protocols and protocol architecture
- A basic understanding of data transmission and data communication
- A basic understanding of LANs, MANs, and WANs
- A basic understanding of routers and switches
- A basic understanding of the Internet and the TCP/IP protocol
- A basic understanding of computer and network security
- The ability to configure, manage and troubleshoot networks

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Is there a minimum of 15 credits of 200 level courses included in the program (applies to AS/AA programs only)? ☐ Yes ☒ No
Have Curriculum Committee and Senate approved any new courses that are part of this program? ☐ Yes ☒ No _____

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No N/A

Will there be a change in the total Program/Certificate credits? ☐ Yes ☐ No N/A

If Yes, state previous total credit requirement:

Credit requirement: 21

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE		
Course	Title or Description	Credits
Freshman		
ENG* E101	Composition	3
CSC* E105	Programming Logic	3
CST* E266	Linux Fundamentals	3
CST* E184	Network Administration I	3
Sophomore		
CST* E229	Network Routers and Switches	3
CST* E231	Data Communications & Networks	3
CST* E269	Introduction to Computer Security	3
Total Credits:		21
Footnotes:		

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Computer Information Certificate: Software Development Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate Anticipated Initiation Date: Spring 2019 Anticipated Date of First Completion (if applicable): Fall 2020 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 22 - 26 # Cr of Electives: 0 # Cr of Other: 3 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 25 - 29
CIP Code No. (if applicable) 521201 Title of CIP Code Management Information Systems, General	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Administration ; 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>This certificate program is designed to provide the fundamental programming and software development knowledge and skills required for entry-level positions in software development.</p> <p>This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate.</p> <p>Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities.</p> <p>All courses in the certificate exist and are already part of the parent program.</p>	
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> No extra and new resources and no additional faculty are needed.	

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

Notes regarding Application: Approved CIP Code No. <i>(if applicable)</i> : Title of CIP Code: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:		
Institutional Contact for this Proposal: Farshad Ravanshad	Title: Assistant Professor of Computer Science	Tel.: 203-332-5127 e-mail: fravanshad@housatonic.edu

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

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		
CSC* E150 Programming Logic	1, 2	The ability to perform basic file management and word processing tasks on a personal computer	3			
CST* E153 Web Development and Design I	1, 4	CSC *E105 <i>or</i> CSC* E223 <i>or</i> permission of the instructor	4			
CSC* E238 - SQL Fundamentals <i>or</i> CSC* E233 Database Development I	1, 3	The ability to perform basic file management and word processing tasks on a personal computer	3 <i>or</i> 4			
CST* E266 - Linux Fundamentals	1, 5	The ability to perform basic file management and word processing tasks on a personal computer	3			
Elective (Restricted) - Programming Language (3-4 credits) ^B	1, 2, 6, 7, 8, 9, 10	Depends on the programming language elective. Please refer to the prerequisites for each specific programming language	3 - 4			
Elective (Restricted) - Programming Language (3-4 credits) ^B	1, 2, 6, 7, 8, 9, 10	Depends on the programming language elective. Please refer to the prerequisites for each specific programming language	3 - 4			
Elective (Restricted) - Programming Language (3-4 credits) ^B	1, 2, 6, 7, 8, 9, 10	Depends on the programming language elective. Please refer to the prerequisites for each specific programming language	3 - 4			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

B *Restricted Programming Language Elective - Must be one of the following: CSC* E210, CSC* E223, CSC* E224, CSC* E240, CSC* E267, CSC* E268, CSC* E269, CSC* E218.*

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. Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills.
2. Demonstrate a strong understanding of programming and programming languages and be able to design, code, compile, execute and debug programs.
3. Demonstrate a basic understanding of relational databases and the ability to query and manipulate data in relational databases.
4. Demonstrate a basic understanding of web development principles and technologies including HTML and CSS.
5. Demonstrate a basic understating of the Linux operating system, its GUI and command-line environments, and its tools.
6. A basic understanding of computer science concepts and skills necessary for software development
7. A basic understanding of the role of different software technologies and software components
8. A basic understanding of the interaction between different software components such as the front-end, back-end, data manipulation and retrieval, data storage, and the deployment environment used in application software systems
9. A basic understanding of software development life cycle and necessary environments for writing and deploying software
10. The ability to use a high-level programming language effectively to develop small-scale application software systems

Assessment methodologies:

Combination of quizzes and/or tests, homework assignments and projects including programming projects, and a cumulative final exam.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0

⁺⁺Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Business Administration

Name of Program/Certificate: Computer Information Certificate: Software Development

Briefly state the rationale for the program: This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate. Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities. All courses in the certificate exist and are already part of the parent program.

What is the Program Objective? This program is designed to provide the fundamental programming and software development knowledge and skills required for entry-level positions in software development.

What are the Program outcomes?

- Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills.
- Demonstrate a strong understanding of programming and programming languages and be able to design, code, compile, execute and debug programs.
- Demonstrate a basic understanding of relational databases and the ability to query and manipulate data in relational databases.
- Demonstrate a basic understanding of web development principles and technologies including HTML and CSS.
- Demonstrate a basic understanding of the Linux operating system, its GUI and command-line environments, and its tools.
- A basic understanding of computer science concepts and skills necessary for software development
- A basic understanding of the role of different software technologies and software components
- A basic understanding of the interaction between different software components such as the front-end, back-end, data manipulation and retrieval, data storage, and the deployment environment used in application software systems
- A basic understanding of software development life cycle and necessary environments for writing and deploying software
- The ability to use a high-level programming language effectively to develop small-scale application software systems

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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

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

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No N/A

Will there be a change in the total Program/Certificate credits? ☐ Yes ☐ No N/A

If Yes, state previous total credit requirement:

Credit requirement: 25 - 29

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE		
Course	Title or Description	Credits
Freshman		
ENG* E101	Composition	3
CSC* E105	Programming Logic	3
CSC* E238	SQL Fundamentals	3
<i>or</i>	<i>or</i>	<i>or</i>
CSC* E233	Database Development I	4
CST* E266	Linux Fundamentals	3
Sophomore		
CST* E153	Web Development and Design I	4
Elective (Restricted) - Programming Language ¹	Elective (Restricted) - Programming Language ¹	3 - 4
Elective (Restricted) - Programming Language ¹	Elective (Restricted) - Programming Language ¹	3 - 4
Elective (Restricted) - Programming Language ¹	Elective (Restricted) - Programming Language ¹	3 - 4
Total Credits:		25 - 29
Footnotes:		
1	Restricted Programming Language Elective - Must be one of the following: CSC* E210, CSC* E223, CSC* E224, CSC* E240, CSC* E267, CSC* E268, CSC* E269, CSC* E218	

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Computer Information Certificate: Software Testing and Quality Assurance Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate Anticipated Initiation Date: Spring 2019 Anticipated Date of First Completion (if applicable): Fall 2020 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 23- 25 # Cr of Electives: 0 # Cr of Other: 3 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 26 - 28
CIP Code No. (if applicable) 521201 Title of CIP Code Management Information Systems, General	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Administration ; 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>This certificate program is designed to provide the fundamental software testing and quality assurance knowledge and skills required for entry-level positions in software testing and quality assurance. This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate.</p> <p>Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities.</p> <p>Except for one newly introduced course, all other courses in the certificate exist and are already part of the parent program.</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) No extra and new resources and no additional faculty are needed.	

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

<p>Notes regarding Application:</p> <p>Approved CIP Code No. <i>(if applicable)</i>: Title of CIP Code:</p> <p>Log of Steps Toward Approval:</p> <p>Date of Approval:</p> <p>Date for Inclusion in BOR-ASA Meeting Package:</p> <p>Comments:</p>		
<p>Institutional Contact for this Proposal:</p> <p>Farshad Ravanshad</p>	<p>Title: Assistant Professor of Computer Science</p>	<p>Tel.: 203-332-5127 e-mail: fravanshad@housatonic.edu</p>

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

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		
CSC* E150 Programming Logic	1, 2	The ability to perform basic file management and word processing tasks on a personal computer	3			
CST* E153 Web Development and Design I	1, 4	CSC *E105 <i>or</i> CSC* E223 <i>or</i> permission of the instructor	4			
CSC* E238 - SQL Fundamentals	1, 3	The ability to perform basic file management and word processing tasks on a personal computer	3			
CST* E266 - Linux Fundamentals	1, 5	The ability to perform basic file management and word processing tasks on a personal computer	3			
Elective (Restricted) - Programming Language (3-4 credits) ^B	1, 2, 6	Depends on the programming language elective. Please refer to the prerequisites for each specific programming language	3 - 4			
Elective (Restricted) - Programming Language (3-4 credits) ^B	1, 2, 6	Depends on the programming language elective. Please refer to the prerequisites for each specific programming language	3 - 4			
CSC* E256 Software Testing and Quality Assurance (4 credits)	7, 8, 9, 10, 11, 12, 13	CSC *E105 or CSC* E223; and a restricted programming language elective or permission of the instructor	4			

^B Restricted Programming Language Elective - Must be one of the following: CSC* E210, CSC* E223, CSC* E224, CSC* E240, CSC* E267, CSC* E268, CSC* E269, CSC* E218.

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Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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. Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills.
2. Demonstrate a strong understanding of programming and programming languages and be able to design, code, compile, execute and debug programs.
3. Demonstrate a basic understanding of relational databases and the ability to query and manipulate data in relational databases.
4. Demonstrate a basic understanding of web development principles and technologies including HTML and CSS.
5. Demonstrate a basic understating of the Linux operating system, its GUI and command-line environments, and its tools.
6. A basic understanding of computer science concepts and skills necessary for software testing and quality assurance
7. A basic understanding of the role of different software technologies and software components
8. Understand and appreciate the need for Software quality assurance
9. A basic understanding of the fundamentals of software testing
10. A basic understanding of error, fault, failure, debugging, validation concepts and creation of test cases in the correct format
11. A basic understanding of integration, system, and acceptance testing
12. A basic understanding of software development life cycle and necessary environments for writing, deploying and testing software
13. The ability to evaluate various software testing tools

Assessment methodologies:

Combination of quizzes and/or tests, homework assignments and projects including programming, testing, and group projects, and a cumulative final exam.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0

++Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Business Administration

Name of Program/Certificate: Computer Information Certificate: Software Testing and Quality Assurance

Briefly state the rationale for the program: This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate. Offering this certificate addresses HCC's mission to offer degree programs and certificates to address the CT workforce needs and/or the wellbeing of CT society/communities. All courses in the certificate exist and are already part of the parent program.

What is the Program Objective? This program is designed to provide the fundamental software testing and quality assurance knowledge and skills required for entry-level positions in software testing and quality assurance.

What are the Program outcomes?

- Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills.
- Demonstrate a strong understanding of programming and programming languages and be able to design, code, compile, execute and debug programs.
- Demonstrate a basic understanding of relational databases and the ability to query and manipulate data in relational databases.
- Demonstrate a basic understanding of web development principles and technologies including HTML and CSS.
- Demonstrate a basic understanding of the Linux operating system, its GUI and command-line environments, and its tools.
- A basic understanding of computer science concepts and skills necessary for software testing and quality assurance
- A basic understanding of the role of different software technologies and software components
- Understand and appreciate the need for Software quality assurance
- A basic understanding of the fundamentals of software testing
- A basic understanding of error, fault, failure, debugging, validation concepts and creation of test cases in the correct format
- A basic understanding of integration, system, and acceptance testing
- A basic understanding of software development life cycle and necessary environments for writing, deploying and testing software
- The ability to evaluate various software testing tools

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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

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

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No N/A

Will there be a change in the total Program/Certificate credits? ☐ Yes ☐ No N/A

If Yes, state previous total credit requirement:

Credit requirement: 26 - 28

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE		
Course	Title or Description	Credits
Freshman		
ENG* E101	Composition	3
CSC* E105	Programming Logic	3
CSC* E238	SQL Fundamentals	3
CST* E266	Linux Fundamentals	3
Sophomore		
CST* E153	Web Development and Design I	4
Elective (Restricted) - Programming Language ¹	Elective (Restricted) - Programming Language ¹	3 - 4
Elective (Restricted) - Programming Language ¹	Elective (Restricted) - Programming Language ¹	3 - 4
CSC* E256	Software Testing and Quality Assurance	4
Total Credits:		26 - 28
Footnotes:		
1	Restricted Programming Language Elective - Must be one of the following: CSC* E210, CSC* E223, CSC* E224, CSC* E240, CSC* E267, CSC* E268, CSC* E269, CSC* E218	

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: Computer Information Certificate: Web Development Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate Anticipated Initiation Date: Spring 2019 Anticipated Date of First Completion (if applicable) : Fall 2019 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 21 # Cr of Electives: 0 # Cr of Other: 3 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 24	
CIP Code No. (if applicable) 521201 Title of CIP Code Management Information Systems, General		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Business Administration; 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) This certificate program is designed to provide the technical computer skills required to design business web sites. This certificate will replace an existing certificate that will be updated and renamed. All courses in the certificate exist and are already part of the parent program. This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for workers having the skills set offered by the courses and training in the proposed certificate.		
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 extra and new resources and no additional faculty are needed.		
Institutional Contact for this Proposal: Farshad Ravanshad	Title: Assistant Professor of Computer Science	Tel.: 203-332-5127 e-mail: fravanshad@housatonic.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
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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Notes regarding Application:	
Approved CIP Code No. <i>(if applicable)</i> :	Title of CIP Code:
Log of Steps Toward Approval:	
Date of Approval:	
Date for Inclusion in BOR-ASA Meeting Package:	
Comments:	

CSCU REVIEW STATUS <i>(For System Office Use Only - please leave blank)</i>
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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		
CSC* E150 Programming Logic	1, 2	The ability to perform basic file management and word processing tasks on a personal computer	3			
CST* E153 Web Development and Design I	1, 5, 6	CSC *E105 <i>or</i> CSC* E223 <i>or</i> permission of the instructor	4			
CSC* E238 - SQL Fundamentals	1, 3	The ability to perform basic file management and word processing tasks on a personal computer	3			
CST* E266 - Linux Fundamentals	1, 4	The ability to perform basic file management and word processing tasks on a personal computer	3			
CSC* E268 - Client-Side Programming	1, 2, 3, 7, 8	CST* E153 and any programming language or permission of instructor	4			
CSC* E269 - Server-Side Programming	1, 2, 3, 7, 8	CST* E153 and any programming language or permission of instructor	4			
Prerequisites						
Total Other Credits Required to Issue Credential						
Other Details						

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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. Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills.
2. Demonstrate a basic understanding of programming and programming languages and be able to code, compile, execute and debug programs.
3. Demonstrate a basic understanding of relational databases and the ability to query and manipulate data in relational databases.
4. Demonstrate a basic understating of the Linux operating system, its GUI and command-line environments, and its tools.
5. The ability to create web sites by programming in HTML, the industry standard language for Internet presentation. Students will demonstrate this skill by using HTML programming to create functional web sites that employ the all of fundamental aspects of HTML, including HTML syntax, links, tables, images, frames, forms, and cascading style sheets.
6. The ability to create web sites that incorporate the graphical elements required of business web sites. Students will demonstrate this skill by creating web sites that employ all of the major industry standard graphical file formats and graphical compression techniques.
7. The ability to produce dynamic web sites that interact with the user. Students will demonstrate this skill by creating web sites that employ the fundamental client-side interactive Internet technologies, such as Javascript, Dynamic HTML, and Macromedia Flash.
8. The ability to produce web sites that serve as user interfaces to computer programs and databases. Students will demonstrate this ability by designing web sites that pass data to and from databases that reside on a web server.

Assessment methodologies:

Combination of quizzes and/or tests, homework assignments and projects including programming projects, and a cumulative final exam.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0

⁺⁺Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Business Administration

Name of Program/Certificate: Computer Information Certificate: Web Development

Briefly state the rationale for the program: This certificate will replace an existing certificate that will be updated and renamed. All courses in the certificate are already part of the parent program. This certificate will help those students not interested in earning a full 2-year associate degree or want a certificate in addition to their associate degree. There are many entry-level positions for those having the skills set offered by the courses and training in the proposed certificate.

What is the Program Objective? This program is designed to provide the technical computer skills required to design business web sites.

What are the Program outcomes?

- Demonstrate a basic understanding of the information technology field, demonstrate problem-solving and creative-thinking skills.
- Demonstrate a basic understanding of programming and programming languages and be able to code, compile, execute and debug programs.
- Demonstrate a basic understanding of relational databases and the ability to query and manipulate data in relational databases.
- Demonstrate a basic understanding of the Linux operating system, its GUI and command-line environments, and its tools.
- The ability to create web sites by programming in HTML, the industry standard language for Internet presentation. Students will demonstrate this skill by using HTML programming to create functional web sites that employ the all of fundamental aspects of HTML, including HTML syntax, links, tables, images, frames, forms, and cascading style sheets.
- The ability to create web sites that incorporate the graphical elements required of business web sites. Students will demonstrate this skill by creating web sites that employ all of the major industry standard graphical file formats and graphical compression techniques.
- The ability to produce dynamic web sites that interact with the user. Students will demonstrate this skill by creating web sites that employ the fundamental client-side interactive Internet technologies, such as Javascript, Dynamic HTML, and Macromedia Flash.
- The ability to produce web sites that serve as user interfaces to computer programs and databases. Students will demonstrate this ability by designing web sites that pass data to and from databases that reside on a web server.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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

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

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No N/A

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

If Yes, state previous total credit requirement: 16

Credit requirement: 24

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE

Course	Title or Description	Credits
Freshman		
ENG* E101	Composition	3
CSC* E105	Programming Logic	3
CSC* E238	SQL Fundamentals	3
CST* E266	Linux Fundamentals	3
Sophomore		
CST* E153	Web Development and Design I	4
CSC* E268	Client-Side Programming	4
CSC* E269	Server-Side Programming	4
Total Credits:		24
Footnotes:		

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: A.S. Liberal Arts & Sciences: Pre-Nutrition Option Type of Offering (e.g. Grad Certificate, Minor, Option) Option Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion (if applicable): Spring 2020 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 37 # Cr of Electives: 24 # Cr of Other: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 61	
CIP Code No. (if applicable)	Title of CIP Code	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: 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>This program is meant to provide students with additional career opportunities. This would allow students with interest in nutrition (Registered Dietitian/Nutritionist) to complete an associates degree at Housatonic and enter UCONN as a Pre-Nutrition Program junior. It makes use of existing faculty and coursework at Housatonic. Students will receive two years of credit at UCONN and enter UCONN's B.S. Nutritional Sciences program.</p>		
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> No cost as it makes use of existing course sections and faculty.		
Institutional Contact for this Proposal: Janet Yarrow	Title: Assistant Professor of Nutrition/Anatomy and Physiology	Tel.: (203) 332-5209 e-mail: JYarrow@housatonic.edu

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

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

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		
BIO 121	3	ENG 101	4	AESX	1	3
CHE 121	3	MAT 172	4	Foreign Language	1	3
BIO 211	3		4	Foreign Language	1	3
BIO 111	3		3	ENG 102	1	3
CHE 122	3		4	SOC 101	1	3
BIO 212	3		4	ANT 101	1	3
BIO 235	3		4	MAT 167		3
Prerequisites						
ENG 101			3	CHE 211	3	4
MAT 137 or test out				COM 173	3	3
MAT 172 or higher			3			
			33			
Total Other Credits Required to Issue Credential						28

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. Complete the general education core requirements.
2. Complete the computer fundamentals requirement.
3. Explore areas of interest via extensive coursework in liberal arts, business, and career areas in anticipation of employment or transfer.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX	ENG* E102		3
Appreciation of the Aesthetic Dimensions of Humankind	AESX		Choose one course	3
Quantitative Reasoning+	QUAX	MAT 172		3
Scientific Knowledge & Understanding++	SCKX	BIO 121		4
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX	SOC 101		3
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX	For. Language		3
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0
++Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.				

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM
Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Math/Science

Name of Program/Certificate: A.S. Liberal Arts & Sciences: Pre-Nutrition Option

Briefly state the rationale for the program: This program is meant to provide students with additional career opportunities. This would allow students with interest in nutrition (Registered Dietitian/Nutritionist) to complete an associates degree at Housatonic and enter UCONN as a Pre-Nutrition Program junior. It makes use of existing faculty and coursework at Housatonic. Students will receive two years of credit at UCONN and enter UCONN's B.S. Nutritional Sciences program.

What is the Program Objective? This program is designed for students who wish to transfer to the University of Connecticut to complete a bachelor degree in Pre-Nutrition. Students who complete this program will be able to transfer into UCONN with junior status following acceptance by UCONN.

What are the Program outcomes?

1. Complete the general education core requirements.
2. Complete the computer fundamentals requirement.
3. Explore areas of interest via extensive coursework in liberal arts, business, and career areas in anticipation of employment or transfer.

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

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

Are changes acceptable under the existing articulation agreements? ☐ Yes ☒ No _____

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

Credit requirement: 61

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Connecticut State Colleges & Universities

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE

Course	Title or Description	Credits
Freshman		
ENG 101	Composition	3
AESX	Choose one course in Aesthetic Dimensions ²	3
Foreign Language Elective	Choose one course in a foreign language ¹	3
Foreign Language Elective	Choose one course in a foreign language ¹	3
ENG 102	Literature & Composition	3
MAT 172 or higher	College Algebra	3
CHE 121	General Chemistry I	4
BIO 121	General Biology I	4
CHE 122	General Chemistry II	4
Sophomore		
SOC 101	Principles of Sociology	3
MAT 167	Principles of Statistics	3
ANT 101	Introduction to Anthropology	3
BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
BIO 235	Microbiology	4
BIO 111	Introduction to Nutrition	3
COM 173	Public Speaking	3
CHE 211	Organic Chemistry I	4
Total Credits:		61
Footnotes:		
1	Course must have prefix ARA*, FRE*, ITA*, or SPA* at the 200-level. UConn requires that two courses at the intermediate level be completed. If you test above the 2 nd intermediate-level course, please check with your advisor to pick a different course that transfers.	
2	Check with your advisor to find a course that transfers (e.g. ART* E101 or ART* E102).	
*	UCONN does not accept hybrid or online courses for transfer. Please select traditional offerings.	
	<p>NOTE: For degree completion the student must complete the Computer Literacy Requirement.</p> <p>NOTE: A minimum of 15 credits must be taken in 200-level courses.</p>	

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost: Feb 6, 2018
Characteristics of Below-Threshold Offering Name of Offering: <u>General Studies – Online Option</u> Type of Offering (e.g. Grad Certificate, Minor, Option) <u>Option</u> Anticipated Initiation Date: <u>Fall 2018</u> Anticipated Date of First Completion (if applicable): <u>5/2019</u> Modality of Program: On ground <input type="checkbox"/> <u>Online</u> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 12 # Cr of Electives: 50 # Cr of Other: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 60 - 63
CIP Code No. (if applicable) Title of CIP Code	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Housatonic CC, 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>This on-line program is designed for those who wish a broader general education background. Programs will be arranged on an individual basis through consultation with the student's advisor. A maximum of flexibility in choice of courses is permitted in this curriculum but the degree will be awarded only to those students whose programs meet the minimum requirements of this curriculum.</p> <p>Students taking classes are turning to on-line programs because of personal/work schedules and conflicts. There are approximately 30% of students turning to on-line classes/programs for the flexibility of doing class work.</p> <p>This General Studies program is not designed for transfer to a four-year program. Undecided students desiring transfer should enroll in one of the CSCU Transfer degrees, a Liberal Arts & Sciences Degree or a Pathway degree by their second semester at HCC.</p>	
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> This program uses existing courses/faculty and would not require any additional spending.	
Institutional Contact for this Proposal: Robin Avant	Title: Acting Academic Dean Tel.: 203-332-5060 e-mail: RAvant@housatonic.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
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		
Composition ENG 101**			3	Electives**		30
Freshman Seminar FS100**			3	Open Electives – Any course 100 or higher**		18-21
Literature & Composition EN102** or Elective – WRIX – Written Communication in English II**			3			
Prerequisites						
Total Other Credits Required to Issue Credential						60-63
Other Details						
Learning Outcomes - L.O. <i>(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.)</i> <ol style="list-style-type: none"> Complete the general education core requirements. Complete the computer fundamentals requirement. Explore areas of interest via extensive coursework in liberal arts, business, and career areas in anticipation of employment or transfer. 						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX	ENG E102	Literature & Composition	3
Appreciation of the Aesthetic Dimensions of Humankind	AESX		Choose one course	3
Quantitative Reasoning+	QUAX		Choose one course	3-4
Scientific Knowledge & Understanding++	SCKX		Choose one course	3-4
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX		Choose one course	3
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX		Choose one course	3
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
⁺ While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0

⁺⁺Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM
Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Academic

Name of Program/Certificate: General Studies – Online Option

Briefly state the rationale for the program: This program is designed for those who wish a broader general education background. Programs will be arranged on an individual basis through consultation with the student's advisor. A maximum of flexibility in choice of courses is permitted in this curriculum but the degree will be awarded only to those students whose programs meet the minimum requirements of this curriculum.

This General Studies program is not designed for transfer to a four-year program. Undecided students desiring transfer should enroll in one of the CSCU Transfer degrees, a Liberal Arts & Sciences Degree or a Pathway degree by their second semester at HCC.

What is the Program Objective?

- Complete the general education core requirements.
- Complete the computer fundamentals requirement.
- Explore areas of interest via extensive coursework in liberal arts, business, and career areas in anticipation of employment or transfer.

Is there a minimum of 15 credits of 200 level courses included in the program (applies to AS/AA programs only)?

☒ Yes ☐ No

Have Curriculum Committee and Senate approved any new courses that are part of this program? ☐ Yes ☐ No N/A

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No _____

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

If Yes, state previous total credit requirement: _____

Credit requirement: 60-63

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Associate in Science Degree

This online program is designed for those who wish a broader general education background. Programs will be arranged on an individual basis through consultation with the student's advisor. A maximum of flexibility in choice of courses is permitted in this curriculum but the degree will be awarded only to those students whose programs meet the minimum requirements of this curriculum.

This General Studies program is not designed for transfer to a four-year program. Undecided students desiring transfer should enroll in one of the CSCU Transfer degrees, a Liberal Arts & Sciences Degree or a Pathway degree by their second semester at HCC.

The program is entirely composed of the following course types:

Online Courses: Online courses incorporate various technological components. All online courses contain the essential resources included in a traditional course, such as course outline, syllabus, reading and written assignments, quizzes and/or tests including any additional resources deemed necessary to assist learners with the subject matter. Online courses are accompanied by a textbook or e-book and interactive learning activities. A learner will interact with faculty and other students through discussion boards, blogs, journals, email, and group collaborative assignments. The use of a computer or any other supported internet-connected device is *required*. These courses are identified in the course schedule with an **ONLN** coding.

Online with Campus Requirement: Some online courses require that a student come to the campus to complete an exam. These courses are identified with the **OLCR** coding.

Hybrid Courses: Hybrid courses combine online work with regular on-campus class meetings, but do not have as many on-campus class meetings as the typical on-campus course. Hybrid classes typically require that 50% of the coursework take place in a classroom with a set schedule while the other 50% of the coursework is online, with the use of BlackBoard *required*. These courses are identified in the course schedule with the **HYBR** coding.

Students who perform well in online courses are often:

- Technologically-savvy and flexible, and able to quickly adapt to new technologies;
- Self-motivated and independent, while able to work effectively in groups;
- Aware that online learning requires a knack for time-management and that the flexibility of online learning does not equate to "easier" learning;
- Good communicators, and able to communicate well in writing.

Outcomes:

- Complete the general education core requirements.
- Complete the computer fundamentals requirement.
- Explore areas of interest via extensive coursework in liberal arts, business, and career areas in anticipation of employment or transfer.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE

Course	Title or Description	Credits
Freshman		
ENG E101	Composition	3
MATH – Elective <u>1,5</u>	Mathematics	3-4
FS E100 <u>2</u>	Freshman Seminar	3
AESX – Elective <u>3,6</u>	Aesthetic Dimensions	3
SOCX – Elective <u>3,7</u>	Social Phenomena I	3
SOPX – Elective <u>3,8</u>	Social Phenomena II	3
ENG E102 or Elective WRIX	Literature & Composition or Written Communication in English II	3
SCKX - Elective <u>3,9</u>	Scientific Knowledge	3-4
HUM – Elective <u>3,10</u>	Humanities	3
BHEL – Elective <u>3,11</u>	Behavioral Science	3
Sophomore		
SSCI – Elective <u>3,12</u>	Social Science	3
SCI – Elective <u>3,13</u>	Science	3-4
FINA – Elective <u>3,14</u>	Fine Arts	3
Open – Electives <u>4</u>	Any course 100 or higher	18-21
Total Credits:		60-63
Footnotes:		
1	MATH E075 and E095 not acceptable	
2	FS100 (Freshman Seminar) course is required. Students with 12 or more college credits may be exempt. Consult with your advisor for more information. Freshman Seminar should be completed during the first semester.	
3	Electives: See the course descriptions in the college catalog to see which category a course aligns with. It is suggested that students discuss selection of electives with their assigned advisor. One year of foreign language is recommended.	
4	Open Electives: Any college level course (course 100 level or higher can fulfill this requirement, however, 15 credits must be taken in 200-level courses to earn the degree.	
5	The following are currently available fully-online: MAT* E137 and MAT* E167	
6	The following are currently available fully-online: ART* E101 and THR* E101	
7	The following are currently available fully-online: PSY* E111 and SOC* E101	
8	The following are currently available fully-online: ARA* E101, CJS* E101, ECN* E101, ECN* E102, FRE* E101, HSE* E101, ITA* E101, PHL* E101, POL* E111, and SPA* E101	
9	The following are currently available hybrid (with lab on-campus): BIO* E105, BIO* E121, BIO* E208, BIO* E235, and CHE* E111	
10	The following are currently available fully-online: PHL* E101 and PHL* E111	
11	The following are currently available fully-online: ANT* E101, PSY* E111, PSY* E201, PSY* E202, PSY* E245, and SOC* E101	
12	The following are currently available fully-online: HIS* E101, HIS* E102, HIS* E201, HIS* E202, POL* E111, ECN* E101, and ECN* E102	
13	The following are currently available hybrid (with lab on-campus): BIO* E105, BIO* E111 (fully-online), BIO* E121, BIO* E208, BIO* E211, BIO* E212, BIO* E235, and CHE* E111	
14	The following are currently available fully-online: ART* E101 and ART* E102	
	Notes: For degree completion, the student must complete the Computer Literacy Requirement. A minimum of 15 credits must be taken in 200-level courses. It is recommended that students take one year of a foreign language.	

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: Family Engagement Type of Offering (e.g. Grad Certificate, Minor, Option) certificate Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion (if applicable): Spring 2019 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 0-100%	Credit Distribution of the Offering # Cr in Core Courses: 12 # Cr of Electives: # Cr of Other: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 12	
CIP Code No. (if applicable)	Title of CIP Code	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Early Childhood Inclusive Education Program		
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> Graduates with this certificate will be more qualified to serve as family engagement workers, home visitors, or lead teachers in an early childhood program since they will have had a more in depth education focused, not only on early childhood education, but also on family engagement, a key component to the success of young children in preschool programs.		
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> No additional costs for this program.		
Institutional Contact for this Proposal: Shelley Tomey	Title: ECIE Program Coordinator	Tel.: 203 332-5162 e-mail: STomey@housatonic.edu

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

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.

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Connecticut State Colleges & Universities

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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		
ECE 101	1		3			
HSE 121	3	ENG 101	3			
SOC 201	1		3			
ECE 275	2		3			
Prerequisites						
ENG 101			3			
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 Demonstrate an understanding of relationships between diverse children, families, teachers and caregivers in early childhood education (ECE 101, SOC 210) Reflective essays

2 Explore the ways in which the educator can be involved with diverse families and why, as well as the ways in which teachers and parents can be involved with the community and why. (ECE 275) Paper

3 Demonstrate knowledge and intervention skills as parents, teachers, human service professionals responsible for helping children and youth identify and meet social, emotional and learning goals. Classroom role play (HSE 121)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM
Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: BSS

Name of Program/Certificate: Family Engagement

Briefly state the rationale for the program: Many early childhood programs in the community employ Family Engagement workers. This certificate will give them necessary content to do this job. Other programs leave family engagement activities up to teachers who are not always prepared. This certificate will put graduates at an advantage for getting positions in those early childhood programs.

What is the Program Objective? Graduates with this certificate will be more qualified to serve as family engagement workers, home visitors, or lead teachers in an early childhood program since they will have had a more in depth education focused, not only on early childhood education, but also on family engagement, a key component to the success of young children in preschool programs.

What are the Program outcomes? 1 Demonstrate an understanding of relationships between diverse children, families, teachers and caregivers in early childhood education (ECE 101, SOC 210) Reflective essays

2 Explore the ways in which the educator can be involved with diverse families and why, as well as the ways in which teachers and parents can be involved with the community and why. (ECE 275) Paper

3 Demonstrate knowledge and intervention skills as parents, teachers, human service professionals responsible for helping children and youth identify and meet social, emotional and learning goals. Classroom role play (HSE 121)

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

Have Curriculum Committee and Senate approved any new courses that are part of this program? ☐ Yes ☐ No N/A

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No _____

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

If Yes, state previous total credit requirement: _____

Credit requirement: 12

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

PROPOSED PROGRAM/ CERTIFICATE

Course	Title or Description	Credits
Freshman		
ECE 101	Intro to Early Childhood Education	3
HSE 121	Strategies for Developing Capable Children and Youth	3
SOC 210	Sociology of the Family	3
ECE 275	Child, Family, and School Relations	3
Sophomore		
Total Credits:		12
Footnotes:		

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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: Fine Arts: Art Therapy Pathway Type of Offering (e.g. Grad Certificate, Minor, Option) Option Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion (if applicable) : 5/2020 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? 0	Credit Distribution of the Offering # Cr in Core Courses: 36 # Cr of Electives: 3 # Cr of Other: 22 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 61	
CIP Code No. (if applicable) 51.2301 Title of CIP Code: Art Therapy/Therapist		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: HCC, Fine Arts, Bridgeport, CT.		
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) This program will be added as a Fine Arts Option using courses that already exist at the college, and is meeting the needs requested by many students that want to pursue a career in Art Therapy. After completing the associate's degree at HCC students can continue at Albertus Magnus to earn a bachelor's degree in Fine Arts, and a Masters Degree in Art Therapy. This new option provides our students with an additional career opportunity that requires no additional courses or funds to meet requirements.		
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) There will not be additional costs for equipment, material, or instructors.		
Institutional Contact for this Proposal: John Favret	Title: Professor/ Art Program Coordinator	Tel.: 203-332-5116 e-mail: jfavret@hcc.commnet.edu

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

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

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:

Faculty

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? 65%

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

- This program is being added as a Fine Arts Option using courses that already exist at the college, and is meeting the needs requested by many students to pursue a career in Art Therapy. Completing the associate's degree at HCC and continuing their education by attending Albertus Magnus College can achieve this.
- We have a pending articulation agreement with Albertus Magnus College for this program.
- There are no community colleges that offer this program.
- Art therapy is widely practiced and offers employment in a variety of settings including:
 1. hospitals
 2. psychiatric and rehabilitation facilities
 3. wellness centers
 4. forensic institutions
 5. schools
 6. crisis centers
 7. senior communities
 8. private practice
 9. clinical and community settings.

Specific positions for art therapists in Connecticut are in mental health, rehabilitation, medical, educational, forensic, and wellness and exercise management. Employment ranges from private practice to community settings with a diverse client base, such as couples, individuals, family, and group therapy formats.

Cost Effectiveness and Resources

Housatonic Community College has developed an individual budget for this pathway program to best illustrate the unique resource needs of each institution, parities in tuition rates, and distinctive enrollment trends. This program has been built as a pathway for student audiences with corresponding on-ramps leading to a four-year degree and Masters degree.

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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		
Art History Elective	4	ENG 101	3	ENG*E101 Composition		3
ART 109- Color Theory	1,2,3,		3	Mathematics Elective		3
ART 111- Drawing I	1,2,3,		3	ENG* E102 Literature & Composition		3
ART 112- Drawing II	1,2,3,		3	Humanities Elective		3
ART 121- 2-D Design	1,2,3,		3	Choose course in Scientific Knowledge		4
Painting Elective	1,2,3,		3	Choose course in Social Phenomena II		3
Sculpture Elective	1,2,3,		3	ART/GRA Elective		3
GRA 111- Intro Computer Graphics	3	ENG 101	3	Open Elective		3
GRA* E151 Graphic Design	2,3,4	ENG 101	3			
PSY 111- General Psychology	3,5,6	ENG 101	3			
PSY 202- Child Psychology & Development	3,5,6	PSY 111	3			
PSY 245- Abnormal Psychology	3,5,6	PSY 111	3			
Prerequisites						
Total Other Credits Required to Issue Credential						
Other Details						
Learning Outcomes - L.O. <i>(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.)</i>						
1. Attain Mastery of the basic conventions of drawing and design. 2. Become competent in a variety of artistic media. 3. Demonstrate visual thinking and productive problem-solving.						

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4. Enhance visual literacy and aesthetic appreciation of the culture we have inherited through the history of art				
5. Recognize and understand the relationship between individuals and their behavior.				
6. Understanding the basic research methods in psychology, including research design, data analysis, and interpretations.				
1.				

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0

⁺⁺Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Art

Name of Program/Certificate: Fine Arts: Art Therapy Pathway Option

Briefly state the rationale for the program:

Students have repeatedly requested an Art Therapy Program at HCC. We have researched what is required to earn a degree in this area. Art Therapy is a Master's Program and requires transfer to an accredited university. We have a pending articulation agreement with Albertus Magnus for this proposed pathway program. HCC will offer courses necessary to achieve an Associate of Art Degree. This degree transfers to their chosen university so students can pursue a career as an art therapist.

What is the Program Objective? This program prepares students with a foundation of courses in art and psychology and provides them with an option to pursue a career in art therapy. This will require attending Albertus Magnus to earn a Bachelor Degree in Fine Arts or Psychology with an Art Therapy concentration, and a Master's Degree in Art Therapy, after completing the Associate of Arts Degree Pathway Option at HCC.

What are the Program outcomes?

1. Attain Mastery of the basic conventions of drawing and design.
2. Become competent in a variety of artistic media.
3. Demonstrate visual thinking and productive problem-solving.
4. Enhance visual literacy and aesthetic appreciation of the culture we have inherited through the history of art
5. Recognize and understand the relationship between individuals and their behavior.
6. Understanding the basic research methods in psychology, including research design, data analysis, and interpretations.

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

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

Are changes acceptable under the existing articulation agreements? ☐ Yes ☒ No We have a pending articulation agreement with Albertus Magnus College

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

If Yes, state previous total credit requirement: _____

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 Credit requirement: _____

Fine Arts: Art Therapy Pathway Option

First Year		
ENG* E101	Composition	3
ART* E121	Two-Dimensional Design	3
ART* E111	Drawing I	3
ART* E109	Color Theory	3
Mathematics	Elective	3
ENG* E102	Literature & Composition	3
PSY* E111	General Psychology	3
GRA* E111	Intro To Computer Graphics	3
Painting	Elective	3
Sculpture/Ceramics	Elective	3
Second Year		
ART*112	Drawing II	3
GRA*151	Graphic Design	3
Humanities	Elective	3
Art History	Elective	3
Social Phenomenon II	Elective	3
PSY*202	Child Psychology & Development	3
PSY*245	Abnormal Psychology	3
Scientific Knowledge	Elective	4
Art/GRA	Elective	3
Open	Elective	3
Total Credits:		61

1. MAT*104 level or higher.

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

2. Choose ART* E155, ART* E157, ART* E253
3. Choose ART* E131, ART* 161, or ART* E163
4. Choose Art History I, Art History II, or Art History III
5. Any studio ART, DGA, or GRA course except ART* 184 and ART*290 (Excludes Art History courses)
6. Cannot be an ART course.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: Fine Arts Photography Option Type of Offering (e.g. Grad Certificate, Minor, Option)- Option Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion (if applicable): Spring 2020 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 40 # Cr of Electives: 3 # Cr of Other: 18 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 61-62	
CIP Code No. (if applicable) 50.0605 Title of CIP Code: Photography		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Housatonic Community College, 900 Lafayette Blvd. Bridgeport. CT 06604		
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>The Fine Arts Photography Option program provides students with a solid foundation in studio art, and the skills necessary to pursue a career in photography. The combination of courses explores a wide range of art classes including Drawing, 2-D Design, and Color Theory, which will establish a solid understanding for aesthetic fundamentals. In addition, students will be introduced to film, digital photography, commercial photography, video, and editing.</p>		
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>All resources, personnel, and equipment needed for this program are currently available on campus. No additional resources will be required.</p>		
Institutional Contact for this Proposal: John Favret	Title: Professor/ Art Program Coordinator	Tel.: 230-332-5116 e-mail: jfavret@housatonic.edu

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

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.

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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		
ART* E121 Two-Dimensional Design	1,2,3		3	WRCX- ENG* E101 Composition		3
ART* E101 Art History I	4	ENG 101	3	Mathematics Elective		3
GRA* E111 Introduction to Computer Graphics	1,2,3	ENG 101	3	WRCX- ENG* E102 Literature & Composition		3
ART* E141 Photography I	1,2,3,5,6	ENG 101	3	SOCX- Social Phenomenon I		3
ART* E102 Art History II	4		3	SCKX Scientific Knowledge		3-4
* ART* E205 History of Photography	4	ENG 101	3	SOPX Social Phenomenon II		3
ART* 250 Digital Photography I	1,2,3,5,6	ENG 101				
ART* E109 Color Theory	1,2,3		3	AESX ART* E111 Drawing I		3
ART* E112 Drawing II	1,2,3		3			
ART* 280 Advanced Digital Photography	1,2,3,5,6	ENG 101 ART 250	3			
ART* E103 Art History III	4	ENG 101	3			
DGA* E283 Digital Video Editing	1,2,3		3			
ART* E290 Portfolio Prep	1,2,3,6		1			
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. Attain mastery of the basic conventions of drawing, design, and photography.
2. Become competent in a variety of artistic media.
3. Demonstrate visual thinking and productive problem-solving.
4. Enhance visual literacy and esthetic appreciation, through the study of art history, of the culture

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

we have inherited.

5. Understand and use techniques and methods specific to the practice of photography.
6. Create a portfolio of photographic images.

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0
++Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.				

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Humanities/Art

Name of Program/Certificate: Fine Arts- Photography Option

Briefly state the rationale for the program: To provide our students with an area of concentration in photography to pursue a career. This supports articulation agreements to WCSU and Lesley University.

What is the Program Objective?

- This combination of courses provides students with a solid foundation in studio art, and the skills necessary to pursue a career in photography. Students will be introduced to film, digital photography, commercial photography, video, and editing.

What are the Program outcomes?

1. Attain mastery of the basic conventions of drawing, design, and photography.
2. Become competent in a variety of artistic media.
3. Demonstrate visual thinking and productive problem-solving.
4. Enhance visual literacy and esthetic appreciation, through the study of art history, of the culture we have inherited.

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

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

Are changes acceptable under the existing articulation agreements? ☐ Yes ☐ No NA

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

If Yes, state previous total credit requirement: _____

Credit requirement: 61-62

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

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

Fine Arts- Photography Option

List Courses	Credits
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Freshman

Gen Ed WRCX	ENG* E101 Composition	3
ART* E121	Two-Dimensional Design	3
Gen Ed AESX	ART* E111 Drawing I	3
Mathematics ¹	Elective	3
ART* E101	Art History I	3
Gen Ed WRCX	ENG* E102 Literature & Composition	3
GRA* E111	Introduction to Computer Graphics	3
ART* E141	Photography I	3
ART* E102	Art History II	3
Gen Ed SOCX	Choose one course in Social Phenomenon I	3

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Sophomore Year

ART* E205	History of Photography	3
ART* E250	Digital Photography I	3
ART* E109	Color Theory	3
ART* E112	Drawing II	3
Gen Ed SCKX	Choose one course in Scientific Knowledge	3 - 4
ART* E280	Advanced Digital Photography	3
Gen Ed SOPX ²	Choose one course in Social Phenomenon II	3
ART* E103	Art History III	3
DGA*E283	Digital Video Editing	3
Open	Elective	3
ART* E290	Portfolio Preparation I	1

Total Credits: 61 - 62

- 1- MAT* 104 level minimum. Must be higher than MAT 137 to transfer to a Connecticut State University
- 2- It is suggested that a course that also meets Humanities Elective be selected in this category

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BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Below-Threshold Offering Name of Offering: Fine Arts: Illustration Type of Offering (e.g. Grad Certificate, Minor, Option) Option Anticipated Initiation Date: Fall 2018 Anticipated Date of First Completion (if applicable) : 5/ 2020 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? 0	Credit Distribution of the Offering # Cr in Core Courses: 43 # Cr of Electives: 0 # Cr of Other: 18-19 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Credential 61-62	
CIP Code No. (if applicable) 50.0410 Title of CIP Code: Illustration		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: HCC, Fine Arts, Bridgeport, CT.		
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>This program will be added as a Fine Arts Option using courses that already exist at the college, and is meeting the needs requested by many students that want to pursue a career in Illustration. After completing the associate's degree at HCC students can continue at Western Connecticut State University to earn a bachelor's degree in Illustration. This new option provides our students with an additional career opportunity that requires no additional courses or funds to meet requirements.</p>		
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>There will not be additional costs for equipment, material, or instructors.</p>		
Institutional Contact for this Proposal: John Favret	Title: Professor/ Art Program Coordinator	Tel.: 203-332-5116 e-mail: jfavret@hcc.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:

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- 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.

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Comments:

Faculty

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? 70%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's Degree in Fine Art, Graphic Art, or equal experience in the field.

- This program is being added as a Fine Arts Option using courses that already exist at the college, and is meeting the needs requested by many students to pursue a career in Illustration. Completing the associate's degree at HCC and continuing at attending Western Connecticut State University can achieve this.
- We have a pending articulation agreement with Western Connecticut State University for this program.
- There are no community colleges that offer this program.
- Illustration can provide employment in a variety of settings including:
 1. Graphic Designers
 2. Newspapers
 3. Publishers
 4. Large Companies
 5. Textile Industry
 6. Medical Industry
 7. Freelance
 8. Web site development
 9. Graphic Novel
 10. Storyboards for movies and trailers
 11. Advertisements and adverMovies
 12. Product placement and 'how-to' instructions

Specific positions for illustrators in Connecticut are in graphic design, marketing, textile, video, motion graphics, and publishers. Employment ranges from small to large companies, full time, interns, and freelance.

Cost Effectiveness and Resources

Housatonic Community College has developed an individual budget for this pathway program to best illustrate the unique resource needs of each institution, parities in tuition rates, and distinctive enrollment trends. This program has been built as a pathway for student audiences with corresponding on-ramps leading to a four-year degree.

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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		
ART*E101 Art History I	4	ENG 101	3	Gen Ed WRCX ENG*E101 Composition		3
ART* E121 Two-Dimensional Design	1,2,3,7		3	Mathematics Elective		3
Gen Ed AESX ART* E111 Drawing I	1,2,3,7		3	Gen Ed WRCX ENG* E102 Literature & Composition		3
ART*102 Art History II	4	ENG 101	3	Gen Ed SOCX Choose course in Social Phenomena I		3
ART* E109 Color Theory	1,2,3,7		3	Gen Ed SCKX Choose course in Scientific Knowledge		3-4
GRA* E111 Intro to Computer Graphics	1,2,3,5,6,7	ENG 101	3	Gen Ed SOPX Choose course in Social Phenomena II		3
ART*103 Art History III	4	ENG 101	3			
ART* E112 Drawing II	1,2,3,7		3			
GRA* E151 Graphic Design	5,7	ENG 101	3			
GRA* E230 Digital Imaging	1,2,3,5,6,7	GRA 111	3			
ART* E113 Figure Drawing I	1,2,7		3			
ART (painting) ² Painting Elective	1,2,3,7		3			
GRA* E221 Illustration I	1,2,3,5,6,7		3			
ART* E250 Digital Photography I	1,2,3,7	ENG 101	3			
ART* E290 Portfolio Preparation I	2,3,5,7		1			
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. Attain Mastery of the basic conventions of drawing and design.
2. Become competent in a variety of artistic and digital media.
3. Demonstrate visual thinking and productive problem-solving.
4. Enhance visual literacy and esthetic appreciation, through the study of art history, of the culture we have inherited.
5. Demonstrate proficiency in selection and use of relevant technologies and computer software in

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illustration.

6. Ability to use available software and non-digital processes to sketch, model, and produce an illustration.
7. Demonstrate proficiency in presenting work as well as discussing and constructively critiquing the work of others.

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HCC General Education Requirement for all degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Written Communication in English I	WRCX	ENG* E101	Composition	3
ENG* E102 or Written Communication in English II	WRIX			
Appreciation of the Aesthetic Dimensions of Humankind	AESX			
Quantitative Reasoning+	QUAX			
Scientific Knowledge & Understanding++	SCKX			
Social Phenomena Knowledge & Understanding I (within the fields of anthropology, psychology or sociology)	SOCX			
Social Phenomena Knowledge & Understanding II (not within the fields of anthropology, psychology or sociology)	SOPX			
Critical Analysis & Logical Thinking	CRIX	embedded		0
Continued Learning & Information Literacy [satisfaction of HCC computer literacy requirement and completion of a course with a component of independent research (WRIX)]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind	ED	embedded		0
+While any math course numbered higher than 100 meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.				

Additional CSCU General Education Requirement for all CSCU Transfer Degrees

General Education Competency Area	Code	Course #	Course(s) Required or How Competency will be Fulfilled	Credits
Scientific Reasoning ²	SCRX			
Historical Knowledge & Understanding	HISX			
Oral Communication in English	ORAX			
Critical Analysis & Logical Thinking [5 outcomes]	CRIX	embedded		0
Continued Learning & Information Literacy [4 outcomes]	CONX	embedded		0
Appreciation of the Ethical Dimensions of Humankind [4 outcomes]	ED	embedded		0
Written Communication in English [at least 1 outcome]	WCIII	embedded		0
++Students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.				

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Housatonic Community College
Application for Approval of New Program/Certificate

Department Requesting Program/Certificate: Art

Name of Program/Certificate: Fine Arts: Illustration

Briefly state the rationale for the program:

Many of our students have expressed interest in an Illustration Program at HCC. We have a solid Fine Arts Program with a strong concentration in Illustration. This new program can be offered without adding any new courses. Illustration is a growing field and there are many good employment opportunities for students to pursue as an Illustrator and related fields in the nearby area. We have a pending articulation agreement with Western Connecticut State University for this proposed program. HCC will offer courses necessary to achieve an Associate of Art Degree. This degree transfers to their chosen university so students can pursue a career as an Illustrator.

This program addresses CT workforce needs by adding specific training that will allow the student more opportunities for transfer to a 4-year college / university or start in the workforce.) Indeed.com lists 133 current vacancies for Illustrators as of February 14, 2017. Listings include positions at The Information Technology Center in Stamford, Prints of Orange in Milford, The Lighting Quotient in West Haven, and a variety of graphic design companies including XO Group in Norwalk, and Tribune Media Company in Hartford. We have HCC instructors that have been working as illustrators for many years and currently produce work for writers, publishers, and comics in the Sunday paper. Professional hands-on work experience is shared by instructors to provide students with skills they can use in the local workforce.

This program is being added as a Fine Arts Option using courses that already exist at the college, and is meeting the needs requested by many students to pursue a career in Illustration. Completing the associate's degree at HCC and continue training at Western Connecticut State University can achieve this.

What is the Program Objective? This program prepares students with a foundation of courses in art and provides them with an opportunity to pursue a career as an illustrator or in a related field that includes animation, cartooning, and fine arts.

What are the Program outcomes?

1. Attain Mastery of the basic conventions of drawing and design.
2. Become competent in a variety of artistic and digital media.
Assessment: Projects and portfolios that evidence craftsmanship, adherence to project parameters, appropriate material selection, and modeling techniques.
3. Demonstrate ability to identify, analyze, and solve design problems.
Assessment: Portfolio projects appropriately respond to project roughs and comps. Projects are clear, focused, expressive, and communicative solutions to the specific problems.
4. Demonstrate an understanding of the aesthetics of illustration and of the history and current state of design.
Assessment: Projects, papers, and presentations for art and art history courses; in studio courses, specific projects that appropriately reference historical precedents and stylistic movements in design.

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5. Demonstrate proficiency in selection and use of relevant technologies and computer software in illustration. Ability to use available software and non-digital processes to sketch, model, and produce an illustration. Design and develop an illustration from sketch to mockup to finished process.
Assessment: Project and portfolio solutions are made with the appropriate non-digital or software for the final application.
6. Demonstrate proficiency in presenting work as well as discussing and constructively critiquing the work of others.
Assessment: Active participation in class critiques; clear, thoughtful presentation of students' own projects. The ability to use critical thinking to give, accept, and incorporate feedback.
- 7.

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

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

Are changes acceptable under the existing articulation agreements? ☒ Yes ☐ No We have a pending articulation agreement with Western Connecticut State University

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

If Yes, state previous total credit requirement: _____

Credit requirement: _____

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

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Fine Arts: Illustration
Associate in Arts Degree

PROPOSED PROGRAM/ CERTIFICATE		
Course	Title or Description	Credits
Freshman		
ENG* E101	Composition	3
ART*E101	Art History I	3
ART* E121	Two-Dimensional Design	3
Gen Ed AESX	ART* E111 Drawing I	3
Mathematics ¹	Elective	3
Gen Ed WRCX	ENG* E102 Literature & Composition	3
ART*102	Art History II	3
ART* E109	Color Theory	3
GRA* E111	Intro to Computer Graphics	3
Gen Ed SOCX	Choose course in Social Phenomena I	3
Sophomore		
ART*103	Art History III	3
ART* E112	Drawing II	3
Gen Ed SCKX ²	Choose course in Scientific Knowledge	3 - 4
GRA* E151	Graphic Design	3
GRA* E230	Digital Imaging	3
ART* E113	Figure Drawing I	3
ART (painting) ³	Painting Elective	3
GRA* E221	Illustration I	3
ART* E250	Digital Photography I	3
Gen Ed SOPX ⁴	Choose course in Social Phenomena II	3
ART* E290	Portfolio Preparation I	1
Total Credits:		61 - 62
Footnotes:		
1	While any math course numbered MAT 104 or higher meets this requirement, higher level math courses are generally required by most 4-year colleges. Must be higher than MAT* E137 to transfer to a Connecticut State University in a CSCU Transfer Degree.	
2	In order to transfer to a Connecticut State University in a CSCU Transfer Degree students must successfully complete at least one Scientific Knowledge/Understanding or Scientific Reasoning course that contains a laboratory.	

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3	Choose ART* E157 or ART* E253
4	It is suggested that a course that also meets Humanities Elective be selected in this category